



GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 15 December 2022 at 2.00 pm in the 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 10 November 2022
3	Ethnic Minority and Traveller Achievement Service De-Delegation (Pages 7 - 10) Colin Jackson / Julie McDowell, Education Schools and Inclusion
4	Primary Fair Access Educational Psychologist De-Delegation (Pages 11 - 14) Naomi Mellor, Education Schools and Inclusion
5	Growth Fund Application (Pages 15 - 22) Carole Smith, Resources and Digital
6	Date and Time of Next Meeting Thursday 12 January 2023 at 2.00pm

Contact: Rosalyn Patterson - email: rosalynpatterson@gateshead.gov.uk,
Tel: 0191 433 2088, Date: Thursday, 8 December 2022

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GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 10 November 2022

PRESENT:	Peter Largue (Chair)	Trade Union Representative
	Sarah Diggle	Secondary Maintained Governors
	Andrew Fowler	Secondary Academies
	Alison Hall	Primary Maintained Schools
	Denise Kilner	Nursery Sector Representative
	Julie Goodfellow	Primary Academy Headteachers
	Steve Haigh	Secondary Academy Headteachers
	Michelle Richards	Special School Headteachers
	Domenic Volpe	Maintained Secondary Headteachers
	Christina Jones	Pupil Referral Unit
IN ATTENDANCE:	Carole Smith	Gateshead Council
	Julie McDowell	Gateshead Council
	Suzanne Dunn	Gateshead Council
	Terence Appleby	Gateshead Council
	Rachel Pizzey	Gateshead Council
	Rosalyn Patterson	Gateshead Council

1 **APOLOGIES**

Apologies for absence were received from Mustafaa Malik, Ethel Mills, Jacqui Ridley and Cllr Sheila Gallagher.

2 **MINUTES**

The minutes of the meeting held on 22 September 2022 were agreed as a correct record.

3 **EMOTIONALLY BASED SCHOOL AVOIDANCE LEARNING MENTORS**

Following the report at the last meeting of the Schools Forum, consultation was held with maintained primary schools and the Secondary Leaders Group around the EBSA buyback. The majority of which supported the buyback for 2023/24 financial year.

Therefore, the Forum was asked to approve the buyback values.

RESOLVED - That the Schools Forum approved the de-delegation and buyback proposals for the EBSA service for the financial year 2023/24 at £1.20 per pupil for primary schools and £2.40 per pupil for secondary schools.

4 PRIMARY BEHAVIOUR SUPPORT

A report was brought to the Schools Forum on de-delegation of the existing Primary Behaviour Support Service for the 2023/24 financial year.

The service works primarily with primary aged children with SEMH needs to provide early intervention. The service is made up of two Teachers and five specialist behaviour teaching assistants.

In the previous year there were 55 referrals allocated for support, in addition to a number of cases carried forward from the year before.

It was noted that in terms of success rate, over half the children remain within mainstream provision following intervention. It was also confirmed that a number of the teaching assistants are now Thrive Practitioners and provider surgeries within schools to work with children before referrals become necessary.

RESOLVED - That the Schools Forum approved the de-delegation of funds for the Primary Behaviour Support Team special needs assistants.

5 TRADE UNION FACILITY TIME AND MATERNITY CREDITS

A report was presented requesting de-delegation for TUFT and maternity credits. It was not proposed to increase levels from last year and academies can buy back at the same price.

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

6 ADMISSIONS FUNDING

A report was presented on the proposal to top slice £85,000 to support the staffing structures to provide admission services to all maintained schools and academies in Gateshead for Admissions and Admission Appeals Services.

RESOLVED - That the Schools Forum approved the small top slice of the Schools Block to support the admissions process for all maintained schools and academies in Gateshead.

7 DEDICATED SCHOOLS GRANT QUARTER 2

The Forum received the quarter two projected outturn position of the DSG.

The DSG budget for 2022/23 is £105m and the projected year-end outturn at quarter 2 is £103.1m, therefore an underspend of £1.859m.

It was noted however that this does not factor in the pay awards for teaching and non-teaching staff, this will feed into the next update, therefore the underspend will

be reduced.

The DSG reserve balance at the end of March 2022 was £2.2m, with the underspend and the Early Years adjustment it is projected that the balance will increase to £4m subject to the pay award.

