

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 30 September 2021 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 - 4) The Forum is asked to approve as a correct record the minutes of the last meeting held on 16 September 2021.
3	Fair Access and Educational Psychologists (Pages 5 - 10) Julie McDowell - EducationGateshead
4	School Funding Announcements (Pages 11 - 14) Carole Smith – Resources and Digital
5	DSG Quarter 1 Report (Pages 15 - 16) Terence Appleby – Resources and Digital
6	Early Years Inclusion Fund Consultation Outcome (Pages 17 - 22) Carole Smith – Resources and Digital
7	Growth Fund (XP) Calculation (Pages 23 - 24) Carole Smith – Resources and Digital
8	Working Time Regulation Outcome (Pages 25 - 26) Carole Smith – Resources and Digital
9	School Rates Funding from 2022/23 (Pages 27 - 28) Carole Smith – Resources and Digital
10	Date and Time of Next Meeting Thursday 11 November 2021 at 2.00pm

Contact: Rosalyn Patterson - email: rosalynpatterson@gateshead.gov.uk,
Tel: 0191 433 2088, Date: Wednesday 22 September 2021

GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 16 September 2021

PRESENT:

Peter Largue (Chair)	Trade Union Representative
Jacqui Ridley	Primary Governors
Brendan Robson	Secondary Faith Academies
Paul Harris	Primary Maintained Schools
Denise Kilner	Nursery Sector Representative
Elaine White	Diocese Representatives
Julie Goodfellow	Primary Academy Headteachers
Steve Haigh	Secondary Academy Headteachers
Ethel Mills	PVI Sector Representative
Andrew Ramanandi	Primary Headteachers
Domenic Volpe	Maintained Secondary Headteachers
Clive Wisby	Primary Headteachers
Councillor Sheila Gallagher	Elected Member
Sarah Diggle	Secondary Maintained Governors

IN ATTENDANCE:

Cllr Gary Haley	Gateshead Council
Carole Smith	Gateshead Council
Terence Appleby	Gateshead Council
Anthony Ward	Gateshead Council
Rosalyn Patterson	Gateshead Council

1 APOLOGIES

Apologies for absence were received from Mustafaa Malik, Christina Jones, Alison Hall and David Brophy.

2 MINUTES

The minutes of the meeting held on the 19 July 2021 were agreed as a correct record.

3 ELECTION OF CHAIR

- RESOLVED -
- (i) That Peter Largue be elected as Chair of the Schools Forum.
 - (ii) That Sarah Diggle be elected as Vice Chair of the Schools Forum.

4 SCHOOL FUNDING CONSULTATION

The Forum received the DfE consultation on the move to a hard national funding formula (NFF) for mainstream schools and the LA's draft response.

School Forum was asked for its views on submitting the draft response on behalf of the Forum.

There were differing views from particular sectors and specifically it was felt that more feedback should be included in terms of deprivation inequalities.

It was therefore suggested that schools be asked to respond individually and that Cllr Haley, Domenic Volpe and Sarah Diggle would come up with a response regarding equality to be circulated to schools with the consultation.

RESOLVED - That Schools Forum ask all schools to respond individually to the consultation.

5 DATE AND TIME OF NEXT MEETING

The next meeting will be held on Thursday 30 September 2021 at 2pm.

TITLE OF REPORT: Fair Access Process- Funding and Educational Psychologist Support

Purpose of report

1. To bring to the attention of the School Forum the potential gap in funding and Educational Psychology provision which is linked to the Fair Access process.
2. To invite School Forums to consider the proposal to address the potential gap in funding and provision.

