



## GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 7 December 2023 at 2.00 pm via Microsoft Teams

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From the Chief Executive, Sheena Ramsey

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Item	Business
1	<b>Apologies</b>
2	<b>Minutes</b> (Pages 3 - 6)  The Forum is asked to approve as a correct record the minutes of the last meeting held on 9 <sup>th</sup> November 2023.
3	<b>De-Delegation Primary Fair Access Education Psychologist</b> (Pages 7 - 12)  Paula Nagel, Education Schools and Inclusion
4	<b>De-Delegation HINT SEMH Team (Primary Behaviour Support)</b> (Pages 13 - 18)  Colin Jackson, Education, Schools and Inclusion
5	<b>De-Delegation Emotionally Bases School Avoidance (EBSA) Learning Mentors</b> (Pages 19 - 22)  Julie McDowell, Education, Schools and Inclusion
6	<b>De-Delegation EMTAS 2024-25</b> (Pages 23 - 26)  Julie McDowell, Education, Schools and Inclusion
7	<b>De-Delegation Trade Union Facility Time and Maternity Credits</b> (Pages 27 - 28)  Carole Smith, Resources and Digital
8	<b>Growth Fund Applications</b> (Pages 29 - 36)  Carole Smith, Resources and Digital

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**Date and Time of Next Meeting**

Thursday 11<sup>th</sup> January 2024 at 2pm via Microsoft Teams

# Public Document Pack Agenda Item 2

## GATESHEAD METROPOLITAN BOROUGH COUNCIL

### GATESHEAD SCHOOLS FORUM MEETING

Thursday, 9 November 2023

<b>PRESENT:</b>	Peter Largue (Chair)	Trade Union Representative
	Councillor Sheila Gallagher	Elected Member
	Julie Goodfellow	Primary Academy Headteacher
	Alison Hall	Primary Maintained Schools
	Steve Haigh	Secondary Academy Headteacher
	Paul Harris	Primary Headteacher
	Christina Jones	Pupil Referral Unit
	Denise Kilner	Maintained Nursery Representative
	Ethel Mills	PVI Sector Representative
	Jacqui Ridley	Maintained Primary Governors
<b>IN ATTENDANCE:</b>	Terence Appleby	Gateshead Council
	Victoria Cramman	Gateshead Council
	Suzanne Dunn	Gateshead Council
	Barry Greenfell	Gateshead Council
	Kate Lowes	Gateshead Council
	Carole Smith	Gateshead Council

#### 18 APOLOGIES

Apologies for absence received from Sarah Diggle, Andrew Fowler, Mustafaa Malik and Dominic Volpe.

#### 19 MINUTES

The minutes of the meeting held on the 14<sup>th</sup> September 2023 were agreed as a correct record.

#### 20 DEDICATED SCHOOL GRANT MONITORING - QUARTER 2

The Forum received a report on Quarter 2's Dedicated Schools Grant (DSG) projected outturn position for 2023/24.

The Council's budget for 2023/24 is £110.58m, with a projected outturn for the year of £110.997, an overspend of £0.417m. The overspend is due to:

- +£907k top ups for maintained and academy schools
- +£310k SEN support services
- -£157k alternative provision
- -£173k Support for Inclusion
- -£360k Early Years Block as actual places are less than estimated

The reserve balance was £3.965m as of 31 March 2023 and factoring in the

overspend of £0.417m and the Early Years clawback for 2022/23 of £0.182m this will reduce the balance to £3.366m at 31<sup>st</sup> March 2024.

RESOLVED – The School Forum notes the report.

## **21 EARLY YEARS SUPPLEMENTARY GRANT CONSULTATION OUTCOME**

A report was brought to the School Forum for the outcome of the Early Years consultation on the allocation of the Early Years Supplementary Grant (EYSG).

The Spring Budget 2023 announced additional funding for the existing early years entitlements for disadvantage for 2-year-old and 3 and 4-year-old children and the committee were presented with the provider responses in appendix 1 and further comments in appendix 2.

The Department for Education (DfE) announced they would provide additional supplementary funding to local authorities through a new EYSG. Following the previous meeting on the 14<sup>th</sup> September 2023 the consultation was sent out on the 18<sup>th</sup> August with a deadline date on the 22<sup>nd</sup> September 2023.

The consultation proposed the following;

- 2-year-old EYSG be paid as a flat rate top up per house of £1.63 to all settings in receipt of 2-year-old funding.
- 3- & 4-year-old base rate top up of £0.1672.
- ACORN/deprivation funding (weighted hour) £0.0003.
- Quality 1 (weighted hour) £0.024.
- Quality 2 £0.0106.
- Maintained Nursery Grant (MNG) increase of £0.27 per hour.

