

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 9 December 2021 at 2.00pm 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 11 November 2021
3	Fair Access Education Psychologist (Pages 7 - 12) Maxine Caine – Education Schools and Inclusion
4	Ethnic Minority and Traveller Achievement Service (Pages 13 - 16) Jenny Edwards – Education Schools and Inclusion
5	Behaviour Support Service (Pages 17 - 22) Julie McDowell – Education Schools and Inclusion
6	Emotionally Based School Avoidance (EBSA) Mentors (Pages 23 - 28) Julie McDowell – Education Schools and Inclusion
7	Financial Difficulty Funding (Pages 29 - 30) Carole Smith – Resources and Digital
8	Mainstream School Funding Consultation Response (Pages 31 - 34) Carole Smith – Resources and Digital
9	Dedicated Schools Grant - Q2 (Pages 35 - 36) Terence Appleby – Resources and Digital
10	Date and Time of Next Meeting Thursday 6 January 2022 at 2.00pm

Contact: Rosalyn Patterson - email: rosalynpatterson@gateshead.gov.uk,
Tel: 0191 433 2088, Date: Thursday, 2 December 2021

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GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 11 November 2021

PRESENT:	Peter Largue (Chair)	Trade Union Representative
	Sarah Diggle	Secondary Maintained Governors
	Jacqui Ridley	Primary Governors
	Alison Hall	Primary Maintained Schools
	Denise Kilner	Nursery Sector Representative
	David Brophy	Secondary Academy Governors
	Julie Goodfellow	Primary Academy Headteachers
	Steve Haigh	Secondary Academy Headteachers
	Mustafaa Malik	Primary Headteachers
	Michelle Richards	Special School Headteachers
	Christina Jones	Pupil Referral Unit
Councillor Sheila Gallagher	Elected Member	
IN ATTENDANCE:	Carole Smith	Gateshead Council
	Terence Appleby	Gateshead Council
	Anthony Ward	Gateshead Council
	Steve Horne	Gateshead Council
	Rosalyn Patterson	Gateshead Council

1 APOLOGIES

Apologies for absence were received from Andrew Fowler, Andy Ramanandi, Ethel Mills, Clive Wisby and Domenic Volpe.

2 MINUTES

The minutes of the meeting held on 30 September 2021 were agreed as a correct record.

3 MAINSTREAM SCHOOL FUNDING REVIEW

The Forum received a report on the modelling that has been undertaken to review the mainstream school funding formula for 2022/23.

It was proposed that the new National Funding Formula factor values be used and if there is any affordability issues once the APT is received this will be managed via capping and scaling in the first instance and MFG if that is still not affordable.

Concerns were raised that the formula is driven by pupil characteristics and therefore any capping restricts that. It was therefore suggested that if there are any

affordability issues, following receipt of the settlement, that this be dealt with through MFG, then scaling and capping in that order. It was confirmed that through the modelling there had been no need to use scaling and capping and therefore it was hoped this would be the case once the data in December was received.

- RESOLVED -
- (i) That the Schools Forum approved the proposal to adopt the NFF factor values and any affordability issues be managed through capping and scaling and MFG.
 - (ii) That the Schools Forum agreed that a short consultation be held with all mainstream schools on the proposed changes to the mainstream school funding formula.

4 GROWTH FUNDING

A report was presented on the estimated amount of Growth Funding that will be received for 2022/23.

The modelling tool has been used with October census data to give the rough estimate of £580,425 growth funding expected to be received for 2022/23. The actual allocation will be confirmed in the December 2021 settlement.

RESOLVED - That the Schools Forum noted the report.

5 FINANCIAL DIFFICULTY FUNDING

The Forum received the proposed updated Schools in Financial Difficulty Procedure.

The point was made that under operational guidance this funding should be from contingencies and therefore separate from DSG reserves. It was confirmed that is correct, however it is within the Schools Forum's gift to decide how to use DSG reserves and that a suitable use of reserves would be to help schools in financial difficulty. It was agreed that this issue would be reviewed before the next meeting.

Concerns were also raised as to how many schools this would relate to over the next few years and that this is merely plastering over the problem. It was suggested that the authority needs a strategy around the problem.

The point was made that this is not an equitable position and therefore it was suggested that the Schools Forum request a review of the primary estate if there is an ongoing problem of increasing numbers of primary schools in financial difficulty.

- RESOLVED -
- (i) That the use of DSG reserves be reviewed and clarified.
 - (ii) That the Schools Forum did not make changes or amendments to the draft procedure and therefore to proceed on the basis of the report unless the review of the use of DSG reserves states otherwise.

6 MATERNITY CREDITS AND TRADE UNION FACILITY TIME

The Forum received a report on proposals for de-delegation so that maintained school can consult with their sector on the options.

It was noted that the only change is an increase of £0.50 per pupil for maternity credits and TUFT. It was noted that if this was an issue the rates can be reduced next year.

RESOLVED - That the Schools Forum consult with their respective phases on the possible areas of de-delegation and brings their views to enable the Forum to decide on de-delegation.

** The Chair declared an interest in this item.*

7 NATIONAL INSURANCE CONTRIBUTIONS INCREASES

The Schools Forum received a report on the announced rise in National Insurance Contributions. It was confirmed that this will increase by 1.25% from April 2022. It was noted that this will be an additional cost but some additional funding is expected.

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

8 DATE AND TIME OF NEXT MEETING

The next meeting will be held on Thursday 9 December 2021 at 2pm.

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TITLE OF REPORT: Primary Fair Access Education Psychologist

Purpose of the Report

1. To bring to Schools Forum the request to de-delegate funding from maintained primary schools to fund the post for the fair access panel (FAP) education psychologist (EP)

Background

2. 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.
3. 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.
4. 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).
5. The workload and responsibilities relating to this post have been distributed within the Psychological Service so that all 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 for preliminary involvement/visits;
 - 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;
 - Preliminary visits to explore the needs of individual pupils whose paperwork clearly indicates a significant level of SEND (including those at risk of permanent exclusion) prior to these pupils coming to PFAP and;

- Development and coordination of various training packages for primary schools relevant to the PFAP remit.