Background

3. Every local authority is required to have in place a Fair Access Protocol (Schools Admissions Code 2021 article 3.14), 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 (Schools Admission Code 2021 article 3.15).
4. The purpose of Fair Access Protocols is to ensure that, outside the normal admissions round, unplaced and vulnerable children and those finding it difficult to secure a school place in-year are allocated a school place as quickly as possible.
5. For the vast majority of children, the protocol will not be necessary or relevant; it is intended to be used where there are particular difficulties in securing a school place. This protocol does not apply to children or young people with an Education, Health and Care Plan, as there are other processes in place to secure an educational placement for these children/young people.
6. From a school/academy perspective the purpose of these protocols is to establish a fair and transparent system, which ensures that all schools/academies admit their fair share of these unplaced and vulnerable children.
7. From a child's perspective the purpose of the protocol is to ensure that access to education is secured quickly.
8. Although as a local authority we would always seek to ensure that parental choice is acted upon, there is no duty for local authorities to comply with parental preference when allocating places through the Fair Access Protocol (School Admission Code 2021 3.19)

Secondary Fair Access Process

9. The Secondary Fair Access Protocols have been in place in Gateshead since October 2007, when all secondary Headteachers, a representative of the then PRU and local authority officers signed up to the Fair Access Protocols and Memorandum of Understanding.
10. Since the first panel meeting in February 2008, Gateshead has implemented its Secondary Fair Access Protocols through a panel process which runs regularly through out the academic year. The panel consists of an independent chair, Headteachers, Pastoral Deputies and relevant local authority officers. At the behest of Headteachers, in June 2010 the Fair Access Panel and the Educated other than at School (EOTAS) panel merged to become the Pupil Placement Panel (PPP). Following each panel, minutes are sent to all panel members and secondary schools/academies outlining the panel's decision. A further report on the Fair Access process is provided to panel members and secondary school Headteachers on an annual basis.
11. The Fair Access Protocol has been reviewed on a regular basis over the last several years, most recently during the 2020/2021 academic year due to the planned introduction of a revised Schools Admission Code 2021 which came into effect in September 2021. The Protocols have subsequently been updated and streamlined in light of these decisions.
12. Secondary Headteachers also agreed to contribute an agreed amount of funding to be held centrally in the Education Support Service budget and allocated through the Pupil Placement Panel. Written into the Protocols these funds; commonly referred to as 'Secondary funding', are used to 'top up' the cost of alternative provision; pay for interpreting services for meetings in school, translation of documents, support for EPS and any other work that the panel deems would be an appropriate use of this funding. These funds are monitored via budget meetings between finance and the Service Manager for the Education Support Service, with information in the form of a spreadsheet available each term to Pupil Placement Panel and updates provided by the Education Support Service manager to Gateshead Secondary Leaders Group.
13. These funds are carried over year on year until such times as the funds are used, at which point a request is made to the secondary Headteachers who continue to agree to contribute additional funds, most recently (June 2021) the secondary Headteachers agreed to contribute £2,000 per school to top up the funds.
14. Over the last five years there have been over in excess of 900 referrals made to the panel with over two-thirds of these placed into secondary schools/academies.
15. The Fair Access Team was created to provide transition support for the secondary Fair Access process. Consisting of the Fair Access Senior Officer and three Education Support Officers who provide support to the mechanisms that underpin this Protocol.

Primary Fair Access Process

16. Originally, the local authority, working with 6 primary school Headteachers developed the Primary Fair Access Protocols. As part of the consultation with schools/academies on the process, there was representation made to GAPH, Talking Heads and School Improvement Clusters to discuss the implementation of the Protocols. During 2020/2021 Head Teachers from Fair Access who represent School Improvement Clusters were asked to take part in a review of this Protocol due to the revised Schools Admission Code 2021 which came into effect in September 2021. The Protocols have subsequently been updated and streamlined in light of the decisions made at this review.
17. The Protocol sets out the aims, objectives and the operational details of the Primary Fair Access process. Whereas the principles, aims and objectives are similar to the secondary protocols, operationally the primary protocols reflect the different challenges faced by primary schools e.g. locality, access, school context etc. As part of the original working group a decision to place children into schools via a panel similar to the secondary Pupil Placement Panel was agreed.
18. It has historically been agreed that Headteacher representation on the panel should consist, wherever possible, of a Headteacher from each of the School Improvement Clusters.
19. Transition support when placing a child in a new school has been a corner stone of the Fair Access process. It is recognised by all that moving a child from one school to another and/or a child moving into a school from out of borough or out of the country can present challenges. As with secondary placements, short term transition support will be provided via the Education Support Service under the Fair Access process.
20. Additionally all primary schools have agreed to allocate an amount of funding to be held centrally by the Education Support Service but to be administrated by the Fair Access Panel. Criteria for the use of these funds could include: use of a interpreter to support meetings in school, translation of documents, counselling support, or any other support deemed appropriate by the Panel.
21. Over the last five years there have been over in excess of 700 referrals made to Fair Access Panel. In 2020/2021 over 90% of these were placed within one of our schools/academies.

