

DATE & TIME OF MEETING:	Wednesday, 15 March 2017 @ 2pm
VENUE:	The Grand Meeting Room County Hall, Northallerton, DL7 8AD
Please confirm attendance by e-mail to deborah.wilbor@northyorks.gov.uk or telephone 01609 534416.	

Important information for those attending:

Declaration of Interests

Members of the Education Partnership who have an interest in an agenda item beyond the generality of the group they represent are required to declare the existence and nature of that interest to the Chair prior to the start of the meeting. *Further information can be found in paragraph 13 of the constitution of the North Yorkshire Education Partnership.*

Voting

Voting on proposals in relation to the school and early years funding formulae may only be undertaken by (i) those listed as "Schools' Members" on the Membership page of this agenda and (ii) the Early Years representative.

Where a phase-related de-delegation proposal requires a vote, only schools' members representing schools within that phase may vote.

All members are entitled to vote on proposals other than those relating to the funding formulae.

Observers cannot vote on any proposal brought before the Education Partnership.

Voting requirements will be clearly identified in the agenda item.

Information only reports

Reports marked for information only will not, under normal circumstances, be presented to the Education Partnership. Any comments or questions arising from the report should be directed to the Clerk who will either (i) seek a response from the author or (ii) request their attendance in order to respond directly to the members of the Education Partnership.

General Public

Meetings of the Education Partnership are public meetings

The Chair will request that any members of the public leave the meeting for items marked as confidential and which involve the likely disclosure of exempt information as defined in part 1 of Schedule 12A of the Local government Act 1972.

Further information can be found in paragraph 11 of the constitution of the North Yorkshire Education Partnership.

Agenda

Part 1: Procedural

Item	Title	Lead
1.1	Welcome and apologies	Chair
1.2	Membership update	Chair
1.3	Minutes from the previous meeting and matters arising	Chair
1.4	Notification of other urgent business	Chair

Part 2: School Funding

Item	Title	Lead
2.1	Overall DSG and the Schools Block 2017-18	Anton Hodge
2.2	The High Needs Block 2017-18	Anton Hodge/Amber Burton
2.3	Early Years Funding Update	Sally Dunn/Andrea Sedgewick
2.4	National Funding Formula Consultation <ul style="list-style-type: none"> a) Schools <ul style="list-style-type: none"> (i) NYCC Draft Response (ii) F40 Draft Response b) High Needs <ul style="list-style-type: none"> (iii) NYCC Draft Response 	Anton Hodge

Part 3: School Improvement

Item	Title	Lead
3.1	School Improvement Partnerships Reports <ul style="list-style-type: none"> (i) Early Years – to follow (ii) Primary (iii) Secondary – to follow (iv) Special – to follow 	Paul Brennan
3.2	Learning Trust Verbal Update	Pete Dwyer

Part 4: School Organisation

Item	Title	Lead
4.1		

Part 5: Future Agendas

Dates of future meetings	Title
25 May 2017	
14 Sept 2017	
19 Oct 2017	

Membership

Schools Members (30)			
Headteachers (17)			
Primary	Tammy Cooper	Ruswarp CoE VC Primary School	Jan 2020
Primary	Ian Clennan	Selby Community Primary School	Dec 2017
Primary	Rachel Wells	West Heslerton CE Primary School	Dec 2017
Primary	Ian Yapp	Riverside Community Primary School	Jan 2018
Primary	David Barber	Hambleton CoE Primary School	Aug 2019
Primary	Robert Campbell	Leeming RAF Community Primary School	May 2020
Primary	Jillian Baker	Barlby Community Primary School	May 2020
Primary	Vacancy		
Secondary	Mark McCandless	Ryedale School	May 2018
Secondary (IP Chair)	Rob Pritchard	St John Fisher Catholic High School	Apr 2019
Secondary	Vacancy		
Secondary	Vacancy		
Secondary	Vacancy		
Special	Marianne Best	Welburn Hall	Sept 2020
Nursery	Jane Pepper	Childhaven Nursery	Aug 2019
School Governors (8)			
Primary	Vacancy		
Primary	Vacancy		
Primary	Vacancy		
Primary	Ken Blackwood	Appleton Wiske Primary School	Oct 2019
Primary	Jim Martin	Newby and Scalby Primary School	Nov 2017
Secondary	Vacancy		
Secondary	Vacancy		
Secondary	Gerry Price	Bedale High School	Apr 2019
Academy Representatives (6)			
Primary	Helen Flynn	Hookstone Chase Primary School	Jan 2021
Secondary	John Barker	Skipton Girls' High School	Dec 2017
Secondary	Catherine Brooker	Stokesley School	Jan 2021