COVID-19 Global Pandemic

6. The restrictions put in place by the government due to the COVID-19 pandemic continued to have a significant impact upon schools and the services supporting them during this academic year. However, throughout this time, the PFAP EP has continued to take individual referrals and carry out the necessary work required by each case, alongside developing and delivering an online training programme for schools. Although some adaptations have been made to practice in light of service risk assessments (e.g. moving training delivery, case meetings online and, in some instances, casework carried out online), the PFAP EP role has still been successfully fulfilled despite the restrictions in place.
7. When pupils with additional or complex needs are discussed at PFAP meetings, it is often acknowledged that they may benefit from referral to the PFAP EP once they have settled into their new school placements. To date, the PFAP EP has accepted **128** individual pupil referrals overall, since 2014. During academic year 2020-2021, **10** referrals were still ongoing from academic year 2019-2020 and **16** new referrals were initiated, totalling **26** 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.
8. The primary needs of these pupils have been loosely categorised in Table 2. 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.

Table 2: Primary area of need for the 16 pupils referred to PFAP EP this academic year.

Area of Need	Number of Pupils
Social, emotional and mental health	10
Cognition and learning	0
Sensory and/or physical	1
Communication and interaction (including ASD)	4

NB: Primary area of need cannot be given in one case as no role for an EP could be identified when the case was allocated. EP involvement ceased immediately as a result.

Outcome	Number of Pupils
Pupil's needs identified and being met in mainstream school at SEN support level.	6
Pupil's needs identified and being met in mainstream school with an Education, Health and Care Plan.	1
Pupil's needs identified and being met in special school with an Education, Health and Care Plan.	1
Education, Health and Care Needs Assessment planned / underway.	3
Assessment in early stages and ongoing.	3
Education, Health and Care Plan assessment was underway but ceased as pupil moved home to within another local authority.	1
Closed with no action as no identifiable role for an EP.	1

outcomes of each case referred this academic year are summarised in Table 3, although several cases are still ongoing and so their overall outcome is yet to be established.

Table 3: Outcomes of each case referred to the PFAP EP this academic year.

9. Details of how the PFAP EP has responded to each individual referral can be found in the PFAP EP Record of EP work update documents, produced monthly to detail the active cases being undertaken within PFAP EP capacity. These are attached to the minutes of every PFAP meeting.

Annual Training Programme: Data

10. In recognition that all mainstream primary schools have contributed funding to the PFAP EP post, but that pupils coming through the panel tend to be clustered within certain geographical areas and so not all schools may accessing PFAP EP individual referral time as a result, in January 2016 the panel agreed to roll out a training programme in key areas identified as relevant to pupils placed via the PFAP process.
11. Since then **102** live training sessions have been offered across the authority with **over 2,000** attendees, covering such topics as:.

- 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.

12. As a result of the COVID-19 pandemic, this academic year the training programme moved online in order to continue to offer this service in a safe manner across the authority. The training topics were selected as pertinent to the difficulties arising in schools, particularly in light of the COVID-19 pandemic. They were:

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

13. The online training programme was pre-recorded and made freely available for eligible schools to access at their own convenience via the Services for Schools platform, with staff able to access this as individuals, small groups or as a whole school, depending upon individual circumstances. The Services for Schools website has the capacity track how many times each training video was viewed (see Table 6), although we do not have data summarising the exact number of staff present and watching each time.

Table 6: Number of times each training video was viewed (by an unknown number of staff).

Training Video	Number of Views
Adverse Childhood Experiences (ACEs) and Resilience	58
Bereavement and Loss	61
Managing Strong Emotions	111
Trauma Informed Practice	39
Total:	269

14. Within each course on the PFAP EP Training page additional handouts and other resources were made available for download; school staff did not need to watch the training videos in order to access these materials. Services for Schools recorded that the PFAP EP Training page was accessed **531 times** between going live in October 2020 and 31st August 2021 when the page was closed.

15. 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. Going forward into the next academic year, Head Teacher Cluster Representatives at the Primary Fair Access Panel requested on behalf of their clusters that training remain online in the pre-recorded format for both the safety of all involved and ongoing ease of access.

16. 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 2021.

De-Delegation

17. De-delegation is the agreed top slicing of funding from mainstream maintained schools. Services funded via de-delegation must be offered to academies on the same basis at the same as mainstream maintained schools.

18. The calculation for de-delegation for the FAP EP has been calculated on the basis that all mainstream primary schools in Gateshead buy into this service including academies. The de-delegation has been calculated on the basis that primary academies will also buy into this service at the level of £5.50 per pupil.

19. These levels of de-delegation have been calculated on the basis that all primary schools both maintained, and academy schools buy into this service.

Proposal

20. It is proposed that Schools Forum de-delegate funding for 2022/23.

Proposed de-delegation values are: -

- Fair Access Educational Psychologist £5.50 per pupil (primary only) (2021/22 £5.50)

Recommendations

21. That School Forum approves the de-delegation of funds for the Primary Fair Access Educational Psychologist

For the following reasons: -

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: Carolyn Lamb ext. 8562

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

Purpose of the Report

1. To provide Schools Forum with an update on the work delivered by EMTAS since September 2020 so they can consider de-delegation for the financial year 2022-23.

Background

2. 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 and asylum seekers in Gateshead schools.
3. 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 12.78% (January Census 2020) to 13.14% (January Census 2021). 3,610 pupils out of 27,482.
4. The Census data shows that 8.39% of pupils are identified as having a first language that is other than English (up from 8.16% January Census 2020), with at least 92 different languages spoken as first language. The highest recorded numbers continue to be Polish, Arabic, Kurdish and Chinese.