Funding

22. Shortly after the panels were created it was agreed to transfer the AWPU and other funding elements following the move of a child from one school/academy in the local area to another. This is undertaken according to a formula, agreed by school forum. This is a recoupment based on census information taking into account the point at which the child was admitted to roll and calculated on a weekly basis, starting from September. It includes all the elements of the mainstream school funding formula and pupil premium if the child is eligible.

23. More recently, due the Schools Admission Code 2021 (2.28 3.18), children who may have historically been allocated a school placement through Fair Access Panel may now be allocated a school place via in-year admissions process. This may impact negatively upon those schools with surplus places who may not be able to re-direct an in-year admission request to Fair Access Panel. The financial support offered via placement through Fair Access Panel will therefore not be available to these schools and may place them and the child at a disadvantage.
24. It was felt at the time, that the outcome of a referral to this panel would help to inform the decisions of the Fair Access Panel as to the appropriateness of a mainstream school placement, or the need for an Education, Health and Care Plan.
25. Placing children with significant special educational needs into a school/academy for an assessment of their special needs and a subsequent Education, Health and Care Plan does have an impact on the support provided by the Educational Psychology Service, as schools will have already prioritised their existing children. Special Educational Needs can potentially be prohibitive, when asking a school/academy to consider a child with significant needs; however it also needs to be recognised that a child may need to be in a mainstream setting in order to undertake an assessment of their special educational needs and their ability to function/manage in a mainstream setting.
26. In order to address this issue the Headteachers on the Fair Access Panel requested a discussion with the Schools Forum regarding the possibility of the de-delegation of funds to employ an educational psychologist, who would belong to the Educational Psychology Service but who would receive their workload directly from the Fair Access Panel. This would allow for children placed in a school/academy with special educational needs to undergo an assessment, without this placement having an impact on a school/academy existing allocated EP time. This was agreed as appropriate in 2014.
27. More recently, due to changes in Schools Admission Code 2021 (2.28 3.18), children who may have historically been allocated a school placement through Fair Access Panel may be allocated a school place via in-year admission process. This may impact negatively upon those schools with surplus places who may not be able to re-direct an in-year admission request to Fair Access Panel. The Educational Psychology support available via placement through Fair Access Panel will therefore not be available to these schools and may place them and the child at a disadvantage.

Proposal

28. That Fair Access and Pupil Placement Panel may consider representations from schools with regards to children that they have received via in-year admission process, who may have historically been allocated a school place through either Panel to access the transfer of funding in accordance with the established agreement. This representation must be made in a timely manner to both Panels with convincing evidence for consideration to be

given to the transfer of these funds. This would support equitability and fairness to our schools.

29. That Fair Access Panel may consider representations from schools with regards to children that they have received into school via in-year admission, who present with significant need and who may have historically been allocated a school place through Fair Access. This representation must be made in a timely manner to Fair Access Panel with convincing evidence for consideration to be given for Educational Psychology support via the Fair Access Panel to be allocated. This would support equitability and fairness to our schools and the inclusion agenda.

Risks

30. Schools with surplus places admit children through in-year admissions who may have historically been eligible for placement through Fair Access, and appropriate funding is not allocated. This may have an impact on the attendance and attainment of both the individual child and whole school population.
31. That schools/academies with surplus places admit children through in-year admissions who may have historically been eligible for placement through Fair Access that have needs that will take priority over their existing children in terms of educational psychology time who are currently prioritised by the school. Resulting in children who have special educational needs remaining in a mainstream setting where their needs may not being met.

Recommendations

32. That School Forum consider the proposals.

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 Primary schools to receive the support to accurately identify the needs of children and implement support strategies as/when appropriate.