Primary	Jo Robinson	Lothersdale Primary School	Jan 2021
Special	Annette Fearn	The Woodlands Special School	Aug 2019
PRS	Catherine Farrell	The Grove Academy	Aug 2019

Pupil Referral Service Representative (1)

PRS	Les Bell	Selby PRS	Oct 2018
-----	----------	-----------	----------

Non-Schools Members (6)

Early Years	Sarah Moon-Gatford	Incy Wincys, Bedale	Jan 2021
RC Diocese	Vacancy		
CoE Diocese	Vacancy		
Unison	Stella Smethurst		Dec 2016
Teachers Unions	Chris Head		Dec 2019
16-19 Providers	Debra Forsythe-Conroy	Harrogate College	Aug 2018

Observers (4)

County Councillor	Arthur Barker	Lead Member for schools, 16-19 year old education and early years provision
County Councillor	Janet Sanderson	Lead Member for children's services, special needs, youth justice, youth service and adult education
EFA Observer	Keith Howkins	Education Funding Agency
	Stephen Payne	Teachers' Association
	Rick Weights	Chair – Primary Improvement Partnership

Vacancy Update:

Primary headteachers – 1

Secondary headteachers – 3

Primary governor – 3

Secondary governor – 2

Non-schools vacancies - 2

NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	
Title of report:	Minutes of the Education Partnership – 26 January 2017
Type of report:	For information only
Executive summary: Including reason for submission	The minutes of the previous meeting of the North Yorkshire Education Partnership are presented for approval.
Budget / Risk implications:	N/A
Recommendations:	The minutes are approved as an accurate record.
Voting requirements:	N/A
Appendices: To be attached	N/A
Report originator and contact details:	Marion Sadler – Clerk to the NYEP Tel: 01609 532234 E-mail: marion.sadler@northyorks.gov.uk
Presenting officer: If not the originator	N/A

PRESENT:

Chair:	Ian Yapp
Primary Headteachers:	Tammy Cooper, Ian Clennan, David Barber, Jillian Baker
Secondary Headteachers:	Mark McCandless, Rob Pritchard
Nursery Headteacher:	Jane Pepper
Special Headteacher:	Kevin Goddard (substitute for Marianne Best)
Pupil Referral Service:	-
Academies:	Catherine Brooker, John Barker, Jo Robinson
Governors:	Ken Blackwood, Jim Martin, Gerry Price
Early Years Providers:	Sarah Moon-Gatford
16-19 Providers:	-
Diocesan Representatives:	-
Trade Unions:	Chris Head
Observers:	Cllr Arthur Barker, Cllr Janet Sanderson, Stephen Payne
In Attendance:	Peter Dwyer, Paul Brennan
Apologies:	Marianne Best, Robert Campbell, Helen Flynn, Debra Forsythe-Conroy, Rachel Wells,

700: CHAIRMANSHIP

The Partnership noted that the request for nominations to assume the role of Chair was still open should anyone wish to propose a nomination.

RESOLVED: that the offer from Ian Yapp to chair the meeting pending the appointment of a new Chair be accepted. Ian confirmed that if no nominations were forthcoming he would act as interim chair for the next two meetings pending the outcome of the NYEP workshop on future strategic partnership structures. Colleagues were encouraged to give further thought to the role of Chair and to notify any interest to Anton Hodge via Deborah.wilbor@northyorks.gov.uk

The Chair welcomed everyone to the meeting.

701: MEMBERSHIP OF THE EDUCATION PARTNERSHIP

The Chair welcomed the following new members to the meeting:

Catherine Brooker, Stokesley School (Secondary Academy Rep)

Jo Robinson, Lothersdale Primary School (Primary Academy Rep)

Sarah Moon-Gatford, Incy Wincys, Bedale (Early Years Provider)

The resignation of Geoff Archer as a governor representative was noted and thanks expressed for his contribution to the Partnership's work. Vacancies existed for the following representation:

Primary Headteachers (1) closing date 20 January 2017

Secondary Headteachers (3) closing date 20 January 2017

Primary Governors (3) closing date 20 January 2017

Secondary Governors (2) closing date 20 January 2017

Dioceses (2)

702: MINUTES OF THE PREVIOUS MEETING

RESOLVED: That the minutes of the previous meeting be agreed as an accurate record with one amendment to the attendance list. Ian Clennan reported that he had been unable to attend the last meeting and asked for his apologies to be recorded.