24 Responses were collated, and the Forum were provided with these responses in appendix 1 and 2, majority of the responses were positive and in support of the proposal.

The EYSG funding allocation of £578,164 has been received from the DfE.

RESOLVED – The School Forum notes the report.

## **22 MAINSTREAM SCHOOL FUNDING**

A report was presented to the School Forum to provide an update of the funding announcement in October 2023 by the Department of Education (DfE).

The initial 2024-25 national funding formula (NFF) allocations in July 2023 found a technical error have been made by the DfE officials during their initial calculations. The error was due to the incorrect procession of the pupil number calculations, which has resulted in the overall cost of the schools NFF was underestimated and the incorrect values were published in July 2023. The DfE update contains the new,

corrected, factor values.

There are no other changes to the structure of the NFF. The total amount of funding in the core schools budget will remain the same as initially announced in 2024-25.

The DfE have stated they intend to increase core funding by 2.4% however, this has now decreased to 1.9% and some areas have only had 1.4% increase.

Gateshead's Allocations;

<b>Mainstream Funding</b>	<b>July Announcement</b>	<b>October Announcement</b>	<b>Difference in funding</b>
<b>Primary Unit of Funding (per pupil)</b>	£5,279	£5,231	<b>-£48</b>
<b>Secondary Unity of Funding (per pupil)</b>	£6,680	£6,617	<b>-£63</b>
<b>Premises Factors</b>	£5,239,254	£5,239,254	£0
<b>Provisional Allocation</b>	£144,568,580	£143,297,152	<b>-£1,271,428</b>

RESOLVES – The School Forum notes the report.

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#### **DATE AND TIME OF NEXT MEETING**

Thursday 7<sup>th</sup> December 2023 at 2:00pm via Microsoft Teams.

**Chair.....**

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Item 3

**TITLE OF REPORT: Primary Fair Access Education Psychologist**

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**Purpose of the Report**

1. To bring to Schools Forum the request for de-delegated funding from maintained primary schools to continue 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 the PFAP EP post have been distributed across the Psychological Service so that all EPs have taken on work coming through from PFAP. This distribution of the PFAP EP workload across the service enables us to offer quicker response times when pupils are referred and also allows the breadth of knowledge and skill held across the service to be brought to the PFAP EP role. The workload and responsibilities of the PFAP EP include:
6. Representing the Psychological Service at the Primary Fair Access Panel. This includes reading panel papers, contributing to discussions, assessing requests for PFAP EP time, coordinating agreed requests for PFAP EP time (including EP allocation and liaison with schools), 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 (including case and training data) which is then summarised within the monthly update documents and an annual report.
7. 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. On call involvement/visits aim to explore the needs of individual pupils whose initial presentation suggests a significant level of SEND (including those at potential risk of permanent exclusion) prior to them coming to PFAP for discussion and placement.

8. 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.
9. 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.
10. The development, coordination and delivery of an annual training programme for school staff relevant to the needs of the pupils who are placed via PFAP remit.

### Individual Pupil Referrals: Accepted Referral Data

11. 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 placement. To date, the PFAP EP has accepted **167** individual pupil referrals overall. During academic year 2022-2023, **21** cases were still ongoing from academic year 2021-2022 and **15** new referrals were initiated, totalling **36** active cases with the PFAP EP this academic year.

Table 1: Year group of the 15 new referrals to PFAP EP this academic year.

Year Group*	Number of Pupils
Nursery**	1
Reception	1
Year 1	3
Year 2	2
Year 3	2
Year 4	2
Year 5	1
Year 6	3

\* Not all pupils were placed within their chronological year group upon entering their new school.

\*\* An exception was made to accept a retrospective referral for a Nursery aged child who joined a school which has experienced unprecedented challenges in recent years.

12. The primary needs of these pupils have been loosely categorised in Table 2. However, please note that it is difficult to categorise very complex pupils into one category of need only and particularly as some are still undergoing assessment with a view to identifying and meeting their needs.



Table 2: Primary area of need for the 15 pupils referred to PFAP EP this academic year.

Area of Need	Number of Pupils
Social, emotional and mental health	7
Communication and interaction (including Autism & EAL)	7
Cognition and learning	0
Sensory, physical and/or medical	0
Unknown*	1

\* Child moved out of authority prior to assessment starting.

13. The 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.

Outcome	Number of Pupils
Pupil's needs identified and being met in mainstream school at SEN support level	3
Pupil's needs identified and being met in mainstream school with an Education, Health and Care Plan	1
Pupil's needs identified and now being met in special school with an Education, Health and Care Plan	1
Education, Health and Care Needs Assessment planned/underway and outcome of this is yet to be determined	6
Assessment in early stages and ongoing	3
Child moved out of authority before assessment could take place	1

14. 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.