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TITLE OF REPORT: School Funding Update

Purpose of the Report

1. To update Schools Forum on the funding announcements released by the Department for Education (DfE) July 2021

Background

2. The funding announcements by the DfE July 2021 provide the direction of travel for Gateshead's dedicated schools grant (DSG) funding for the financial year 2022/23. This is indicative funding and the actual allocations for the schools block and the central school services block will be confirmed December 2021, together with an update on the high needs block and the early years block which will both be subject to further adjustments.

Mainstream Schools

3. The main funding announcements are listed below
 - School funding overall will increase by approximately 3%, apart from free school meals (FSM) which will increase by approximately 2%.
 - Premises factors will increase by RPI on last years actuals
 - There will be a consultation on the move towards a hard national funding formula (NFF)
 - There will a 2% increase on the funding floor
 - Low prior attainment proportions will be taken from 2019 data
 - MFG for mainstream schools will be between 0.5% and 2%
4. Provisional Allocation for Gateshead
 - Primary unit of funding increased by £126 to £4,710
 - Secondary unit of funding increased by £186 to £5,898
 - Premises factors increased by £168,916 to £4,348,281
 - Provisional allocation increased by £3,121,109 to £127,636,605 excluding growth funding

Growth Funding

5. The DfE issued the Growth Funding Estimate spreadsheet to help LA's to estimate the additional funding they will receive in the December 2021 DSG settlement. In order to use this tool, the September 2021 admission numbers are requested for reception and year 7 for all Gateshead mainstream schools under the LA's funding arrangements. These were added to the May 2021 school census information, year 6 and year 11 data were removed. The growth spreadsheet does not include XP

Gateshead and there is no way to add this information into the DfE spreadsheet, therefore a manual adjustment was undertaken.

6. The growth spreadsheet indicated pupil growth of approximately £580K, based on 53 additional primary children and 226 additional secondary children. With XP added in as a new school this increased to £760K with an additional 275 additional secondary children. Funding for 2021/22 was £607K.

High Needs Block

- At least 8% increase in funding for 2-18- year olds,
 - Limit on gains set at 11%
 - The basic entitlement factor to £4,660 for special schools is the same as 2021/22
 - The historic spend factor has been updated to use 50% of the actual spend from 2017/18
 - MFG for special schools must be 0% or higher on a per pupil basis
7. Provisional allocation for Gateshead
 - Based on 2021/22 HNB after import/export adjustment the HNB will increase by £2,449,961 from £28,241,290 to £30,691,251 which the DfE have calculated as a 10.14% increase.

Central Schools Services Block

- Funding for historic commitments will decrease by 20% but LA's with costs over the funding amount will be protected if actual spend is above the level funded. No detail is available yet on how to claim this additional funding.
 - The maximum per pupil year on year reduction for ongoing responsibilities is 2.5% with a year on year gains cap of 5.56%
 - Additional pension funding that local authorities (LA) have claimed for either LA employed teachers or additional amounts for special schools will be rolled into their ongoing responsibilities and will be added to the per pupil rate. Adjustments for this will be made later in the year.
8. Provisional Allocation for Gateshead
 - Unit of funding has not been provided
 - Historic commitments reduced by £121,984 from £609,920 to £487,936
 - Overall reduction in CSSB of £135,981 from £1,511,396 to £1,375,415, although it is anticipated that actual funding will be lower than this due to academy conversions.

Growth Funding

9. The DfE issued the Growth Funding Estimate spreadsheet to help LA's to estimate the additional funding they will receive in the December 2021 DSG settlement. In order to use this tool the September 2021 admission numbers are requested for reception and year 7 for all Gateshead mainstream schools under the LA's funding arrangements. These were added to the tool and the outcome was that estimated

growth funding will be £580K. Further modelling was undertaken adding in XP Gateshead which could increase growth funding to £760K.

Covid-19 Catch up Premium

10. There has been no information on the continuation of the Covid-19 Catch up Premium.

National Tutoring Programme

11. Information on the national tutoring programme for the academic year 2021/22 has been published.

[National tutoring programme \(NTP\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-tutoring-programme)

12. For the academic year 2021/22 the programme has been extended to include School-led tutoring for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. This grant must only cover up to 75% of the cost of any provision with the other 25% of the funding coming from other sources.