It was reported that the main area of underspend related to the High Needs Block due to additional funding which had not been received before. It was noted that there is the potential that this will be pulled back in some form in the future, but for this year it can be used to top up reserves.

It was suggested that in the future the Forum looks at how reserves can be used for the benefit of the young people in Gateshead. It was acknowledged that although reserves look healthy currently it is expected that there will be a lot of calls on the reserves through for example financial difficulty funding and supporting schools to be more inclusive.

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

8 DATE AND TIME OF NEXT MEETING

Thursday 15 December 2022 at 2pm.

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TITLE OF REPORT: De-Delegation EMTAS

Purpose of the Report

1. To provide Schools Forum with an update on the work delivered by EMTAS since September 2021 so they can consider de-delegation for the financial year 2023-4.

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 minority ethnic 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 13.14% (January Census 2001) to 14.08% (January Census 2022). The equates to 3,869 pupils out of 27,481.
4. The Census data shows an increase of pupils identified as having a first language that is other than English from 8.39% (January Census 2021) to 9.12% (January Census 2022), with at least 97 languages spoken as a first language. The highest recorded numbers continue to be Polish, Arabic and variations of 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 Officer (FTE 0.2) who supports wider issues including community cohesion and monitoring and responding to hate crimes;
 - English as an Additional Language Specialist Teacher (EAL) (FTE 0.8);
 - 2 x Bi-Lingual Specialist (FTE 2.0)

September 2021-October 2022

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 EAL leads in schools;
 - Guidance for whole-school EAL audit and development;
 - Access to training to support pupils with EAL or from GRT communities;

- 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 a Service Level Agreement (SLA).
 8. Mainstream maintained primary schools with more than 20% EAL pupils can 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 to this.
 9. Mainstream maintained primary schools with less than 20% EAL pupils use the referral form to request the Core Services.
 10. Between September 2021 and October 2022 –
 - 34 schools made referrals for advice and support;
 - A further 16 training sessions have been delivered to Early Years, primary and secondary settings, governors and teacher-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 educationGateshead Hub and work is progressing to share information through the Services to Schools website;
 - The team continue to use agile working, responding to the needs and requests of schools and settings.
 11. 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 related 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.
 12. 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 Educational Support Services and with Gateshead schools to support pupils placed at short notice in a local hotel.
 13. EMTAS continue to deliver training and guidance to staff and students at Northumbria and Newcastle Universities and remote training has again been delivered to SCITT students.
 14. EMTAS are part of the Naldic Special Interest Group (National Association for Language Development in the Curriculum) attending and hosting regional meetings.

Proposal

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

16. The de-delegation model is more closely linked to English as an Additional Language (EAL) funding. EAL funding increased for 2023-24 and the factor value will be £580 per EAL child and increase £15 from 2022-23.

17. 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 for each primary EAL pupil, the same level as 2022/23.

18. 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

19. It is recommended that Schools Forum notes the work undertaken by EMTAS to support the educational achievement of all EM and GRT pupils in Gateshead schools and settings and approves the de-delegation of funding for EMTAS at the rates of £3 for every maintained mainstream pupil and £250 for each primary maintained mainstream EAL pupil.

For the following reasons:

20. To note the work undertaken by EMTAS to support the educational achievement of all ME and GRT pupils in Gateshead schools and settings.

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

CONTACT: Julie McDowell / Colin Jackson

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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. A significant proportion of children who come through the PFAP have special educational needs and/or disabilities (SEND). The Primary Head Teacher Cluster Representatives felt strongly that schools who agree to admit these pupils should have as much support as possible. As such, in April 2015 all Primary Head Teachers agreed to de-delegate funds for a full time Educational Psychologist (EP) to work into the Primary Fair Access Panel to address the need for assessment, training and support when individual children are being placed in schools.
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:
 - Representing the Psychological Service at the Primary Fair Access Panel. This includes reading panel papers, contributing to discussions, preparing monthly update documents detailing the PFAP EPs work to be distributed with the minutes of each panel meeting and monitoring the use of PFAP EP time.
 - Coordinating the PFAP EP on call rota to ensure frequent EP availability for preliminary involvement/visits at short notice and then undertaking this work as it arises.

- Liaising with colleagues from the Education Support Service and from within the Psychological Service regarding casework that comes through from PFAP, including monitoring and evaluation.
- Individual casework. This can include direct assessment with pupils, consultations with teachers/parents/carers, bespoke training, problem solving discussions, group work with pupils, therapeutic interventions with pupils, attending case meetings, report writing, etc and;
- Development and coordination of various training packages for primary schools relevant to the PFAP remit.