### Preliminary Involvement/Visits

15. This year there was **one** child with a significant level of need which required further information to be gathered prior to placement discussions. The PFAP EP completed a home visit with staff from the Education Support Service to observe the child in their home setting and gather details about their developmental history and presenting needs from parents. This offered the panel additional information to consider when placing the child and gave the receiving school a sense of how to begin to understand and meet this child's needs upon arrival.

## Annual Training Programme: Data

16. In January 2016 the panel agreed to roll out an annual PFAP EP training programme in key areas identified as relevant to pupils placed via the PFAP. This was developed in recognition of the fact that all mainstream primary schools contribute funding to the PFAP EP post but pupils coming through the panel tend to be clustered within certain geographical areas and so not all schools access PFAP EP time for individual referrals.
17. To date, **102** live training courses have been offered across the authority with **over 2,000** attendees. However, the COVID-19 pandemic resulted in the training programme for academic year 2021-2022 moving online via the Services for Schools platform. At the request of Head Teacher Cluster Representatives, the training programme has continued to be delivered online since as this enables school staff to access the training at their convenience rather than arranging to release staff for training courses delivered at specific times. Since 2021-2022, Services for Schools has logged 419 online views/bookings of the FAP EP training courses, representing a **minimum of 419 staff** receiving the training as this could be viewed individually, in groups or as full school staff teams.
18. This academic year the training topics selected as pertinent to the ongoing issues in schools, especially in relation to the pupils placed with them via PFAP, were:
- Attachment in Early Years.
  - Executive Functioning Skills: A toolkit to support simple thinking skills in the classroom.
  - The Warwickshire Model: An assessment through teaching intervention for literacy difficulties.

This training was again available via Services for Schools with individual staff accounts being used to sign up and gain initial access to the courses. The number of individual accounts which made a 'booking' to gain access to course content is summarised in Table 6.

Table 6: Number of bookings made to gain access to each training course.

Training Course	Number of Bookings
Attachment in Early Years	7
Executive Functioning Skills: A toolkit to support simple thinking skills in the classroom	27
The Warwickshire Model: An assessment through teaching intervention for literacy difficulties	12
	<b>Total: 46</b>

19. The total number of bookings for this academic year is **46**. However, as previously discussed, it is not possible to state exactly how many staff accessed the training courses as they can be viewed by individuals, groups or whole schools once booked and can also be revisited several times. As such, this number likely represents a **minimum number of attendees**.

20. 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.
21. A more detailed breakdown of the work of the Primary Fair Access EP can be found in the annual report dated July 2023.
22. Overall, schools continue to value the PFAP EP role, with the individual casework and training undertaken by the PFAP EP being evaluated as high quality and leading to increased identification of the needs of pupils and the support they require to ultimately improve their outcomes. The PFAP EP working at both the individual and systemic level also 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**

23. 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.
24. 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.
25. 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**

26. It is proposed that Schools Forum de-delegate funding for 2024/25.

Proposed de-delegation values are: -

- Fair Access Educational Psychologist £5.50 per pupil (primary only) (2023/24 £5.50) total of £60,472.50.

### **Recommendations**

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

### **For the following reasons: -**

28. To ensure that all children and young people in Gateshead receive an education that is suitable and appropriate to their needs and abilities.
29. To enable schools to receive the support to accurately identify the needs of children and young people and implement support strategies as/when appropriate.

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**CONTACT: Paula Nagel [paulanagel@gateshead.gov.uk](mailto:paulanagel@gateshead.gov.uk)**

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14 November 2023

**Item 4**

**TITLE OF REPORT: De-Delegation HINT SEMH Team (Previously Primary Behaviour Support)**

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**Purpose of the Report**

1. The purpose of this report is to bring to Schools Forum an update on the existing high incidentents needs team (HINT) social emotional and mental health (SEMH) service that they currently fund through de-delegation so that they can consider further de-delegation for the 2024/2025 financial year.

**Background**

2. Revenue funding arrangements for schools have changed. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.

However, there are some areas that schools have the option for de-delegation.

These are: -

- a) School improvement services
  - b) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
  - c) Behaviour support services
  - d) 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)
3. 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.
  4. 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.
  5. Academies, special schools and nursery schools can buy back into these services if they wish too.

**HINT SEMH TEAM**

6. The HINT SEMH team (previously known as Primary Behaviour Support) work mainly, but not exclusively, on early intervention in the area of behaviour social, emotional and mental health with a specific focus on childhood trauma and

attachment. The team consists of five specialist behaviour higher level teaching assistants and three teachers. All of these staff are now Thrive trained.