Early Years

13. Any increase in early years rates or the continuance of the maintained nursery grant for 2022/23 will not be announced until after the spending review. It is also the DfE's intention to revert back to the "normal" funding process for early years for 2022/23, however this will be kept under review if there is a significant drop in children attending early years settings in January 2021.

Proposal

14. It is proposed that Schools Forum notes the information in the report and that further information will be brought to Schools Forum when issued by the DfE.

Recommendation

15. It is recommended that Schools Forum note the information in the report.

For the following reasons:

- To ensure Schools Forum is aware of the current school funding information.

CONTACT: Carole Smith

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TITLE OF REPORT: Dedicated Schools Grant Revenue Q1 2021/22

Purpose of the Report

1. To inform Schools Forum of the quarter 1 projected outturn position of Dedicated Schools Grant (DSG) for 2021/22.

Background

2. The DSG is made up of four funding blocks:
 - The **Early Years (EY) block** for 2 and 3 & 4-year-old funding;
 - **Mainstream Schools block** which includes some centrally held and de-delegated funding;
 - **High Needs block (HNB)** which includes special schools, alternative provision and top-ups to maintained schools and academies; and
 - **Central Services Schools block** which includes central functions carried out on behalf of schools, for example, licences, schools' admissions, pension costs.
3. 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. Details are provided in Appendix 1.
4. The Council-lead DSG budget for 2021/22 is £112.728m. At quarter 1, the projected year-end outturn for the year was £111.860m, an underspend of £0.868m. The projections are based on expected activity at the time of preparing the report. The main areas of underspend relate to: independent schools top ups, special schools top-ups and the PRU partially offset by Maintained and Academy top ups and Alternative Provision.
5. The balance of the DSG reserve at 31 March 2021 was £2.241m. It is forecast that the balance will increase to £3.108m at 31 March 2021. The Early Years adjustment for 2020/21 has yet to be announced however, due to a different method of calculation in light of covid. This figure should be known in November.

Proposal

6. That Schools Forum notes the content of the report.

Recommendations

7. That Schools Forum notes the content of the report.

CONTACT: Terence Appleby x2468

2021/22 DSG Revenue Monitoring Quarter 1

DSG Area	Central Services Budget £'000	Total Approved Budget £'000	Central Services Outturn £'000	Outturn £'000	Variance £'000	Comments/Notes
Maintained Schools Budget Share		80,879	0	80,879	0	
DEDELEGATION						
Contingencies		0	0	1	1	
Behaviour support services		151	0	151	0	
Support to UPEG and bilingual learners		247	0	246	(1)	
Staff costs		180	0	144	(33)	Maternity Credits & TU facilitator costs
HIGH NEEDS BUDGET						
High Needs Budget (including Special Schools, PRU and Additional Support Top-ups)	447	19,638	447	18,887	(751)	-£471k Independent schools -£279k Special schools - OOB income -£181k PRU +225k Maintained and Academy top ups +£89k Alternative provision
EARLY YEARS BUDGET						
2,3 and 4 year-olds funding to PVI's	0	9,531	0	9,458	(73)	-£50k 2 year-olds, -£15k staff costs
CENTRAL PROVISION WITHIN SCHOOLS BUDGET						
Contribution to combined budgets	148	431	148	429	(2)	
School admissions		141	0	130	(11)	
Servicing of schools forums		116	0	113	(3)	
Termination of employment costs		313	0	319	6	Premature Retirement costs
Pupil growth/ Infant class sizes		607	0	607	0	
Other Items		139	0	139	0	CLA/ MPA Licences top sliced from DSG for all school licences
Statutory/ Regulatory duties		358	0	358	0	ESG top slice agreed by Schools Forum
TOTAL DSG	595	112,728	595	111,860	(868)	Appropriated to DSG reserve

	£'000	Comments/Notes
Reserves balance at 31 March 2021	(2,241)	
Appropriation to reserve: in year adjustments	0	EY 20/21 clawback unknown
Appropriation (to)/from reserve: in-year (surplus)/deficit	(868)	
Projected reserve balance at 31 March 2022 (surplus) / deficit	(3,108)	