Individual Pupil Referrals: Accepted Referral Data

6. 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 **154** individual pupil referrals overall, since 2014. During the academic year 2021-22, **9** referrals were still ongoing from academic year 2020-21 and **26** new referrals were initiated, totalling **35** active cases with the PFAP EP this academic year.
7. The primary needs of these pupils have been loosely categorised in Table 1. 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 1: Primary area of need for the 26 pupils referred to PFAP EP this academic year.

Area of Need	Number of Pupils
Social, emotional and mental health	7
Cognition and learning	9
Sensory and/or physical	0
Communication and interaction (including ASD)	10

8. The outcomes of each case referred this academic year are summarised in Table 2, although several cases are still ongoing and so their overall outcome is yet to be established.

Table 2: Outcomes of each case referred to the PFAP EP this academic year.

Outcome	Number of Pupils
Pupil's needs identified and being met in mainstream school at SEN support level.	5
Pupil's needs identified and now 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.	3
Education, Health and Care Needs Assessment planned / underway.	7
Assessment in early stages and ongoing.	10

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 access 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. However, as a result of the COVID-19 pandemic, in academic year 2021-2022, the training programme moved online via the Services for Schools platform. Services for Schools logged last year's training package to have been accessed **269** times at the point of data retrieval (packages were still available beyond this). The training could have been accessed by individuals, small groups or whole schools so this number represents a minimum number of attendees.
12. This academic year the Psychological Service continued to offer pre-recorded online training as it proved popular with schools, as staff did not have to be released to attend and they could access this at their own convenience. The training topics selected as pertinent to the ongoing issues in schools, particularly in relation to those children placed with them via PFAP, were:
- Anxiety: Early identification and effective intervention.
 - Somatic Quietening: Taking back control of big emotions.
 - Transitions: Supporting children and young people to thrive in a new school.
 - Promoting Independent Learning Skills.
13. This training was again available via the Services for Schools platform, which was able to track the number of individuals who signed up to gain access to the course content. However, it is not possible to track the exact number of staff who watched each video and/or accessed the associated resources beyond this. As such, the numbers below represent a minimum number of attendees.

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

Training Video	Number of Views
Anxiety	28
Somatic Quietening	34
Transition	16
Promoting Independent Learning	26
	Total: 104

14. 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.

15. 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 2022.
16. Overall, feedback received has indicated that the PFAP EP role continues to be highly valued by schools, both in terms of individual casework and the training programme. The PFAP EP working at both the individual and systemic level in this way also hopefully supports our mainstream primary schools to better understand and meet the needs of their complex pupils in general, not just those placed via the Primary Fair Access Panel.

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 2023/24.

Proposed de-delegation values are: -

- Fair Access Educational Psychologist £5.50 per pupil (primary only) (2022/23 £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: Naomi Mellor ext. 8563

TITLE OF REPORT: Growth Fund Application

Purpose of the Report

1. To bring to Schools Forum an application for Growth Funding from Thorp Academy.

Background

2. Schools Forum approved the creation and the criteria of a Growth Fund for mainstream schools (appendix 1), which was last updated November 2020.

Thorp Academy

3. Thorp Academy submitted a growth fund application following several consecutive years of being a growing school. The table below shows the growth in year 7 to 11 pupil numbers and year 7 admissions from October 2019 census to October 2022 census and estimated numbers to October 2025.

Increase in Thorp Academy Pupils		
Census	Yr 7 to 11	7yr 7
Oct-19	905	220
Oct-20	1029	275
Oct-21	1138	261
Oct-22	1278	307
Est Oct-23	1365	310
Est Oct-24	1462	310
Est Oct-25	1509	310

4. Pupil numbers are also expected to continue growing with year 7 admissions forecast to increase and maintain levels for the next few years at 310 pupils.
5. The growth in pupil numbers from October 2021 to October 2022 is 140 pupils and as academy funding is lagged by a full year for the academic year 2022/23 the school has been funded on 140 pupils less than are in school.