703: MATTERS ARISING

The following matters arising were noted:

Minute 691 – Implications of Education White Paper

Pete Dwyer reported that, following agreement of the Partnership at its meeting on 16 November, two workshops were now proposed. These would be externally facilitated by Peter Addison-Child and Jane Creasey, who had undertaken work in relation to the Commission for School Improvement, and it was hoped that Sir Tim Brighouse would be able to input. Invitations, on a sector representative basis, to be sent out shortly

Minute 693 – Scarborough Opportunities Area

Pete Dwyer referred to the visit by the Secretary of State to Scarborough on 19/20 January 2017 which had offered a great opportunity for Heads, employers and LA staff to engage with her on a number of issues. It was confirmed that Richard Benstead would take up the role of Programme Director Scarborough Opportunities Area on a secondment from Cabinet Office, with effect from 30 January. His role would be to develop and implement the delivery plan

704: SCHOOLS BLOCK BUDGETS

CONSIDERED: report, presented by Anton Hodge, setting out the planned expenditure on the Schools Block in 2017-18. The largest proportion of this budget was delegated funding to schools and there were a number of options which the Partnership was asked to consider to enable final decisions to be taken. Anton reported that some decisions been taken at the Partnership meeting on 26 November 2016 following the delay in implementation of national funding formula, The report under consideration today required a decision on those aspects not previously agreed. The paper also proposed the use of one-off reserves to fund additional pupil numbers which would arise in-year and not be funded by the DfE in 2017-18.

Anton drew the Partnership's attention to

- Table in 2.2 which showed increased pupil numbers;
- Tables at 2.4 and 2.6 showing DSG budgets for 2017/18;
- Proposed changes for 2017-18, set out in section 3 of the report, including Education Services grant. Changes in Centrally-managed budgets were also set out, showing the additional delegation of £1.955m to schools in 2017-18;

- Potential to top slice the DSG to fund statutory duties. It was not the Local Authority's intention to bring forward a proposal to do as cessation of this grant had been expected and had planned for this within its medium term financial strategy;
- Planned changes around historic commitments for centrally managed budgets as set out in section 3.9 of the report. This funding would be delegated to schools from April 2017 thus putting around 0.6% back into the DSG via the AWPU. It was noted however that with the delegation of funding came a transfer of responsibilities. Some interim transitional funding would be used to subsidise schools until 2019 pending further review of arrangements. It was proposed to continue to fund the Prevention Service (£1.8m) for the further year pending further detail around the new central schools services block along with other statutory duties around admissions, schools forum etc as set out in section 3.12. PD indicated that the Service was an £8m service and the £1.8m was a contribution from the DSG. Future funding streams would be subject to further discussion. **ACTION: that a report concerning the Prevention Service be brought to a future meeting.**
- Prior Attainment funding downward weighting had now been built into the formula (sections 3.14 and 3.15)
- Impact of local and national changes to the Index of Deprivation Affecting Children Index (IDACI) funding bands (section 3.17)
- DfE approval of exceptions in relation to Staynor Hall Community Primary Academy and Eskdale School and Caedmon College together with need to take into account of Scarborough University Technical College within 2017/18 school funding calculations.
- Implications for schools of the Apprenticeship Levy. It was noted that legal judgement was currently awaited around equity of application across different classifications of schools. Ken Blackwood enquired whether consideration could be given to transfer of employment to individual schools rather than the Council. AH indicated this could only be achieved through Foundation or Trust status.

Ian Clennan asked whether opportunity had been taken to review the impact on Prevention Service funding in relation to ethnic minority funding which was shown in section 4.4,

RESOLVED:

1. That the contents of the report be noted
2. That school budgets as set out in the summary in section 4 of the report be endorsed.
3. That the proposed methods for new delegation, as set out in section 3.9 of the report, be endorsed.

Ken Blackwood enquired whether there was any discretion around local decision making on some areas (eg Corporate Landlord role) which would allow responsibility and funding to remain with the Council. Anton confirmed that there would be no discretion around de-delegation of such functions from 2018/9.

705: EARLY YEARS FUNDING UPDATE

CONSIDERED: report, presented by Sally Dunn and Andrea Sedgewick, providing an overview of the DfE response to the Consultation 'An Early Years National Funding Formula' and presenting possible options for the implementation of the new early years funding rate which has been consulted on with all providers in North Yorkshire. The inclusion of a national minimum funding rate of at least £4.30 per hour and the results of the subsequent consultation with North Yorkshire providers, as set out in section 5.0, were noted.