TITLE OF REPORT: Early Years Inclusion Fund Consultation Outcome

Purpose of the Report

1. To bring to Schools Forum the outcome of the Early Years Inclusion Fund consultation.

Background

2. This report builds on the report brought to Schools Forum July 2021. The EYIF was introduced from April 2017 by the Department for Education (DfE) as part of the Early Years National Funding Formula (EYNFF). The changes required each local authority to have an inclusion fund for children with low and emerging special educational needs and disabilities (SEND). There has to be an EYIF for 3 and 4 year olds, but Gateshead also includes 2 year olds in the funding arrangements.
3. The proposed changes to the process was to allocate funding at a single point of time in the year that would not vary with hours to enable settings to be better plan for their use of this funding for children with low and emerging SEND. The proposal was to use the post codes of the children at providers on the January census to generate the ACORN score. The ACORN score will be multiplied by the spring term actual hours to generate the ACORN weighted hours to allocate funding the majority of the Inclusion Fund with £8,500 to be retained centrally to allocate to providers that identify needs throughout the year, assessed by Area SENCo.
4. Following the 2-week consultation period 11 responses were received, 3 from schools and 8 from the private voluntary and independent sector (PVI).
5. The vast majority of responses were in favour of the consultation proposals with only 2 negative and 1 don't know response. Out of the 11 responses only 2 contained comments.
6. A summary of the responses and the comments are in appendix 1 for information.

Proposal

7. It is proposed that, in light of the lack of response to, and the actual consultation responses received that Schools Forum approves the proposed changes to the inclusion fund calculation and administration. It is proposed that the changes are implemented for the financial year 2021/22 and that payments for 2021/22 be paid to PVI's in the autumn term and maintained schools will be notified of their allocation. For financial years 2022/23 inclusion fund payments will be paid in the summer term.

Recommendation

8. It is recommended that Schools Forum approves the change in the Inclusion Fund calculation method and that payments for 2021/22 will be in the autumn term and from 2022/23 onwards will be in the summer term.

For the following reasons:

- To update the calculation method for the Early Years Inclusion Fund and to facilitate payments in financial year 2021/22 and future years.

CONTACT: Carole Smith Ext 2747

Appendix 1

Inclusion Fund Consultation Responses and Comments

INCLUSION FUND	Totals
Q1 Do you accept the total level of Inclusion Fund for 2021/22 Financial Year?	
Yes	11
Don't Know	0
No	0

Q2 Do you accept the top slice of £8,500?	
Yes	11
Don't Know	0
No	0

Q3 Do you accept using the average ACORN score of each individual setting to calculate funding?	
Yes	10
Don't Know	0
No	1

Q4 Do you accept to the total spring term hours being used to calculate EYIF?	
Yes	10
Don't Know	0
No	1

Q5 Do you accept that the EYIF will be paid as a one-off amount either late in the spring term or early in the summer term as a one off payment?	
Yes	10
Don't Know	0
No	1

Q6 Do you accept that for 2021/22 EYIF payment will be made in the autumn term?	
Yes	10
Don't Know	1
No	0

Q7 Do you accept the proposed uses of the Inclusion Fund?	
Yes	11
Don't Know	0
No	0

Comments**Question 1**

No choice!

Question 2

Any setting with a child with identified needs should get help

Question 3

SEN does not discriminate between postcodes. Autism etc can happen anywhere and to any family no matter what their income. All children with SEN should receive equal support no matter where they live.

Question 4

EYIF should follow the child and be available when they need it . What about settings who accept an SEN child in summer term? This is likely to make settings reluctant to accept these children.

Question 5

This seems to suggest that children identified in the autumn as SEN would not receive any help until possibly the summer term? How is this supposed to work for settings who are supporting these children without funding until then? Also runs the risk of leaving settings with a very short time to use the funding before child leaves for school (as happens with EYPP)

Question 6

Why can't there be an allocation each term so that all children can benefit regardless of when their birthday falls?

Question 7**Other Comments**

Yet again things are seemingly being arranged for the convenience of the LA who work in financial years, ignoring the fact that settings have to work in academic years. This issue needs to be sorted out so that settings do not lose out.