5. 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 2.0)
- An EAL Inclusion Officer was appointed on a fixed-term year's contract and was in post from January to August 2021. The post-holder worked alongside colleagues in EMTAS and Education Support Service to provide additional support for families with EAL to engage with education. Elements of this work have been taken on by existing staff

September 2020-October 2021

6. Primary maintained mainstream schools have access to the Core Service:
 - Support to implement appropriate 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
7. Academies and special schools can buy into these services, and Primary schools can access additional support through an SLA.
 8. Mainstream maintained primary schools with more than 20% EAL pupils have ongoing contact with the lead EMTAS specialist; alongside the EAL lead they agree on how best to support the school in meeting the needs of their pupils. 12 schools have access this.
 9. Since September 2020 the team has offered virtual consultations and meetings to schools, alongside visits to deliver assessments and support for individuals, modelling and coaching with staff, and whole school training.
 10. Mainstream maintained primary schools with less than 20% EAL pupils use the referral form to request the core Services.
 11. Between September 2020 and October 2021
 - 30 schools made referrals for advice and support
 - A further 12 training sessions have been delivered, including to Early Years, Primary and Secondary settings, Governors and Teaching training colleges.
 - Three Secondary schools and Academies continue to have an annual SLA with EMTAS; a further four Secondary and Special schools buy-in to the service for assessment and advice sessions
 - Headteachers and EAL leads have access to information and resources on the EGHub, and work is progressing to share information through the Services to Schools website.
 - Resources specific to the potential impact of COVID-19 on families with EAL were developed and shared with settings
 - The team continue to use agile working, responding to the needs and requests of schools and setting.
 12. A member of the team attends the multi-agency Hate Crime and Tension Monitoring Group meetings and provides advice and guidance to schools around hate incidents and other issues. Hate incidents are reported via a dedicated section of the Council's on-line system and there are indications that more schools are now reporting incidents.
 13. Covid restricted the opportunities to work in schools, but multicultural, faith awareness, hate incident activities and advice have been delivered on-line to both students and staff, together with training for student teachers in two institutions.
 14. 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. They have also worked closely with Local Authority services

including ESS and with Gateshead schools, to support pupils placed at short notice in a local hotel.

15. EMTAS continue to deliver training and guidance to staff and students at Northumbria and Newcastle Universities, and remote training has again been delivered for SCITT students.
16. EMTAS are part of the Naldic Special Interest group (National Association for Language Development in the Curriculum) attending and hosting Regional meetings.

Proposal

17. To enable EMTAS to continue to provide these services to schools, children, and young people in Gateshead it is proposed that schools de-delegate funding.
18. The de-delegation model is more closely linked to English as an additional Language (EAL) funding. EAL funding increased for 2022/23 and the factor value will be £565 per EAL child and increase of £15 from 2021/22.
19. 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 £250.00 for each primary EAL pupil. This is an increase of £5.00 per EAL pupil from 2021/22.
20. These levels of de-delegation have been calculated on the basis that all primary schools both maintained, and academy schools buy into this service.

Recommendations

21. 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 £250.00 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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TITLE OF REPORT: De–Delegation Behaviour Support Service

Purpose of the Report

1. The purpose of this report is to bring to Schools Forum an update on existing services Primary Behaviour Support that they currently fund through de-delegation so that they can consider further de-delegation for the 2022/23 financial year.

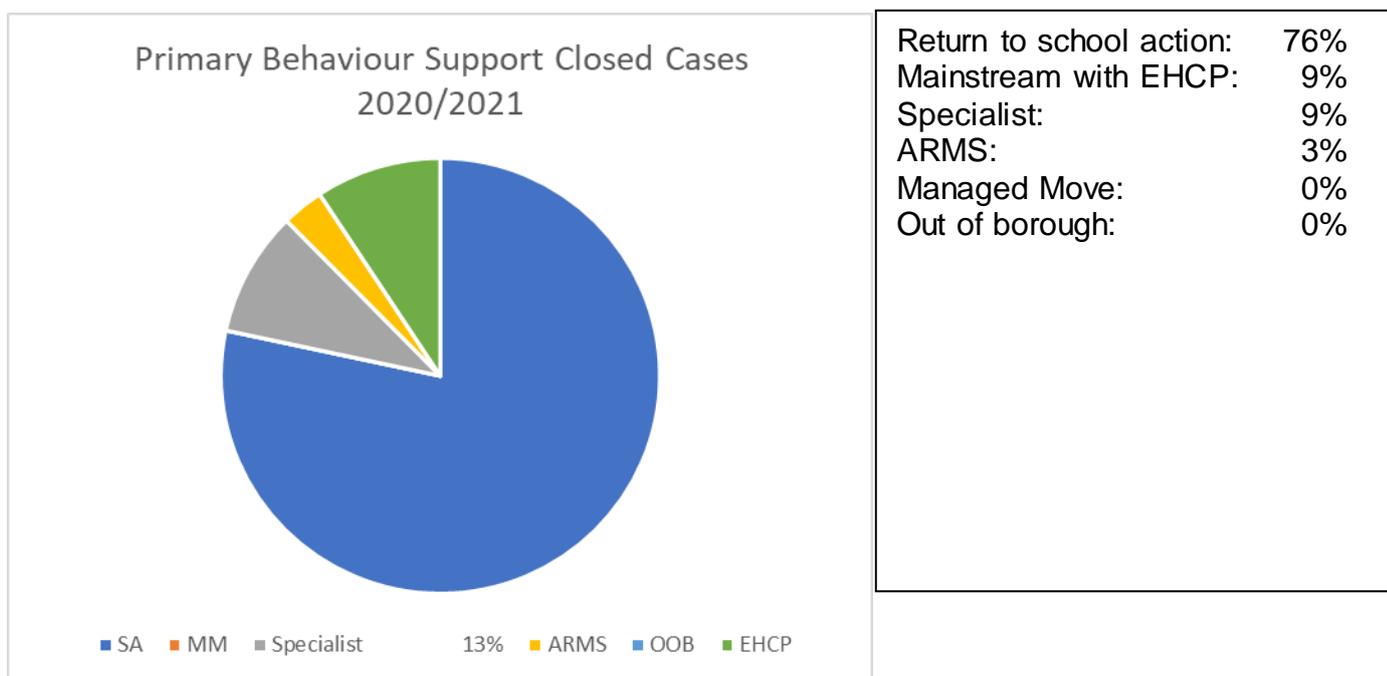
Background

2. Revenue funding arrangements for schools have changed following the last school funding review. 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.
3. However, there are some areas that schools have the option for de-delegation.
4. 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)
5. 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.
6. 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.
7. Academies, special schools and nursery schools can buy back into these services if they wish too.