7. The team work principally with primary and secondary aged children in their school setting offering direct intervention and support with children, modelling and coaching to staff, alongside consultancy for primary Headteachers and teaching staff. The secondary aspect has a particular focus on transition from Y6 to 7. 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.
8. 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 specialist SEMH higher level teaching assistants' element of the team has been subject to a buy back arrangement. Since September of this year, additional funding has been provided from the High Needs Block for a teacher to work on transition from Y6 to Y7 and into secondary schools.

### **Service Summary 2022/2023**

9. In 2022/23 48 primary schools in Gateshead accessed the service with appropriate referrals and several others requested advice. This is an increase of 5 schools accessing the service from the previous year and continues the year on year increase of schools requiring the expertise of the service.
10. This constituted a total of 82 children referred into service during 2022/2023. This was a rise of 49 per cent from the previous year when 55 children were referred. The rise in schools using the service and rise in cases referred is testament to the valued work of the team and the increase in social, emotional and mental health difficulties experienced by children.

Overall, schools continue to refer for:

- SEMH assessment and management – acting out, withdrawn, aggression, noncompliance, refusals, trauma and attachment needs.
- Thrive assessment.
- Social skills.
- Self –esteem and anxiety.
- Feelings management.
- Friendship/social problems.
- Advice with issues such as ADHD.
- Emotional support.
- Teacher and whole class support.

Staff are astute in gauging when a full and thorough assessment is required and when a consultation with advice is the more efficient and appropriate route.

## Breakdown of year group referrals -

	2019/20	2020/21	2021/22	2022/23
Reception:	15%	22%	28%	16%
Year 1:	24%	18%	16%	22%
Year 2:	15%	9%	17%	2%
Year 3:	9%	16%	16%	15%
Year 4:	18%	13%	7%	16%
Year 5:	16%	15%	13%	17%
Year 6:	4%	7%	3%	12%

## Training

11. Last year the team offered a number of bespoke training packages to individual schools as well as training focussed on creating an effective classroom climate and using positive behaviour strategies. Going forward into 23/24, we have a comprehensive training package delivered at one of Gateshead Council's training centres. Titles are as follows:-

- SEND - An introduction to managing classroom behaviour.
- SEND - An introduction to restorative approaches for behaviour management.
- SEND - Creating effective classroom climates for positive behaviour in Early Years and Key Stage 1.
- SEND - An introduction to adverse childhood experiences and insecure attachment.
- SEND – Understanding ADHD.
- SEND - Understanding relationship difficulties and the role of the key adult.
- SEND - Understanding sensory processing and creating a sensory friendly environment.
- SEND - Creating effective classroom climates for positive behaviour in Early Years and Key Stage 1.

## “Drop in” Surgeries

12. The drop-in surgeries are hosted by the service team leader and the specialist teachers. They allow school staff to attend online sessions with SEMH specialists to discuss issues and solutions for pupils experiencing difficulties with SEMH. In 2022/3 there were 55 SEMH-specific surgeries accessed by 23 schools.

## Primary Fair Access Panel

13. The service team leader continues to attend and contribute to the Primary Fair Access Panel and the team have also supported a number of referrals through this route.

## SEND Panel

14. The manager continues to be an active member of statutory SEND panel, providing guidance in the EHCP process for children and young people with SEMH needs.

## SEND Thresholds

15. SEMH teachers have contributed to the writing of the new SEND thresholds (SEMH) which will be trialled in Gateshead schools from January 2024 with a full roll-out from September 2024.

## **ARMS**

16. The service have supported a number of children in ARMs provision and there were successful reintegrations back into mainstream school.

## **Professional Development**

17. The team constantly strive to upskill, improve and keep abreast of recent developments in education, behaviour and social/emotional aspects of learning.

18. All staff are now THRIVE trained. All staff are also Team Teach trained and undertook various training courses last year. Thrive is a leading provider of support for children and young people's social and emotional development. Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has been developed over the past twenty-five years and draws on a wealth of experience in social work, psychotherapy and education. Thrive provides adults with the tools, skills and insights needed to help children and young people become more emotionally resilient and better placed to engage with learning and life.

19. This past year the team have already been able to improve outcomes for children through the THRIVE approach and look forward to assessing and supporting many more children in your schools.