6. The Gateshead Growth Funding Procedure was developed to provide additional funding for growing schools. When the procedure was developed, this level of growth was not anticipated and a funding cap of £111,400 is stipulated. However, there is a provision within the Growth Fund Procedure, where schools require more than one additional class (over 50 pupils) the funding cap can be doubled.
7. For the setting of 2022/23 mainstream budgets, the vast majority of the £626,025 growth funding was used within the Authority Proforma Tool (APT) to fund the anticipated growth of XP Gateshead, leaving a small amount of £39,614 to be held centrally for other in year growth.

Proposal

8. With such significant growth in pupil numbers from October 2021 to October 2022 it is proposed that the cap be multiplied by 3 to provide additional growth funding to Thorp Academy of £334,200 which will assist the school in providing the staffing and resources needed for the additional pupils. It is also proposed that the additional funding above the £39,614 growth funding held centrally be funded from DSG reserves.

Recommendations

9. It is recommended that Schools Forum approves the allocation of £334,200 of growth funding for the additional 140 children from October 2022 at Thorp Academy, and that funding above the £39,614 held centrally growth fund be funded from DSG reserves.

For the following reasons: -

- To provide funding for increased pupil numbers from September 2022.

CONTACT: Carole Smith ext. 2747

Appendix 1

GROWTH FUND PROCEDURE Updated for 2020/21

INTRODUCTION

GROWTH FUND INTRODUCTION

From 2019/20 the Dedicated Schools Grant contains a formula for growth funding in schools by comparing the most recent October pupil numbers to the previous October pupil numbers at the middle supper output level to calculate the growth in pupil numbers. Local authorities are able to either use some or all of this growth funding or add additional funding from the schools block to create a Growth Fund to support schools which are required to provide extra places in order to meet basic need within the authority or new schools. The Growth Fund can also support pre-opening and reorganisation school costs. The Growth Fund may not be used to support schools in financial difficulty. As the Growth Fund is within the schools block it is only available for pupils aged 5-15 in mainstream schools. It cannot be used to support growth for under-5 or post-16 pupils or special schools.

The Growth Fund is ring-fenced so that it is only used for the purposes of supporting growth in pupil numbers to meet basic need for the benefit of both mainstream maintained schools and academies. Any funds remaining at the end of the financial year can be rolled forward into the following year's growth fund.

Any growth or expansion due to parental preference will not be eligible to be funded from the growth fund, i.e. if pupils could be accommodated in another primary school within a 2 mile radius of the growing primary school, secondary schools to be reviewed on a case by case basis.

GATESHEAD CRITERIA FOR ACCESSING GROWTH FUNDING

A growing school is defined as: -

- A school where there is a planned increase in Planned Admission Number (PAN), and which has not had the full set of admission in-take. For example, an increase in PAN in September 2019 may still be having an impact in 2025/26.
- A school where the capacity has been increased, with planned expenditure on buildings, which has been agreed/supported by the Local Authority.
- A school where an increase in pupil numbers has been agreed with, and specified by, the Local Authority as a consequence of a delay in the opening of a new school or implementation of a capital programme that would have increased the size of a neighbouring school.
- A school/academy carries out a formal consultation at either the request of or supported by the Local Authority to increase their PAN.

- A school that admits pupils above their PAN to accommodate pupil numbers within the Local Authority at the request or supported by the Local Authority
- Schools that admit pupils in year groups other than reception or year 7 because of a closing school at the request of or supported by the Local Authority
- A new school that has been created with the support of the Local Authority and takes children in for the first time in either reception or year 7

PREDICTED OR ACTUAL GROWTH

Where the predicted numbers for a Primary School (excluding nursery classes) for the following September show an increase of more than 16 pupils or 10% of their total roll, due to basic need, that requires the running of an additional class, schools may be able to access additional funding.

Where the predicted numbers for a Secondary School for the following September show an increase of more than 40 pupils or 8% of their total roll (excluding Post-16), due to basic need, that may require the running of an additional class or higher than anticipated staffing levels, they may be able to access additional funding.

Where reception or year 7 numbers increase to the extent that an additional class or classes are required. These instances will be reviewed on an individual basis. Where a school takes pupils not in reception or year 7 due to a closing school at the request of or supported by the Local Authority, there will be no lower limit on this number.

Where a school takes pupils over their PAN in reception or year 7, historic patterns of year 7 intake will be considered as well as children from other LA's.

Children moving school on a nonstandard date, (Start of the autumn term for all schools and start of spring term for reception age children), as these children will be captured in a schools mobility data.