Primary Behaviour Support Team

8. The Primary Behaviour Support Team work mainly, but not exclusively, on early intervention in the area of behaviour. The team consists of five specialist behaviour teaching assistants and two teachers. A number of these staff are now Thrive trained.

9. 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.
10. 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.
11. The buy-back is calculated on a 100% uptake by the primary schools.
12. Over the past few years a large number of schools have accessed support from the team.
13. The table below shows that following input from the Primary Behaviour Support Team. IN summary, 76% of children worked with returned to school action – this represents a 17% increase from the previous year. 9% continued in mainstream with an EHCP, 9% of children went into specialist provision (a 4% decrease from the provsious year) and 3% went to Bede ARMS – this is stable to last year.



14. Due to COVID and the further 'closure' of schools it was anticipated that referrals to Service would show a decline. There was a total of 55 in 2020/21 referrals which was stable to the previous year.
15. Referrals broken down by year group show that Early Years and Year 1 had the largest number of referrals to Service in this period.

16. Many referrals fell into the following categories:

- Behaviour assessment and management – acting out, withdrawn, aggression, noncompliance, refusals,
- Social skills
- Self –esteem and anxiety
- Anger management
- Friendship problems
- Advice with issues such as ADHD or Attachment difficulties
- Emotional support
- Teacher and whole class support

17. In 2020/2021 there was increased referral with regards to managing and supporting children with Social Emotional Mental Health (SEMH) needs.

18. Whilst Service delivery has been difficult during periods of 2020/21 due to school closures, the team has continued to work to support primary schools in various ways including:

- Work within schools to assess and support the most vulnerable children
- Telephone, email and TEAMS support
- Attendance at EHCP and other meetings
- Attendance at SEN and Primary Fair Access Panels
- Completion of reports, behaviour plans and risk assessments for individual children; taking into account COVID guidelines
- Provision of written advice to help schools manage the emotional needs of children as they returned to school post COVID

Advice to schools

19. During 2020/21 the team have continued to develop advice and guidance for schools. This can be found at the following: <https://educationgateshead.org/education-support-service/>

This includes:

- ✓ Supporting children with anxiety
- ✓ Supporting children with oppositional defiant behaviours
- ✓ How to create and use a “safe space”
- ✓ Fight, Flight and Freeze
- ✓ Communication and Behaviour
- ✓ Circle Time for Schools
- ✓ Children and Egocentrism
- ✓ Building resilience in children

20. The PBS also developed advice to parent(s)/carers. This included:

- ✓ Simple ways to boost your child’s self esteem
- ✓ Tips for managing common behaviour problems

21. The full range of advice can also be found in this year’s updated Primary Behaviour Support brochure which has already been circulated to all schools.

Training provided by Service in 2020/2021

22. Training was provided to the newly qualified teachers on positive behaviour management; evaluations of the training were very positive .

23. The Service devised and delivered online training sessions for lunchtime supervisors which proved extremely popular and continues to be requested. Many schools have accessed this, and response has been very positive with regards to the strategies highlighted and that it was an online offer.

“Drop in” surgeries

24. In spring 2020/2021 drop-in surgeries were initiated by the Service – 8 surgeries were held and in total 18 primary schools engaged in them. They allowed for staff to come online and ask questions or discuss an area of difficulty with regards to SEMH with the PBS Team Leader and specialist teacher. This offered an opportunity for staff to seek advice and guidance much earlier and anecdotal information supports the conclusion that this impacted positively at a much earlier stage so that referral to Service was not required.

25. Staff also continued to work alongside the Primary Fair Access process in both the referring and receiving schools and supporting managed moves. This has supported moves to be successful.

De-Delegation

26. For Behaviour Support there was a projected underspend on the budget for 2020/21 and therefore the underspend was carried forward enabling the rates to be reduced for 2021/22 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.

27. The underspend has now been utilised, and due to increased costs and reduced primary numbers it is proposed that de-delegation is set at £2.00 per pupil and £30.00 per pupil with low prior attainment as per appendix 1.

28. These levels of de-delegation have been calculated on the basis that all primary schools both maintained and academy schools buy into this service.

Proposal

29. It is proposed that Schools Forum de-delegate funding for 2022/23.

Proposed de-delegation values are: -

- Primary Behaviour Support (five TA's) £2.00 per pupil (primary only) 2022/23 (2021/22 £1.00)
- Primary Behaviour Support (five TA's) £30.00 per low prior attainment pupil (primary only) (2021/22 £15.00)

30. These amounts could change if the data in the updated APT is significantly different to 2021/22 APT data.

Recommendations

31. That School Forum approves the de-delegation of funds for the Primary Behaviour Support Team special needs assistants.

For the following reason(s):