- Staff who are already trained practitioners have undertaken further training in several Thrive modules online. This includes: -
- Demystifying Shining the Light
  - Relate, Rupture, Repair
  - Softening the Prickles
  - Right here, Right now
  - Bridging the Gap

## **Closed Cases 2022/2023**

20. 84% of all referrals (24% of whom were EHCP) returned successfully to their mainstream educational provision during 2022/2023. This is a significant increase from 53% the preceding year. This demonstrates the team's ability to maintain improved outcomes for children within their mainstream settings. There is a rise in children receiving EHCP's and staying within their mainstream setting and a reduction in children going into specialist settings (13% down from 19%). The team work hard to promote inclusion and to support schools to be able to better understand and manage different needs within their setting so that children can remain there and be successful.

21. Additionally, the team have been astute in recognising when they are able to consult and give strategies without needing to carry out a full assessment. Some children may also be signposted on to more appropriate teams such as when identifying that a child's main difficulties are communication and interaction or cognition and learning.



## School Evaluations relating to HLTA intervention:

22. *“Staff evaluated/assessed C efficiently and effectively – strategies were put in place immediately – support staff were allocated quickly and made excellent relationships with C. A weekly update was available and very helpful to staff – advice was taken on board by his 1:1 person x3 mornings per week and was found to be both effective and valuable – we have related some strategies with regard to other children in school. This is an outstanding service.” Roman Road Primary School.*
23. *“All staff members were helpful and supportive. They explained and modelled strategies suggested. As a school, we felt that we could ask for help if we needed it. Responses were given promptly and strategies put in place have been very successful. Overall, a very positive and supportive experience.” Glynwood Primary School.*
24. *“It felt like the HLTA became part of our own team and provided brilliant reassurance and on-the-job training for our SENTA. Having an additional member of staff was also very good to know what was possible with W. The HLTA quickly got to know W well and recognised his traits and quirks and was able to offer practical and theoretical advice to all staff. She also supported us when communicating with his parents.” Kelvin Grove Primary School.*
25. *“L has benefitted significantly from the SEMH interventions -they have given him a chance to discuss and reflect upon his behaviour, triggers and coping strategies which have had an impact both in class and on the yard. Since the beginning of this academic year L has presented as a calm and content young man who is happy and is making excellent choices around all aspects of school life.” Swalwell Primary School.*
26. *“Andrea I am speechless. You have really surpassed all expectations. I will share these with AA's teachers and LSA's and look forward to reading the material myself. Thank you. I am deeply grateful.” Keser Girls School*

## De-Delegation

27. It is proposed that dedelegation levels are reduced to £4.00 per pupil and £35.00 per lower prior attainment factor for 2024/05 from £6.00 per pupil and £38 per lower prior attainment factor in 2023/24.

## Proposal

28. It is proposed that Schools Forum de-delegate funding for 2024/2024.

Proposed de-delegation values are:

- SEMH Support (five HLTAs) £4per pupil (primary only) 2024/2025 estimated funding £43,98070.
- SEMH Support (five HLTAs) £35 per low prior attainment pupil (primary only) 2024/2025 estimated funding £142,520.

These amount could change if the data in the updated APT is significantly different to 2023/2024 APT data.

## **Recommendations**

29. That School Forum approves the de-delegation of funds for the SEMH Team specialist higher level teaching assistants.

### **For the following reason(s):**

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

31. To enable schools to receive support to accurately identify the needs of children and implement support strategies as/when appropriate to maintain them in a mainstream setting.

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**CONTACT: Colin Jackson**

**EXT: 8446**

**REPORT TO SCHOOLS FORUM**

DATE 7 December 2023

**Item 5**
**TITLE OF REPORT: Emotionally Based School Avoidance (EBSA) Learning Mentors**


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**Purpose of the Report**

1. To provide Schools Forum with an update on the background and service delivered by Emotionally Based School Avoidance (EBSA) Learning Mentors so they can consider de-delegation for the financial year 2024-5.

**Background**

2. The Service consists of:
  - 1xEmotionally based School Avoidance Learning Mentor (FTE 1:0)
  - 1xEmotionally based School Avoidance Learning Mentor (FTE 0:8)
3. The core offer to pupils, families and schools is:
  - Self - esteem work to help build confidence and resilience of the pupil.
  - Transition support
  - Circle time
  - Introducing visual aids to support routines at home and at school.
  - Reintroduction to school strategies to help pupils overcome fears and anxieties.
  - Thrive intervention.
  - Emotional Literacy intervention to help a pupil express their feelings.
  - Signposting to other organisations that may be helpful to the pupil, family or school.

This offer targets those pupils that are:

In receipt of home and hospital tuition and transitioning back into their educational provision if it felt this would be in their best interests. This support is time limited for a period of up to 4 weeks.

Still attending school but attendance is a concern and there is compelling evidence that this is due to emotionally based school avoidance. This level of support may only include providing schools with advice, support and guidance to support the pupil to remain in their educational setting but may also include some 1:1 support. This can be for up to 12 weeks but is usually for a much shorter period. Again, full engagement from the pupil, family and school is expected.