Jane Pepper reported that she had raised the issue of impact of early years funding changes with the Secretary of State during her visit to Scarborough highlighting that the collaborative approach between sectors to deliver good quality early years provision and staff engagement/training was potentially at risk. Sarah Moon-Gatford also supported the view that retention and availability of quality staff could be jeopardised

RESOLVED:

1. That the report, including the DfE response to the Consultation 'An Early Years National Funding Formula', resultant changes required and the impact on the Early Years sector within North Yorkshire and the responses received from providers to the local North Yorkshire Early Years funding consultation be noted.
2. That the 3 & 4 years old funding rate recommendations for 2017/18 as set out below and in Section 7 of the report be agreed:
 - A universal base funding rate of £3.90 for all providers (implementation from September 2017)
 - The current banded deprivation funding methodology and rates continue for 2017/18 with a more in-depth review of the funding criteria and rates been undertaken for 2018/19
 - The current Rurality / Sparsity funding supplement be retained for 2017/18 with the same eligibility criteria but with a reduction in the funding quantum from £100k to £50k.
3. That a wider review of the use of funding supplements is undertaken for 2018/19 be undertaken.

Andrea Sedgewick reported that DfE had asked the Local Authority to be an early implementer of the 30 hour early years offer with effect from April 2017. DfE wished to test out methodology in a rural area and had been keen to gain North Yorkshire's agreement. An announcement would be made on 27 January and workshops for providers would be available in the very near future to develop a needs analysis and implementation plan. The 30 hour offer applied only to eligible pupils and not all pupils. Ken Blackwood sought clarification of any financial impact. Sally Dunn confirmed that following modelling work it was felt that the full 30 hour take up could be undertaken using the reserves at present. Jane Pepper and Sarah raised their concerns about potential impact on settings given the short lead in time.

706: HIGH NEEDS BLOCK

CONSIDERED: report, presented by Anton Hodge and Amber Burton, setting out proposals in relation to the commissioning elements in the High Needs Block of the DSG and the services funded from that block. Agreement was sought to recommendations proposals within sections 3.0 to 7.0 of the report to enable work to be completed on allocations to schools and other providers.

Amber Burton reported on the work undertaken to revise and test the CAN-DO resource allocation system. Views of Heads, parents and other providers had been reflected in the revision. Work had also been undertaken to review support commissioned via the the SLD Outreach provision. This work, and that relating to the review of EMS provision and ISOS review of specialist provision, would help inform the wider strategic plan for SEND provision. The Chair highlighted the importance of communicating and engaging with the school community on proposed changes.

RESOLVED:

1. That the report be noted and, in particular, the discussions which have already taken place in the Funding Review Group
2. That the overall budget position and remaining work to finalise High Needs budgets be noted.
3. That the position in relation to SLD Outreach funding, Pupil Referral Services and Enhanced Mainstream Schools, as shown in sections 4, 5 and 7 of the report, be noted.
4. That any remaining issues be discussed at the next meeting of the Funding Review Group with items requiring agreement being brought to the Education Partnership meeting on 15 March.
5. That the proposal, in principle, to end the transitional arrangements with respect to the RAS allocations, be agreed subject to the assessment of impact at individual schools (section 3)
6. That the continuance of contingencies as set out in section 6 of the report be agreed.

707: DfE Consultation on a National Funding Formula

NOTED: report and presentation, by Anton Hodge, setting out government proposals, published in December 2016, regarding a National Funding Formula. The extended consultation period was welcomed. A final draft response to the consultation would be brought to the Partnership's meeting on 15 March for approval. The potential impact on small secondary and larger primary schools was noted. Catherine Brooker asked that the presentation be shared with schools.

ACTION: that appropriate briefing material be shared with schools (Anton Hodge)

708: REVIEW OF THE LMS CONTRACT PROCEDURE RULES

NOTED: report, presented by Anton Hodge, setting out the thinking in relation to potential changes to the LMS Contract Procedure Rules (Part 3) following a comprehensive review to ensure alignment with Public Contract Regulations 2015. Proposed key changes were set out in Section 5 of the report in relation to financial value limits and associated decision making. It was also noted that new regulations were coming into force from April 2017 around the employment of consultants. Proposals would be considered by The Executive in the near future.