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

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

CONTACT: Julie McDowell

ext. 8644

Appendix 1

School Name	NOR	Low Prior Attainment under new EYFSP Proportion	Low Prior Att Number	Amount per pupil 2	Amount per Low Prior Att. 30
				£2.00	£30.00
Barley Mow Primary School	153.00	0.27	41.23404	£306.00	£1,237.02
Bede Community Primary School	185.00	0.51	95.06944	£370.00	£2,852.08
Bill Quay Primary School	208.00	0.26	54.36364	£416.00	£1,630.91
Birtley East Community Primary School	189.00	0.30	56.59322	£378.00	£1,697.80
Blaydon West Primary School	175.00	0.29	50.94937	£350.00	£1,528.48
Brandling Primary School	178.00	0.29	51.04412	£356.00	£1,531.32
Brighton Avenue Primary School	290.00	0.32	93.78723	£580.00	£2,813.62
Caedmon Community Primary School	214.00	0.40	84.81707	£428.00	£2,544.51
Carr Hill Community Primary School	297.00	0.57	170.4304	£594.00	£5,112.91
Chopwell Primary School	180.00	0.44	78.52349	£360.00	£2,355.70
Clover Hill Community Primary School	204.00	0.22	45.72414	£408.00	£1,371.72
Colegate Community Primary School	144.00	0.29	41.84615	£288.00	£1,255.38
Corpus Christi Catholic Primary School	196.00	0.32	63.34146	£392.00	£1,900.24
Crookhill Community Primary School	191.00	0.34	65.58434	£382.00	£1,967.53
Dunston Hill Community Primary School	388.00	0.28	109.4671	£776.00	£3,284.01
Emmaville Primary School	388.00	0.20	77.36556	£776.00	£2,320.97
Falla Park Community Primary School	194.00	0.34	66.85135	£388.00	£2,005.54
Fell Dyke Community Primary School	255.00	0.37	93.17308	£510.00	£2,795.19
Fellside Community Primary School	210.00	0.16	32.84916	£420.00	£985.47
Front Street Community Primary School	391.00	0.23	90.23077	£782.00	£2,706.92
Glynwood Community Primary School	410.00	0.24	100.1163	£820.00	£3,003.49
Greenside Primary School	180.00	0.23	42.2069	£360.00	£1,266.21
Harlow Green Community Primary School	378.00	0.29	111.2432	£756.00	£3,337.30
High Spen Primary School	164.00	0.37	60.55385	£328.00	£1,816.62
Highfield Community Primary School	110.00	0.36	39.28571	£220.00	£1,178.57
Kells Lane Primary School	416.00	0.14	57.41972	£832.00	£1,722.59
Kelvin Grove Community Primary School	304.00	0.35	107.9134	£608.00	£3,237.40
Kibblesworth Academy	151.00	0.27	40.74603	£302.00	£1,222.38
Larkspur Community Primary School	123.00	0.44	54.66667	£246.00	£1,640.00
Lingey House Primary School	395.00	0.32	128.1081	£790.00	£3,843.24
Lobley Hill Primary School	354.00	0.38	134.1474	£708.00	£4,024.42
Oakfield Infant School	167.00	0.19	31.13559	£334.00	£934.07
Oakfield Junior School	236.00	0.18	43.18298	£472.00	£1,295.49
Parkhead Community Primary School	282.00	0.31	87.14163	£564.00	£2,614.25
Portobello Primary School	193.00	0.24	47.07317	£386.00	£1,412.20
Ravensworth Terrace Primary School	345.00	0.13	46.15385	£690.00	£1,384.62
Riverside Primary Academy	273.00	0.30	81.29333	£546.00	£2,438.80
Roman Road Primary School	194.00	0.34	66.33548	£388.00	£1,990.06
Rowlands Gill Community Primary School	198.00	0.25	49.75916	£396.00	£1,492.77
Ryton Community Infant School	92.00	0.25	23	£184.00	£690.00
Ryton Junior School	143.00	0.23	32.22535	£286.00	£966.76
Sacred Heart Catholic Primary School	243.00	0.25	61.33981	£486.00	£1,840.19
South Street Community Primary School	217.00	0.36	77.76879	£434.00	£2,333.06
St Agnes' Catholic Primary School	200.00	0.16	31.39535	£400.00	£941.86
St Aidan's Church of England Primary School	197.00	0.35	68.19231	£394.00	£2,045.77
St Alban's Catholic Primary School	189.00	0.42	78.47368	£378.00	£2,354.21
St Anne's Catholic Primary School	131.00	0.34	44.62637	£262.00	£1,338.79
St Augustine's Catholic Primary School	299.00	0.28	85.09091	£598.00	£2,552.73
St Joseph's Catholic Infant School, Birtley	82.00	0.29	23.42857	£164.00	£702.86
St Joseph's Catholic Junior School, Birtley	106.00	0.29	30.28571	£212.00	£908.57
St Joseph's Catholic Primary School, Blaydon	209.00	0.36	75.57062	£418.00	£2,267.12
St Joseph's Roman Catholic Voluntary Aided Primary School	186.00	0.31	58.28	£372.00	£1,748.40
St Joseph's Roman Catholic Voluntary Aided Primary School	108.00	0.33	36	£216.00	£1,080.00
St Mary and St Thomas Aquinas Catholic Primary School	212.00	0.15	31.8	£424.00	£954.00
St Mary's Roman Catholic Primary School	204.00	0.21	42.2069	£408.00	£1,266.21
St Oswald's Roman Catholic Voluntary Aided Primary School	196.00	0.32	62.86792	£392.00	£1,886.04
St Peter's Roman Catholic Voluntary Aided Primary School	208.00	0.17	35.62431	£416.00	£1,068.73
St Philip Neri Roman Catholic Primary School	178.00	0.31	54.76923	£356.00	£1,643.08
St Wilfrid's Roman Catholic Voluntary Aided Primary School	112.00	0.24	27.07692	£224.00	£812.31
Swalwell Primary School	130.00	0.34	44.47368	£260.00	£1,334.21
The Drive Community Primary School	184.00	0.32	59.18881	£368.00	£1,775.66
Wardley Primary School	249.00	0.44	108.7864	£498.00	£3,263.59
Washingwell Community Primary School	130.00	0.33	43.33333	£260.00	£1,300.00
Whickham Parochial Church of England Primary School	206.00	0.18	37.66857	£412.00	£1,130.06
White Mere Community Primary School	141.00	0.28	40.12195	£282.00	£1,203.66
Windy Nook Primary School	293.00	0.28	80.99187	£586.00	£2,429.76
Winlaton West Lane Community Primary School	362.00	0.26	93.41935	£724.00	£2,802.58
				£29,422.00	£128,422.03

TITLE OF REPORT: Emotionally Based School Avoidance (EBSA) Learning Mentors 2020/21

Purpose of the Report

1. The purpose of this report is to bring to the attention of School Forum the work of the Emotionally Based School Avoidance (ESBA) Learning Mentors during academic year 2020/21 and to consider the funding of this resource moving forward.