LEAD IN COSTS

New schools will be allocated an amount of £68,700 (2021/22) that can be used as the governing body see fit to fund any lead in costs and initial resources. This funding is in addition to the lump sum included within each school budget share.

To recognise that schools may require this funding prior to opening, funding is available to schools up to one year (three terms) in advance of the planned opening date. The funding will be phased as follows or paid in the term before opening as one payment:

- £20,000 three terms prior to opening
- £20,000 two terms prior to opening

- £28,700 the term before opening

In the event that the academy trust does not proceed with the new school and withdraws academy sponsorship, then any allocation made should be repaid in full to Gateshead Council within 10 working days of notifying Gateshead Council that the sponsor has withdrawn.

FUNDING A NEW SCHOOL – BUDGET SHARE METHODOLOGY

To calculate the pupil led factors for a new school's budget share, data relating to pupils attending an existing local school deemed most suitable will be used. It could either be a school with the same or a similar catchment area or a school with anticipated similar characteristics. Business Partner – Schools in consultation with Education Gateshead and Schools Forum will decide the most appropriate data set to use.

FUNDING FOR GROWTH

When applying for growth funding, schools will be required to provide evidence that an additional class or tutor group would be required to meet increasing numbers. (Views will also be sought from appropriate Education Gateshead officers).

Allocations will be calculated per additional pupil using the applicable AWPU rates for Primary, Secondary KS3 and Secondary KS4 pupils.

Amounts payable to maintained schools will be pro-rata for the 7/12th period September to March. Amounts payable to academies will be for the full academic year as academy budgets run from September to August. For new schools this will be dependent on their opening date.

An upper threshold will also be applied so no primary school can receive more than £40,000 and no Secondary schools more than £68,500 for the 7/12th period September to March and no Primary academy can receive more than £65,000 and no Secondary academy more than £111,400 for the full academic year.

For school receiving funding for taking pupils from closing schools not in reception or year 7 funding will be based on the average per pupil funding of that school. Maintained schools will receive 7/12th funding and academies for the full academic year.

Initial growth funding allocations would be based on admissions data and demographic forecasts to aid schools with budget setting (May/June). Where there is uncertainty or disagreement around the predicted pupil numbers, funding will not be allocated until receipt of the actual October census data.

The LA will undertake a mid-year review, based on the October Census, but no additional funding would be allocated to schools where funding had already been agreed unless actual growth was at such a level that significant additional costs had

been incurred. In instances where schools had not qualified for additional funding based on the original estimates, additional funding would only be allocated if the school could demonstrate additional costs had been incurred to support the additional pupils.

In instances where actual growth was at lower levels than original estimates schools will not be subject to claw-back on any funding already allocated.

Where the growing school numbers require more than one additional class (numbers over 50) funding caps will be doubled.

AMENDMENTS

It is possible to amend the criteria for allocating growth funding during the year where this becomes necessary, however the revised criteria must be submitted to the EFA for compliance checking and must also be approved by Schools Forum before the revised criteria can be implemented.

Appendix A – Examples

Primary School A - Growth Funding Example

October Census 2018 195 pupils
Predicted September 2019 Numbers (Based on Admissions data and Demographic Forecasts) 216 pupils
Increase 21 pupils in reception
Increase % 10.8%
Growth Funding Allocation per Pupil £2,817.22
Estimated Additional Funding (7/12ths- Sept 19 to Mar 20)
£34,510.95, therefore would be funded at £34,510.95

Primary Academy B - Growth Funding Example

October Census 2018 225 pupils
September 2019 Numbers (Based on Admissions data and Demographic Forecasts)
251 pupils
Increase 26 pupils in reception
Increase % 11.5%
Growth Funding Allocation per Pupil
£2,817.22
Additional Funding (Full academic year) £73,247.72, therefore will fund at
£73,247.75.

Secondary Academy D - Growth Funding Example

October Census 2014 1,374 pupils

October 2018 Numbers (Based on Admissions data and Demographer's Forecasts)
1,415 pupils
Increase 41 pupils
Increase % 3%
Increase in KS3 31
Increase in KS 4 10
Growth Funding Allocation per KS3 Pupil £3,841.81 = £119,096.11
Growth Funding Allocation per KS4 Pupil £4,385.81 = £43,858.10
Additional Funding (Full academic year)
£162,954.21
Capped to overall limit
£111,400

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