Not attending school and there is compelling evidence that this is due to emotionally based school avoidance supported by appropriate medical evidence. This support is for up to 12 weeks and it is expected that there is full engagement from the pupil, family and school.

Allocation of an EBSA Learning Mentors continues to be via a school led referral to Education Inclusion Panel (EIP) which is multi-disciplinary Panel that meets monthly.

The core offer includes regular meetings between the EBSA Learning Mentor, pupils, parents and schools. This includes formal meetings at the start of any support, then at 6 and 12 weeks.

4. Funding for the Service is through de-delegation and is available to all mainstream maintained Primary schools and our one maintained Secondary. Academies can buy into the service. Currently 7 out of the 9 Secondary Academies buy into it as well as River Tyne Academy. 6 out of the 18 Primary Academies buy into the Service.
5. We hypothesise that most pupils with emotionally based school avoidance may present as absent due to 'illness.' Although a blunt tool the published DfE attendance census data (autumn term 2022-spring term 2023) indicates that this is the main reason for absence across Gateshead schools.
6. Coupled with the change in the primary reason given by parents who chose to electively home educate in 2022-2023 as the mental health of their child, this illustrates a picture of some of our pupils struggling in ways that we may not have seen traditionally.
7. This is recognised by government through the DfE publication of Summary of responsibilities where a mental health issue is affecting attendance and Support for pupils where a mental health issue is affecting attendance effective practice examples (February 2023) as well as the updated guidance Promoting and supporting mental health and wellbeing in schools and colleges (June 2021) the November 2022 link to Public Health's Promoting children and young people's mental health and wellbeing - A whole school or college approach

### September 2022-July 2023

8. 10. There were 55 appropriate referrals made to Education Inclusion Panel for EBSA Learning Mentor Support in 2022-2023. Added to the 15 pupil cases carried forward from the end of 2021-2022 gave a total of 70 pupil cases across the year.
9. EBSA active cases at any point in 2022/2023

Reception	Year1	Year2	Year3	Year4	Year5	Year6
	1	1	1	2	6	6

Year 7	Year 8	Year9	Year 10	Year 11
10	9	15	13	6

10. 12. EBSA cases closed at any point in 2022/2023

Attending school	Allocated tutor	Non-engagement	Other
17	9	1	2

11. The service was staffed by 0:8 member of staff between September 2022 and February 2023 due the second full time member of staff leaving post on 31<sup>st</sup> August 2022. This post remained vacant until the School Forum decision in early 2023 to continue to fund EBSA. A second, fulltime, member of staff was appointed in February 2023 and took up post in March 2023.

### **Proposal**

12. Based on the support provided to Gateshead schools the buyback values for schools will be set at £1.30 per pupil for primary schools and £2.60 per pupil for secondary schools and increase of £0.10 per primary pupil and £0.20 per secondary pupil.

### **Recommendations**

13. It is recommended that Schools Forum ratifies the dedelegation and buyback proposals for the EBSA service for the financial year 2024/25 at £1.30 per pupil for primary schools and £2.60 per pupil for secondary schools.

### **For the following reason(s):**

14. To enable the EBSA service provision to all schools that financially support the service.

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**CONTACT: Julie McDowell**

**ext. 8644**

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**Item 6**

**TITLE OF REPORT: De-Delegation Ethnic Minority and Traveller Achievement Service (EMTAS)**

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**Purpose of the Report**

1. To provide Schools Forum with an update on the background and service delivered by EMTAS since January 2023 when it became part of Education Support Service so they can consider de-delegation for the financial year 2024-5.

**Background**

2. The Service consists of:
  - Higher Level Teaching Assistants (HLTA) (FTE 1.84) one of whom supports educational outcomes for pupils from Gypsy, Roma and Traveller (GRT) communities and another who is multi-lingual;
  - 2 x Bi-Lingual Specialist (FTE 1.54);
  - Up until 31<sup>st</sup> August 2023 the Service had an Equality and Diversity Officer (FTE 0.2) who supported wider themes including community cohesion and monitoring and responding to hate crimes. This post is currently vacant.
3. The core Service offer is:
  - Assessment of language skills for pupils with English as an additional language.
  - Targeted support for pupils with English as an additional language or from Gypsy, Roma and Traveller communities.
  - Where appropriate, advise on English as an additional language development, good practice and specific provision for underachieving children that fall within the remit of EMTAS service.
  - Work with school staff to devise and implement teaching strategies that provide support and practice in talking, listening, reading and writing skills.
  - Support colleagues to develop their knowledge of the linguistic and cultural backgrounds of children and their families that fall within the scope of the EMTAS service.
4. Funding for the Service is through de-delegation and is available to all mainstream maintained Primary schools. Academies and special schools can buy into the services, and primary schools can access additional support through a Service Level Agreement (SLA).