Background

2. 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).
3. 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.
4. This issue is complex and multi-layered, Kearney and Silberman's (1990) review of the literature indicates that there tends to be four main reasons for school avoidance:
 - To avoid uncomfortable feelings brought on by attending school, such as feelings of anxiety or low mood
 - To avoid situations that might be stressful; such as academic demands, social pressures and/or aspects of the school environment
 - To reduce separation anxiety or to gain attention from significant others, such as parents and/or other family members
 - To pursue tangible reinforces outside of school, such as going shopping or playing computer games during school time
5. Given the complexity of the issue, it was previously agreed at School Forum to pilot a two new positions with Gateshead Council known as Emotionally Based School Avoidance (EBSA) Learning Mentors with one of these positions being funded from the high needs block and the 2nd being funded through schools until the 31st March 2022 in the first instance. It was originally agreed that these posts would be paid at Grade H (40,245-43,967) however, this was revised and they are now funded at Grade G (25,481-27,741). This does not include travel costs for the two posts. The posts were filled by a 0.6 and full time colleague.

6. The work of the EBSA Learning Mentors is allocated through a referral system to Education Inclusion Panel (EIP) which is multi-disciplinary. The referral categories are:
 1. Either children/young people currently not attending school or
 2. Those still attending school but there is declining rate of attendance
7. Both types of referral have to present an evidence base that clearly demonstrates EBSA. In referral type 1 the Panel also require evidence from an appropriate medical professional and the child/young person should be in receipt of a tutor.
8. The EBSA Learning Mentors are line managed by the Education Support Service who oversee the management of EIP, and the provision of home tuition for children and young people unable to attend school due to medical reasons.
9. Education Support Service had also been successful in securing £33,000.00 of funding to pilot the use of 10 AV1 Avatars across primary, secondary and special schools as a bridge to support children/young people back into formal educational settings.
10. The anticipated benefits to schools of these two posts were:-
 - Improved attendance as children/young people are supported more effectively back into a school setting or to improve their attendance
 - Possible reduction in school costs for alternative provision
 - Schools supported with strategies and interventions to help the children/young person transition back to school or improve their attendance
 - Future pro-active work with schools and pupils to prevent EBSA

Evaluaton of work completed by EBSA Learning Mentors 2020/21

11. There were 79 referrals to EIP in this period. 70 (96%) of these referrals were directly linked to EBSA and of these, 53 (76%) were appropriate referrals. 26 (49%) of the 53 appropriate referrals requested an EBSA Learning Mentor.
12. Of the 26 referrals for an EBSA Learning Mentor in 2020/21 - 6 (23%) of children/young people have successfully returned to school after non-attendance due to EBSA with the support of the EBSA Learning Mentor. 3 (12%) cases were closed for other reasons. The remaining 17 referrals remain active.
13. Referrals to EIP in relation to EBSA has fluctuated throughout 2020/21 with the sharpest referral rate May to June 2021. The referrals during this period were evenly distributed across all year groups and could be the result of children and young people returning to school after lockdown restrictions were eased.
14. Our data demonstrates that females are more likely to be referred to EIP for EBSA than males (F: 59% M:41%). Although numbers are not statistically significant, males were referred more than females under the category of 'other mental health'. These included Chronic Fatigue Syndrome, Psychosis and eating disorders.

15. The work of the EBSA Learning Mentors during this period has been significantly hindered by:
 1. Covid
 2. Staff absence
 3. Referral information
 4. EBSA Learning Mentor working model
 5. Poor uptake of AV1 Avatars
16. During 2020/21 the EBSA Learning Mentors were prohibited from delivering their support face to face. Although they did make valiant efforts to engage children/young people remotely and at door steps this proved less than satisfactory in supporting the children/young people back into school. There was similar restrictions when working with schools who tried very hard to accommodate us. This decreased opportunity to give this programme the traction it needed to embed.
17. Staff absence has hindered continuity and development of this work. One EBSA Learning Mentor took maternity leave in April of 2021 after taking up post in November 2020. This 0.6 position was filled by a colleague who had attended interview for the post of EBSA Learning Mentor – this colleague decided to return to a previous post after a short period with us. We were able to replace this colleague with a suitably qualified person but they were only able to commit to 0.4 position. Our full time EBSA Learning Mentor has been absent from work for a number of weeks. This has complicated the impacted on effective and efficient service delivery in 2020/21.
18. Experience has shown us that the referral system for children/young people not attending school due to EBSA was not sharply focused and EBSA Learning Mentors, although their work was valued, were allocated at a point when the child/young person was far from returning to school. In light of this we have reviewed the referral process which is now a more robust two step referral mechanism for this type of referral that will hopefully enable EBSA Learning Mentors to work more strategically and with greater success to achieving the aim of this support.
19. The EBSA working model was initially not fit for purpose with little cohesion between the work of the two EBSA Learning Mentors. This was confusing for the EBSA Learning Mentors, children/young people, their families and our schools. We have implemented an initial assessment model once an EBSA Learning Mentor is allocated and this directs our work more systematically and consistently. We have also instigated weekly case review meetings to ensure this.
20. Although initially welcomed by schools the AV1 Avatars have had little, if any, uptake. It is hard to ascertain for sure the reason(s) for this but from anecdotal information it is, in part, due the logistical movement of these devices around school.

Recommendations

21. That School Forum provides feedback from all schools and agrees to de-delegate for maintained mainstream schools for a EBSA Learning Mentor to support children/young people with EBSA (Appendix 1).

22. Academies and schools that cannot de -delegate agree to pay towards the cost of a EBSA Learning Mentor to support children/young people with EBSA (Appendix 1)

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 age, aptitude and abilities.