709: SCHOOL IMPROVEMENT UPDATE

NOTED: Paul Brennan, Assistant Director – Education & Skills, gave a verbal update and expressed his thanks to his predecessor, Jill Hodges, for the significant work undertaken to improve school and pupil attainment prior to her retirement. Paul reported that 93% of primary aged pupils now attended a good or outstanding school. The position was similarly positive at secondary level with 87% attending good or outstanding schools. It was noted that Rick Weights had taken over as Chair of the Primary Improvement Partnership. Paul made reference to Ofsted's current focus on impact made by schools on progress and outcomes of children and young people including the quality of teaching. Future reports would analyse the quality of impact made with input both from the LA and Improvement Partnerships. At primary level work was ongoing looking at school website compliance. Jane Pepper outlined a key piece of work training staff in the use of a consistent tool around the quality of interactions with very young children. Paul reported that, for the LA, a key piece of work was in depth analysis of progress and attainment at Key Stage 2.

Pete Dwyer reported that there was ongoing thematic work around Achievement Unlocked and Scarborough Opportunities Area. In addition to improved academic outcomes the Growing Up in North Yorkshire survey had also highlighted increased levels of happiness particularly noticeable for those schools involved in the Achievement Unlocked programme.

710: NOTIFICATION OF OTHER URGENT BUSINESS

There were no notifications of other urgent business for consideration.

711: ANY OTHER BUSINESS

There was no further business for discussion.

712: FUTURE MEETINGS

15 March 2017

25 May 2017

14 September 2017

19 October 2017

Date of meeting:	Wednesday 15 March 2017
Title of report:	Overall DSG and the Schools Block 2017-18
Type of report: Delete as required	For information
Executive summary: Including reason for submission	This paper sets out for information the overall DSG allocation and planned expenditure on the Schools Block Budget in 2017-18, following the endorsement of proposals regarding its distribution at the NYEP meeting in January 2017. Planned expenditure for the High Needs and Early Years Blocks is set out in separate reports to this meeting.
Budget / Risk implications:	
Recommendations:	That the North Yorkshire Education Partnership notes this paper
Voting requirements:	Schools only
Appendices: To be attached	
Report originator and contact details:	Anton Hodge, Assistant Director – Strategic Resources anton.hodge@northyorks.gov.uk 01609 532118
Presenting officer: If not the originator	Anton Hodge

1 PURPOSE OF THE REPORT

- 1.1 This paper sets out for information the planned expenditure on the Schools Block Budget in 2017-18, following the endorsement of proposals regarding its distribution at the NYEP meeting in January 2017.
- 1.2 Planned expenditure for the High Needs and Early Years Blocks is set out in separate reports to this meeting.

2 DSG Allocations 2017-18

2.1 The DSG is made up of three main blocks (Schools, High Needs and Early Years). In November 2016 the Partnership considered the impact of the DfE producing new baseline figures for the 2016-17 DSG.

2.2 The amount subsequently confirmed (at this stage) for 2017-18 is in line with expectations. Overall there has been an increase in the baseline figure of £9.7m to £405m. This is due to four factors:

- increased pupil numbers in the mainstream schools, as illustrated below:

Pri	1,993
Sec	<u>74</u>
Total	<u><u>2,067</u></u>

- changes to Early Years funding particularly for increased entitlement to 30 hours from September for children with working parents and transitional protection for nursery schools as part of the introduction of new funding arrangements from April 2017
 - Transfer of Post-16 funding in the base to High Needs (although this comes with matched costs) and recognition of pressures across the country
 - Transfer of the “retained duties” element of the Education Services Grant to the DSG
- 2.3 There has been no increase to the 2016-17 funding rate per pupil and therefore schools and other DSG-funded budgets remain under pressure.
- 2.4 In summary therefore, the change in DSG (before deductions for Academies and other direct funding of High Needs Places by the Education Funding Agency) shows:

Overall DSG and the Schools Block 2017-18

	£000
2016-17 base	395,245
Education Services Grant - allocated to DSG	1,216
Changes in 2 yr old funding - population	329
Changes in 3&4 yr old funding - 15 hours per week	-45
Early Years Pupil Premium	-54
Changes in 3&4 yr old funding - 30 hours per week	4,121
Transitional funding for nursery schools	282
Early Years Disability Access Fund	105
Primary and Secondary schools - population	2,067
High Needs - additional responsibilities (Post 16)	762
High Needs - funding for pressures	958
	404,987

(These figures include estimates for Early Years Pupil Premium and other Early Years funding.)