5. January 2023 census data shows that Gateshead has again seen a rise in the number of ethnic minority and Gypsy Roma and Traveller children attending our schools: up from 14.08% (January census 2022) to 15.46% (January census 2023). The most recent census equates to 4251 pupils out of a total of 27494 pupils.
6. Although there is an overall ethnic minority and Gypsy, Roma, Traveller % of 15.46 (January census 2023) there are wide variations between individual schools. The lower limit being 2.82% of pupil population up to 71.56% of pupil population. Every school now has more than one pupil who identifies as belonging to an ethnic minority. As in previous years, the schools with the highest percentages of pupils from an ethnic minority background are those towards the centre of the borough.
7. The single largest ethnic group after white British remains white east European. This is followed by mixed white and Asian and for the first time other black African and then black Nigerian.

	January census 2022 pupil totals	January census 2023 pupil totals
White East European	495	489
Mixed white and Asian	286	284
Other black African	207	276
Black Nigerian	156	245

8. The number of pupils from a Gypsy, Roma or Traveller background continues to fall (37 pupils January census 2023 from 41 pupils January census 2022). The highest numbers of Gypsy, Roma and Traveller pupils are in Kelvin Grove, Caedmon and Kingsmeadow. However, a total of 14 schools, including four secondaries and two special schools, have pupils from a Gypsy, Roma and Traveller background.
9. The census data shows an increase of pupils identified as having a first language that is other than English from 9.12% (January census 2022) to 10.29% (January census 2023). This equates to 2,829 pupils in the January 2023 census (2,507 pupils January 2022). There are at least 101 different languages spoken as a first (or home) language. The most common languages spoken are all dialects of Arabic, followed by Polish, Kurdish and Chinese.

	January census 2022 pupil totals	January census 2023 pupil totals
All dialects of Arabic	327	342
Polish	327	312
Kurdish	223	252
Chinese	121	127
British sign language	3	6

Languages appearing for the first time in the January 2023 census are Tswana/Setswana from South Africa (one speaker) and Ukrainian (32 speakers). The January 2023 census also shows we no longer have any speakers of Krio (Sierra Leone) or Sindhi (Pakistan) in our schools.



## January 2023-October 2023

10. From May 2023 EMTAS have offered assessment, advice and support to pupils who are asylum seekers from the Embassy Hotel and those arriving through home office refugee programmes: ARAP, UKRS and HfrUK for up to 4 weeks. Between May and July 2023 EMTAS supported approximately 15 of these pupils.
11. Mainstream maintained primary schools with more than 20% EAL pupils have ongoing contact with an allocated EMTAS officer. The Service are currently supporting 11 schools in this way. Mainstream maintained primary schools with less than 20% EAL pupils use the referral form to request the core services.
12. Since recording referrals into the Service, we have received approximately 80 for advice and support up to until October half term 2023.
13. Over the period 2 secondary academies and one maintained Secondary have maintained an annual SLA with the Service. A further four primary academies have bought into the service level agreement.
14. Headteachers and EAL leads have access to information and resources on the educationGateshead Hub and work is progressing to develop a more sharply focused set of assessment tools from KS1-KS4. The team are also developing a network across the local area.
15. A member of the Education Support Service, in which EMTAS sits, continues to monitor and offer advice and guidance to schools around hate incidents. These are reported via a dedicated section of the Council's on-line system.
16. EMTAS remain part of the National Association for Language Development in the Curriculum (NALDIC) and attend the northeast regional interest group meetings.
17. EMTAS has assessed twenty-five students to access GCSE and GCE qualifications in their heritage language. 16 of the 25 students met the threshold to access exams in 9 languages and were supported by the EMTAS through this process.

Language GCSE	Grade 5+	Grade
Arabic	5	
Greek	1	
Italian	1	
Persian/Farsi	3	
Portuguese	1	
Russian	1	
Spanish	2	
Thai	1	
GCE 'A' Level Greek	1	C

## **Proposal**

18. 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.
19. The de-delegation model is more closely linked to English as an Additional Language funding. This funding to schools could increase for 2024-25 and the factor value could be £590 per English as an additional language pupil and increase to £10 from 2023-24.
20. It is 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 £260 for each primary English as an additional language pupil, an increase of £10 from 2023/24.
21. 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**

22. It is recommended that Schools Forum notes the work undertaken by EMTAS to support the educational achievement of ethnic minority and Gypsy, Roma, Traveller pupils in Gateshead schools and approves the de-delegation of funding for EMTAS at the rates of £3 for every maintained mainstream pupil and £260 for each primary maintained mainstream English as an additional language pupil.