CONTACT: Julie McDowell

ext. 8644

Appendix 1

		Primary	Secondary
		£1.11	£2.22
School Name	Phase	NOR	
Barley Mow Primary School	Primary	153	£339.66
Bede Community Primary School	Primary	185	£205.35
Bill Quay Primary School	Primary	208	£230.88
Birtley East Community Primary School	Primary	189	£209.79
Blaydon West Primary School	Primary	175	£194.25
Brandling Primary School	Primary	178	£197.58
Brighton Avenue Primary School	Primary	290	£321.90
Caedmon Community Primary School	Primary	214	£237.54
Carr Hill Community Primary School	Primary	297	£329.67
Chopwell Primary School	Primary	180	£199.80
Clover Hill Community Primary School	Primary	204	£226.44
Colegate Community Primary School	Primary	144	£159.84
Corpus Christi Catholic Primary School	Primary	196	£217.56
Crookhill Community Primary School	Primary	191	£212.01
Dunston Hill Community Primary School	Primary	388	£430.68
Emmaville Primary School	Primary	388	£430.68
Falla Park Community Primary School	Primary	194	£215.34
Fell Dyke Community Primary School	Primary	255	£283.05
Fellside Community Primary School	Primary	210	£233.10
Front Street Community Primary School	Primary	391	£434.01
Glynwood Community Primary School	Primary	410	£455.10
Greenside Primary School	Primary	180	£199.80
Harlow Green Community Primary School	Primary	378	£419.58
High Spen Primary School	Primary	164	£182.04
Highfield Community Primary School	Primary	110	£122.10
Kells Lane Primary School	Primary	416	£461.76
Kelvin Grove Community Primary School	Primary	304	£337.44
Larkspur Community Primary School	Primary	123	£136.53
Lingey House Primary School	Primary	395	£438.45
Lobley Hill Primary School	Primary	354	£392.94
Oakfield Infant School	Primary	167	£185.37
Oakfield Junior School	Primary	236	£261.96
Parkhead Community Primary School	Primary	282	£313.02
Portobello Primary School	Primary	193	£214.23
Ravensworth Terrace Primary School	Primary	345	£382.95
Riverside Primary Academy	Primary	273	£303.03
Roman Road Primary School	Primary	194	£215.34
Rowlands Gill Community Primary School	Primary	198	£219.78
Ryton Community Infant School	Primary	92	£102.12
Ryton Junior School	Primary	143	£158.73
Sacred Heart Catholic Primary School	Primary	243	£269.73
South Street Community Primary School	Primary	217	£240.87
St Agnes' Catholic Primary School	Primary	200	£222.00
St Aidan's Church of England Primary School	Primary	197	£218.67

St Alban's Catholic Primary School	Primary	189	£209.79
St Anne's Catholic Primary School	Primary	131	£145.41
St Augustine's Catholic Primary School	Primary	299	£331.89
St Joseph's Catholic Infant School, Birtley	Primary	82	£91.02
St Joseph's Catholic Junior School, Birtley	Primary	106	£117.66
St Joseph's Catholic Primary School, Blaydon	Primary	209	£231.99
St Joseph's Roman Catholic Voluntary Aided Primary School, Gateshead	Primary	186	£206.46
St Joseph's Roman Catholic Voluntary Aided Primary School, Highfield	Primary	108	£119.88
St Mary and St Thomas Aquinas Catholic Primary School	Primary	212	£235.32
St Mary's Roman Catholic Primary School	Primary	204	£226.44
St Oswald's Roman Catholic Voluntary Aided Primary School	Primary	196	£217.56
St Peter's Roman Catholic Voluntary Aided Primary School	Primary	208	£230.88
St Philip Neri Roman Catholic Primary School	Primary	178	£197.58
St Wilfrid's Roman Catholic Voluntary Aided Primary School	Primary	112	£124.32
Swalwell Primary School	Primary	130	£144.30
The Drive Community Primary School	Primary	184	£204.24
Wardley Primary School	Primary	249	£276.39
Washingwell Community Primary School	Primary	130	£144.30
Whickham Parochial Church of England Primary School	Primary	206	£228.66
White Mere Community Primary School	Primary	141	£156.51
Windy Nook Primary School	Primary	293	£325.23
Winlaton West Lane Community Primary School	Primary	362	£401.82
		14559	
Cardinal Hume Catholic School	Secondary	1276	£2,832.72
Grace College	Secondary	1109	£2,461.98
Heworth Grange School	Secondary	1072	£2,379.84
Kibblesworth Academy	Primary	151	£335.22
Kingsmeadow Community Comprehensive School	Secondary	851	£1,889.22
Lord Lawson of Beamish Academy	Secondary	1249	£2,772.78
St Thomas More Catholic School	Secondary	1222	£2,712.84
Thorp Academy	Secondary	1029	£2,284.38
Whickham School	Secondary	1351	£2,999.22
XP Gateshead	Secondary	100	£222.00
		9410	
		23969	£37,220.52

TITLE OF REPORT: Schools in Financial Difficulty

Purpose of the Report

1. The purpose of this report is to bring to update Schools Forum on the further work undertaken for schools in financial difficulty.

Background

2. This report builds on the report brought to Schools Forum in November 2021. Officers were requested to review further options for schools in financial difficulty and review the guidance for the use of dedicated schools grant (DSG) reserves.
3. No formal guidance could be found online from the Department for Education (DfE) (only about deficit reserves) and therefore a request for guidance from the DfE has been actioned. A response has been received from the DfE which was to signpost to the DSG funding page for 2021/22 which contains the DSG Conditions of Grant document.
4. On investigation both into the use of DSG reserves by Gateshead and other local authorities, DSG reserves has been used for many different purposes. In Gateshead has been with the approval of Schools Forum that schools DSG reserves have been used, and from reading Schools Forum reports from other local authorities this seems to be the case also.
5. The forecast deficit budgets for maintained schools at the end of the financial year 2021/22 is estimated at £1.246m for 13 schools and without intervention could rise to £3.645m for 29 schools at the end of 2022/23. These estimates do not take into account anticipated increased funding for 2022/23.
6. An alternative to providing funds for schools in financial difficulty has been received from a member of Schools Forum. This approach would see additional funds from reserves allocated to all mainstream schools with maintained schools then agreeing to de-delegate this funding to form a contingency for schools in financial difficulty. This process would be open for academy schools join if they so wished.
7. This proposal would fit in with the Schools Operational Guidance, but this process does not include special and nursery schools and both sectors may need financial difficulty funding now and in the future.
8. If this process was to provide sufficient funding to enable the current estimated deficit balances to be cleared in all maintained schools using 2020 October census information, it would need to allocate and de-delegate approximately £104 per pupil. If all primary schools were part of this process this would use £1.533m, if this was to include all mainstream schools it would use £2.498m of DSG reserves.

9. There is also an issue with allocating reserves via the funding formula as MFG is capped at +2%.
10. If funding was allocated as an additional payment to schools outside of the mainstream school funding formula it is unclear if local authorities have the authority to put conditions on any DSG allocated to schools.

Proposal

11. It is proposed that Schools Forum notes the contents of the report and discusses the possible way forward to support schools in financial difficulty.