2.5 The final allocation is dependent on final early years numbers and academy recoupment and therefore the total DSG will change throughout the financial year.

2.6 The initial allocation of the funding to each of the three blocks is as below:

NYCC Split	Schools	High Needs	Early Years	Total
2016-17 baseline	325,506	46,182	23,558	395,246
ESG – Retained Duties	1,216			1,216
Post-16 High Needs		762		762
Increase in pupil numbers	2,067		285	2,351
High Needs Adjustments		958		958
Early Years Adjustments			4,454	4,454
2017-18	328,789	47,902	28,296	404,987
High Needs Recoupment		-3,312		-3,312
Initial DSG after HN Recoupment	328,789	44,590	28,296	401,675

3.0 Planned Schools Block Expenditure (Budget)

New Delegation

- 3.1 From April 2017, additional funding will be delegated to schools as described at previous Partnership meetings. A summary of the budgets involved and the method of allocation is shown below:

Item	Impact	Amount £'000	Method of Delegation
Outdoor Learning	The service will be looking to revise its offer to schools from 2018-19 to incorporate the impact of additional delegation	389	AWPU (£189k) + FSM (£200k)
Finance Team	This will be a responsibility funded from retained duties in 2017-18 with further review in 2018-19, depending on NFF proposals	29	AWPU
Property Service (Incl. Arboricultural)	This will be a responsibility funded from retained duties in 2017-18 with further review in 2018-19, depending on NFF proposals	332	AWPU
Asbestos Removal	Further details to be considered in March, but with eventual cost to schools of this responsibility	261	AWPU
Broadband	Temporary funding to be used to continue to subsidise schools until 2019. Further details/options to be brought to NYEP in due course	770	AWPU
IMPULSE System	Cost to be picked up by LA	90	AWPU
Operational overheads associated with services	Cost to be picked up by LA	84	AWPU
Total New Delegation		1,955	

- 3.2 A full summary of the Schools Block in 2017-18, including a list of de-delegated and centrally-managed budgets is shown below. De-delegated budgets have been updated since the January meeting to take account of pupil changes/numbers of academies.

Overall DSG and the Schools Block 2017-18

ISB (delegated budgets)	322,016	97.9% ¹
Schools in Financial Difficulty	615	
Unreasonable School Expenditure	80	
Behaviour Support Services	195	
Ethnic Minority	932	
Free School Meals Eligibility	16	
Trade Union Costs	75	
	<u>1,913</u>	0.6% ²
<u>Central Budgets</u>		
Prevention Service	1,788	
School Admissions	790	
Schools Forum	100	
Copyright Licences	466	
Falling rolls	301	
Pupil growth	201	
ESG – Retained Duties	1,215	
	<u>4,861</u>	1.5%
	<u><u>328,790</u></u>	

4.5 For comparison, in 2016-17 the split for 2016-17, adjusted to take account of change in ESG was:

	2016-17	
Delegated	317,892	97.3%
De-delegated	2,016	0.6%
Central	6,817	2.1%
	<u>326,725</u>	<u>100.0%</u>

5.0 Recommendations

5.1 The North Yorkshire Education Partnership is asked to note the contents of this report.

PETE DWYER

Corporate Director – Children and Young People's Service

¹ This includes new delegation of £1.955m

² This figure will reduce if more schools convert to academy status



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Wednesday 15 March 2017
Title of report:	The High Needs Block 2017-18
Type of report: Delete as required	For consultation
Executive summary: Including reason for submission	This report summarises the expected budget for the High Needs Block in 2017-18 and has some recommendations regarding the funding of special schools. The meeting may also be asked to consider the impact of removal of the Transitional Funding for the RAS Element 3 at some schools – this information will be presented to the meeting
Budget / Risk implications:	Funding pressures are set out in this report as are recommendations on how to deal with these
Recommendations:	That the North Yorkshire Education Partnership endorses the proposals.
Voting requirements:	Schools only
Appendices: To be attached	
Report originator and contact details:	Anton Hodge, Assistant Director – Strategic Resources anton.hodge@northyorks.gov.uk 01609 532141
Presenting officer: If not the originator	

1 PURPOSE OF THE REPORT

- 1.1 In January, the Partnership made recommendations with respect to some of the elements of the High Needs Block in 2017-18.
- 1.2 This report summarises the expected budget for the High Needs Block in 2017-18 and has some recommendations regarding the funding of special schools. The meeting may also be asked to consider the impact of removal of the Transitional Funding for the RAS Element 3 at some schools – this information will be presented to the meeting.
- 1.3 These proposals do not fundamentally change any of the recommendations made by the Partnership in January, but they do assist with their implementation and provide clarity to schools and providers