## **For the following reasons:**

23. To note the work undertaken by EMTAS to support the educational achievement of ethnic minority and Gypsy, Roma, Traveller pupils in Gateshead schools.
24. To approve funding for the Service to enable them to continue to support pupils and schools in Gateshead.

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**CONTACT: Julie McDowell**

**REPORT TO SCHOOLS FORUM**

**7 December 2023**

**Item 7**

**TITLE OF REPORT: De-Delegation Trade Union Facility and Maternity Credits Time**

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**Purpose of the Report**

1. The purpose of the report is to bring to Schools Forum options for them to consider for de-delegation so that maintained schools by phases (primary and secondary schools) can consult with their sector on the options for de-delegation.

**Background**

2. De-delegation is the process by which Schools Forum can agree for the LA to centrally hold funding for specific purposes.
3. Revenue funding arrangements for schools changed following the school funding review which commenced in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
4. However, there are some areas that schools have the option for de-delegation.

These are:-

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits and growing schools)
  - b) Behaviour Support Services
  - c) Support for minority ethnic minority pupils or underachieving groups
  - d) Free School Meals (FSM) eligibility
  - e) Insurance
  - f) Library and museum services
  - g) Licences/subscriptions
  - h) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
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.



7 December 2023

**Item 8****TITLE OF REPORT: Growth Fund Application****Purpose of the Report**

1. To bring to Schools Forum an application for Growth Funding from Thorp Academy and Brighton Avenue Primary School.

**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. Both schools have been working with the Local Authority to increase capacity in their area due to basic need.

**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 2023 census and estimated numbers to October 2025.

Increase in Thorp Academy Pupils		
Census	Yr 7 to 11	7yr
Oct-19	905	220
Oct-20	1029	275
Oct-21	1138	261
Oct-22	1278	307
Oct-23	1312	274
Est Oct-24	1426	310
Est Oct-25	1473	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 2022 to October 2023 is 34 pupils and as academy funding is lagged by a full year for the academic year 2023/24 the school has been funded on 34 pupils less than are in school.

- The Gateshead Growth Funding Procedure was developed to provide additional funding for growing schools. The growth fund does state that the growth fund for secondary schools is for schools that have grown over 40 pupils or 8%, however even though growth is only 2.7% due to the size of the school, the make up of the year groups will mean that the school will require additional teachers and teaching time (as per attached application).

## Proposal

- Although the growth for the academic year 2023/24 does not meet the growth fund criteria, it is proposed that the significant growth Thorp Academy has seen over recent years should be taken into consideration.
- On that basis it is proposed that Thorp Academy is awarded Growth Funding of 34 multiplied by KS3 AWPU of £4,749 giving a total allocation of £161,466, capped at £111,400.

## Brighton Avenue Primary School

- Brighton Avenue Primary School has submitted a request for grow funding after several years of growth. The current classroom capacity of the school had been reached and the school has been and continues to work with the Local Authority to create additional classroom space to provide additional school places in the Bensham area of Gateshead. The below table shows the increase in pupil numbers.

Census	Year Group							Total	Difference
	R	1	2	3	4	5	6		
Oct-21	49	43	39	42	42	37	41	293	
Oct-22	49	50	48	42	40	44	44	319	26
Est Oct-23	50	50	50	52	46	47	47	337	18

- The school was asked to create an additional class for September 2023, and works will be undertaken within the school to create an additional classroom for an additional class for September 2024.

## Proposal

- It is proposed that Brighton Avenue Primary School be allocated growth funding as the school has been working with the Local Authority to increase capacity due to basic need and the growth for September 2023 is above 16 pupils as set out in the growth funding procedure.
- The amount of growth funding to be allocated is calculated at 18 pupils multiplied by the primary AWPU of £3,369 = £60,642, capped at £40,000.

## Recommendations

- As both schools are working with the Local Authority to increase capacity in their geographic area due to basic need it is recommended that Schools Forum approves the allocation of £111,400 of growth funding for the additional 34 children from October 2023 at Thorp Academy and £40,000 for Brighton Avenue. The total growth funding to

be allocated is £151,400, which exceeds the £23,993 held centrally growth fund, therefore it is recommended that the allocation above the growth fund be funded from DSG reserves.

**For the following reasons: -**

14. To provide funding for increased pupil numbers from September 2023 for Thorp Academy and Brighton Avenue Primary School.

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**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 7/12<sup>th</sup> 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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