We currently have a child at our setting who has additional needs and needs further support due to some behaviours have become difficult to manage. The child will often bite other children and staff. The send team are involved, occupational Therapy and the portage team. This child will be moving to the next room at the end of the year where the ratios increase to 1:8 so further support will be needed as the child may struggle on a higher ratio when the transition time comes especially considering there is around 30 children in the next room each day.

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TITLE OF REPORT: Growth Funding XP Gateshead Calculation

Purpose of the Report

1. To bring to Schools Forum the outcome of talks with the Department for Education (DfE) and the agreement of XP Gateshead Funding for the financial year 2021/22.

Background

2. This report builds on the report brought to Schools Forum in July 2021 on the funding of XP Gateshead, for the financial year 2021/22 from Gateshead's Growth Fund.
3. For calculation purposes actual pupil data, with all the pupil related characteristics needed to determine the mainstream formula could not be obtained. In discussions with the DfE it was agreed that the average secondary pupil characteristics for Gateshead secondary schools would be used.
4. Funding was modelled using Gateshead's 2021/22 Authority Proforma Tool (APT), and funding calculated on the school being open from September 2021 for 50 pupils. The outcome of this calculation resulted in part year funding of £291,592, for XP Gateshead, and this is included in appendix 1. This is the amount of funding that the DfE will recoup from Gateshead's 2021/22 Schools Block DSG and Schools Forum is requested to fund this amount from the Growth Fund.

Proposal

5. It is proposed that Schools Forum notes the content of this report and approves the funding of £291,592 (this figure could slightly change due to the recoupment process) from the growth fund. This is to fund XP Gateshead for the financial year 2021/22.

Recommendation

6. It is recommended that Schools Forum approves the funding of XP Gateshead from Gateshead's growth fund for the financial year 2021/22.

For the following reasons:

- To provide funding for the new XP Gateshead free school for the financial year 2021/22.

Appendix 1

3904004	XP Gateshead
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Proforma table

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	No	Pupil Units		0.00		Total	Proportion of total pre MFG funding (%)
	Description	Amount per pupil	Pupil Units		Sub Total			
	Primary (Years R-6)	£3,123.00	0.00		£0		£128,421	0.00%
	Key Stage 3 (Years 7-9)	£4,404.00	29.16		£128,421			44.04%
	Key Stage 4 (Years 10-11)	£4,963.00	0.00		£0			0.00%
2) Deprivation	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)
	FSM	£460.00	£460.00	0.00	7.21	£3,317	£19,914	1.14%
	FSM6	£575.00	£881.00	0.00	9.36	£8,249		2.83%
	IDACI Band F	£215.00	£310.00	0.00	3.41	£1,056		0.36%
	IDACI Band E	£260.00	£415.00	0.00	5.09	£2,111		0.72%
	IDACI Band D	£410.00	£580.00	0.00	2.44	£1,413		0.48%
	IDACI Band C	£445.00	£630.00	0.00	1.85	£1,165		0.40%
	IDACI Band B	£475.00	£680.00	0.00	1.80	£1,225		0.42%
	IDACI Band A	£620.00	£865.00	0.00	1.59	£1,379	0.47%	
3) Looked After Children (LAC)	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)
	LAC March 19	£0.00		0.00		£0	£2,797	0.00%
4) English as an Additional Language (EAL)	EAL 3 Primary	£550.00		0.00		£0		0.00%
	EAL 3 Secondary		£1,485.00		0.41	£608		0.21%
5) Mobility	Pupils starting school outside of normal entry dates	£1,200.00	£1,290.00	0.00	0.00	£0		0.00%
6) Prior attainment	Primary low prior attainment	£1,095.00		0.00		£0	0.00%	
	Secondary low prior attainment		£1,660.00		1.32	£2,189	0.75%	