2 High Needs Block Commissioning Budgets

- 2.1 This overall High Needs Block budget available is £44.590m.
- 2.2 In January, the following recommendations were agreed:
 - to agree in principle to end the transitional arrangements with respect to the CAN-Do allocations, subject to the assessment of impact at individual schools
 - to note and comment on proposals regarding SLD Outreach funding
 - to note that no major changes are proposed for the allocation of funding for the Pupil Referral Service
 - to agree to the continuation of the contingencies
 - to note and comment on proposals regarding Enhanced Mainstream Schools
 - to note the overall budget position

3 Work Undertaken since January and items for further consideration

CAN-Do

- 3.1 As reported at the meeting in January, the removal of transitional funding in 2017-18 will mean that some schools will see positive and negative differences in their budget allocations.
- 3.2 While there is confidence that this will provide a more reflective funding related to individual CYP needs, it was also noted that work would continue to ascertain the impact on individual schools and to determine whether any contingency should be set aside for issues related to that.
- 3.3 The CAN-Do is, and will remain, indicative, i.e. it is a tool that generates a funding figure that will be balanced against the evidence and all of the information available related to individual children and young people.
- 3.4 This work is not yet finalised at the time of producing this report but will be available before the meeting and an update will be given then
- 3.5 The Partnership may therefore be asked to give a view about supporting individual schools where there is any significant loss of funding as a result of the end of Transitional Protection

Other Pressures

- 3.6 The report in January noted a number of other pressures in the High Needs Block, including:

The extension of Early Years provision to 30 hours for some children later this year.

A larger additional cost pressure for Independent Schools. In January we reported that the 2016-17 this looks to be around £400k. Further work in recent weeks suggests that this will be significantly higher 2017-18 and this has fed into the overall budget, set out in section 7.

4.0 Special Schools

- 4.1 As set out in the January report, there are no fundamental changes proposed for the funding of special schools for 2017-18 although the updated CAN-DO will have an impact
- 4.2 Funding for SLD outreach will be reduced by 50% from 2017-18. However, to ease the pressure on special school budgets this will be done through a phased approach, i.e. 100% funding April to August 2017 and 50% funding September to March 2018. There will be a full ceasing of funding from April 2018.
- 4.3 Special outreach will be re-commissioned, at a reduced level, from April 2018 and the details of this will be available following finalisation of the SEND strategy.
- 4.4 The last report noted that work was underway regarding the amounts to be allocated to individual schools for supporting complex medical needs.
- 4.5 Up until this point the additional needs matrix has been applied across a limited number of schools, rather than being applied for individual CYP needs. This is fundamentally flawed as:
- a) In effect, only some schools could benefit from this additional funding whilst we know that there are CYP in other schools, including mainstream, who will have exceptional medical needs.
 - b) The medical needs matrix is too subjective to offer consistent validation. Some of the costs identified as part of the matrix can be reasoned as part of the core provision that should be found in special schools.
- 4.6 We have begun to look at schools in detail, starting with those who have traditionally been applying the medical needs funding matrix but also extending this out. So far, the extraneous costs present in each school cancel each other out, e.g. the SLD/PMLD populations need a lot of personal care, etc. but the SEMH population need a lot of support for managing behaviour. In addition, a lot of the questions on the additional needs matrix are now included in the new CAN-Do and so, therefore, do not require a separate method of requesting additional funding.
- 4.7 The proposal from April 2017 is to cease use of the current medical needs matrix as most needs will be identified via the updated CAN-Do. In very exceptional circumstances, there may be a case for additional medical needs funding. This should be made through an application process that will be moderated and agreed at

panel. However, to give some level of stability to schools who receive the funding, the proposal is to continue at current levels until August 2017, with any new funding allocations after that date. The funding for schools will also form part of the Minimum Funding Guarantee calculation.

5.0 Pupil Referral Service

- 5.1 As per the report in January, there are no major changes proposed for the funding of the Pupil Referral Service.
- 5.2 The number of places allocated is based on a formula agreed in 2013 and this may result in changes at individual establishments. Overall however the total amount of places commissioned will be 88, as in previous years.
- 5.3 In 2016-17 there has been pressure in this budget (currently projecting an overspend of approximately £60k.) This is largely due to an increase in the number of statutory places – currently projecting 17 over the total commissioned places of 88. Contingency funding is given for those PRUs that have exceeded their commissioned places.
- 5.4 Further work will take place during 2017-18, which will include analysing the apparent increase in PRS balances in recent years. This will also look at the concerns regarding stability of funding and increased demand raised by the PRS headteachers. An initial meeting with all PRS heads and others took place on 3 March 2017.