Recommendations

12. It is recommended that Schools Forum notes the contents of the report and discusses the possible way forward to support schools in financial difficulty.

For the following reasons:

- To support Gateshead Schools in financial difficulty
-

Contact: Carole Smith Ext. 2747

TITLE OF REPORT: Mainstream School Funding Consultation Results

Purpose of the Report

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

Mainstream School Funding Consultation

2. Schools Forum and all schools must be consulted on any changes to schools funding. The consultation period ran from 16 to 26 November 2021 and 20 consultation responses were received. A summary of the responses and comments are in appendices 1 and 2 respectively.
3. The vast majority of the questions received a positive response with over 90% of responses being “yes”, 5% of responses were “don’t know” and 4% of responses were “no”.

Proposal

4. 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.

Recommendation

5. It is recommended that Schools Forum notes the consultation responses and comments.

For the following reasons: -

- To enable mainstream school funding allocations to be calculated within DfE timescales.

CONTACT: Carole Smith ext. 2747

Appendix 1 Consultation Results

Questions	Summary of Responses		
	Yes	Don't Know	No
Q1 Do you accept the proposal to use the NFF factor values as set out in appendix 1 of the consultation document?	19	0	1
Q2 Do you accept the proposal to try and have the highest MFG possible whilst maintaining an affordable formula and minimising capping?	18	0	2
Q3 Do you accept the scaling factor of 100%?	18	2	0
Q4 Do you accept the capping of gains at the highest percentage to enable the formula to be affordable?	17	1	1
Q5 Do you accept that any DfE allocated growth funding should be held centrally in the Growth Fund for distribution to qualifying schools?	18	2	0

Appendix 2 Comments

Comments

Q1

If I have understood this correctly, the NFF would offer schools less than is currently built in should they have higher proportions of pupil mobility. If this is the case I disagree as higher than average pupil mobility can have bring budget pressure. If this is the right place to say, I think schools taking in previously home-schooled children should be paid AWPU equivalent as they require increase support to settle and in our experience bring no funding at all as they have no previous AWPU to transfer.

Q2

Remove capping first then do the MFG, MFG is based on history.

The MFG should be as high as possible (affordable) after capping has first been minimised (or eliminated). This is because the funding formula is predominantly driven by pupil characteristics and so to cap funding to a school will starve funding for children who need it. MFG is important to schools, but it is driven by historic funding rather than the needs of current pupils.

Q3

Scaling should only be considered if there is insufficient funding to facilitate gains.

Q4

Assuming that this means that the formula is not affordable - wouldn't scaling of gains make more sense?

Gains should only be capped in the event that the formula is not affordable. Scaling should also be considered should this be the case.

Q5

If the money is not held centrally where does it go?

It is essential that the LA should have the power to allocate any growth funding according to local need. The LA knows the socio-economic needs of the locality best. Nor should growth funding only be available to schools in certain categories, e.g. academies. House-building in the local area can impose massive pressures on schools and available local funding must be made available immediately to be able to meet the needs of children who have just moved into the area.

A number of schools have grown significantly over the past few years, but have not met the thresholds for an allocation of growth funding. This growth has therefore been funded by schools themselves (even when this growth has been at the request of the LA). Consideration should be made to use the growth fund for schools who have been in this position.

Other Comments

It won't be a surprise to see me take this opportunity to raise SEND funding. I think one of the IDACI measure relates to SEND/Notional SEND funding.

I think there should be a far greater link between current number of children in school with EHCPs and the level of Notional SEND funding.

Despite being a HT for a while I still don't fully understand the questions, terminology etc.

A talking heads meeting to briefly explain would be beneficial or a simple guide.

Perhaps if heads don't understand they won't respond.

Thank you

Thank you for all you do for us Carol. I don't understand very much of it (!!) but I know that you are working with our best interests, and the best interests of our pupils at heart.

I realise that the funding distributed by the formula is unlikely to result in any capping, however the principles outlined above are consistent with funding to meet the needs of children.

TITLE OF REPORT: Dedicated Schools Grant Revenue Q2 2021/22

Purpose of the Report

1. To inform Schools Forum of the quarter 2 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 £109.024m. At quarter 2, the projected year-end outturn for the year was £107.362m, an underspend of £1.392m. The projections are based on expected activity at the time of preparing the report. The main areas of underspend relate to: Early Years payments to PVI's, 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. Factoring in the Early Years adjustment for 2020/21 of £0.230m, it is forecast that the balance will increase to £3.403m at 31 March 2022.

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 2

DSG Area	Central Services Budget £'000	Total Approved Budget £'000	Central Services Outturn £'000	Outturn £'000	Variance £'000	Comments/Notes
Maintained Schools Budget Share		77,266	0	77,266	0	
DEDELEGATION						
Contingencies		0	0	33	33	
Behaviour support services		151	0	151	0	
Support to UPEG and bilingual learners		247	0	247	0	
Staff costs		180	0	180	0	Maternity Credits & TU facilitator costs
HIGH NEEDS BUDGET						
High Needs Budget (including Special Schools, PRU and Additional Support Top-ups)	447	19,534	447	18,912	(622)	-£385k Independent schools -£189k Special schools - OOB income -£129k PRU -£108k Alternative provision +£276k Maintained and Academy
EARLY YEARS BUDGET						
2,3 and 4 year-olds funding to PVI's	0	9,541	0	8,753	(788)	-£162k 2 year-olds, -£546k 3-4 year olds -£13k staff costs
CENTRAL PROVISION WITHIN SCHOOLS BUDGET						
Contribution to combined budgets	148	431	148	441	10	
School admissions		141	0	134	(7)	
Servicing of schools forums		116	0	91	(25)	
Termination of employment costs		313	0	320	7	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	109,024	595	107,632	(1,392)	

	£'000	Comments/Notes
Reserves balance at 31 March 2021	(2,241)	
Appropriation to reserve: in year adjustments	230	EY 20/21 clawback
Appropriation (to)/from reserve: in-year (surplus)/deficit	(1,392)	
Projected reserve balance at 31 March 2022 (surplus) / deficit	(3,403)	