Other Factors

Factor			Total (£)	Proportion of total pre MFG funding (%)	
7) Lump Sum			£117,800	40.40%	
8) Sparsity Factor			£0	0.00%	
9) Fringe Payments			£0	0.00%	
10) Split Sites			£0	0.00%	
11) Total 21-22 Rates (sum of 21-22 Rates and 20-21 Rates adjustment. Please see breakdown below)			£22,660	7.77%	
21-22 Rates	£22,660	20-21 Rates adjustment	£0		
12) PFI funding			£0	0.00%	
13) Exceptional circumstances (can only be used with prior agreement of ESFA)					
Factor	Description			Total (£)	Proportion of total pre MFG funding (%)
	Additional lump sum for schools amalgamated during FY20-21			£0	0.00%
	Additional sparsity lump sum for small schools			£0	0.00%
	Exceptional Circumstance3			£0	0.00%
	Exceptional Circumstance4			£0	0.00%
	Exceptional Circumstance5			£0	0.00%
	Exceptional Circumstance6			£0	0.00%
	Exceptional Circumstance7			£0	0.00%

Total Funding for Schools Block Formula (excluding minimum per pupil funding level MFG Funding Total) (£)	£291,592
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Other Adjustment to 20-21 Budget shares	£0
14) Additional funding to meet minimum per pupil funding level	£0
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)	£291,592

15) Minimum Funding Guarantee (gains may be capped above a specific ceiling and/or scaled)		
MFG Funding Total	£0	0.00%
Total Funding For Schools Block Formula (£)	£291,592	

Total De delegation	£0	0.00%
Education functions for maintained schools	£0	0.00%
Notional SEN	£11,303	3.88%

Total Funding For Schools Block Formula (after deduction of de delegation and education functions) (£)	£291,592
% Distributed through Basic Entitlement	44.04%
% Pupil Led Funding	51.83%

TITLE OF REPORT: School National Non-Domestic Rates (NNDR)

Purpose of the Report

1. To bring to Schools Forum the Department for Education (DfE) intention to centrally pay all mainstream school NNDR.

Background

2. The DfE ran a consultation from 10 March 2021 to 5 May 2021 on a proposal to centralise the payment of NNDR for state funded' mainstream schools from 2022/23 onwards.
3. This will entail the Education and Skills Funding Agency (ESFA) paying billing authorities directly on the behalf of state-funded schools from April 2022. This will replace the system in which schools receive funding for NNDR in their annual budgets and pay their NNDR to their billing authority.
4. Under the proposal's schools will retain the formal liability for the payment of NNDR, but the ESFA will act as a paying agent on schools behalf. Billing authorities will upload bill data for all schools to the online ESFA system and billing authorities will supply schools with payment information to allow schools to account for NNDR. Billing authorities will also need to upload any adjustments to the ESFA online system and there will be a single reconciliation payment in March to account for all of the in-year adjustments. If the ESFA has overpaid the overpayment will be deducted from the ESFA's payment in the next financial year. Detailed information on the practicalities of accounting for NNDR in mainstream schools accounts is to follow.
5. On the 8 September 2021 the latest ESFA update for local authorities was published. The below section was included in this update for action for schools.

Action: call for local authority maintained schools to register multi-use sites

ESFA will cover additional rates costs associated with additional buildings on a school site which are used to deliver education for pupils at the school (for example, a sports hall that is used during school hours and at evenings by the wider community).

We will not cover the additional rates costs associated with buildings which are

not used to deliver education for pupils at the school.

For a smooth transition to the new payment system, we'd encourage schools to register buildings which are not used to deliver education for pupils at the school as a separate entity on the Valuation Office Agency's (VOA) rating list.

This ensures that two individual bills are produced, meaning the bill data uploaded to ESFA by billing authorities will only relate to the parts of a school site used to deliver education and will exclude any other buildings.

This is likely to apply to schools which contain:

- several service providers (for example, a private nursery attached to a primary school)
- other bodies which occupy specific buildings (for example, a caretaker's house or community swimming pool)

6. There is no information or guidance on how schools should go about this process, and there does not seem to be any specific part of the VOA website that deals with the above request. A link to the VOA website is below.

[Valuation Office Agency - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Proposal

7. It is proposed that Schools Forum notes the contents of this report to keep updated on the new NNDR process that will commence April 2022.

Recommendation

8. It is recommended that Schools Forum notes the contents of this report and that changes to the NNDR process will take place from April 2022.

For the following reasons:

- To provide funding for the new XP Gateshead free school for the financial year 2021/22.

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