6.0 Contingencies

- 6.1 As agreed at the January meeting the current contingencies will remain. However, given the nature of these budgets and the pressures elsewhere in the High Needs Block, these budgets will have less flexibility and funding will depend on meeting pressures elsewhere. To meet these pressures, it is anticipated that the contingencies will reduce from £1.4m to £1.1m in 2017-18 as reflected in the budget summary below.

7.0 Proposed High Needs Budget 2017-18

- 7.1 The table below shows the expected budget for the High Needs Block, clearly showing the areas of pressure and where some efficiencies can be made to accommodate these within existing resources.

HN Budgets 2016-17 and 2017-18 (£000s)	2016-17	2017-18	Change
High Needs Commissioning Budgets	28,899	30,503	1,604
Alternative Provision	5,461	5,461	0
Education Psychology	439	439	0
EMS	3,917	3,714	-203
SEN Support and Outreach	3,259	3,151	-108
Higher Education for LAC	47	47	0
Virtual School	486	486	0

The High Needs Block 2017-18

School Improvement	80	80	0
School Improvement Partnerships	444	444	0
Prevention	7	7	0
AD - Inclusion	21	21	0
AD - Children and Families	67	67	0
AD - Strategic Resources	54	54	0
Outdoor Education (DSG Client)	43	0	-43
General Contingency	61	61	0
Asbestos	10	0	-10
Grounds Contingency	4	4	0
STDS 121 ICT - Learning Platforms In Schools	23	0	-23
Synergy Project	3	0	-3
DSG Overheads	51	51	0
	<u>43,376</u>	<u>44,590</u>	<u>1,214</u>

8.0 Recommendations

8.1 The Partnership is asked to note the contents of this report and endorse the following proposals:

PETE DWYER

Corporate Director – Children and Young People’s Service

Date of meeting:	Wednesday 15 th March 2017
Title of report:	Early Years Funding Update
Type of report: Delete as required	For information
Executive summary: Including reason for submission	<p>This report is for information and provides an update on:</p> <ul style="list-style-type: none"> • The work that has been undertaken in response to both the implementation of the Early Years National Funding Formula and the early implementation of the 30 Hours Extended Entitlement in the Summer 2017 term. • Provider participation in and estimated hours delivery of the 30 hours extended entitlement for Summer 2017 • The Early Years DSG allocation and associated planned expenditure in 2017-18 • The review of the early years centrally managed service provision in order to meet the DfE funding limits of 7% in 2017/18 and 5% in 2018/19. • The work plan for developing a methodology for the distribution of the Maintained Nursery School Supplementary Funding
Budget / Risk implications:	<p>The Early Years National Funding Formula and its associated requirements for 2017/18 will have a significant impact on the sustainability of providers of early education and childcare and on the Council's ability to ensure sufficient places are available for families in line with statutory duties. There will also be an impact on the services provided by the council and there will be staffing implications</p>
Recommendations:	<p>The Education Partnership is asked to note:</p> <ul style="list-style-type: none"> • The work that has been undertaken in relation to the implementation of the Early Years National Funding Formula and the early implementation of the 30 Hours Extended Entitlement in the Summer 2017 term. • The Early Years DSG allocation and the associated planned expenditure • The work plan for the review of Early Years Centrally Managed Service Provision • The work plan for the distribution of the Maintained Nursery School Supplementary Funding.
Voting Requirements	
Appendices:	N/A

Report originator and contact details:	Sally Dunn, Head of Finance – Schools & Early Years sally.dunn@northyorks.gov.uk
Presenting officer:	Sally Dunn and Marc Mason

Early Years Funding Update**1.0 PURPOSE OF THE REPORT**

- 1.1 This report provides an overview of the work that has been undertaken in response to both the implementation of the Early Years National Funding Formula and the early implementation of the 30 Hours Extended Entitlement for the Summer 2017 term. This includes the work plan for the review of Early Years Centrally Managed Services and the work plan for developing the distribution methodology for the supplementary funding for Maintained Nursery Schools. The report also presents the Early Years DSG allocation, the associated planned expenditure and the required contribution from the Early Years Reserve.

2.0 BACKGROUND

- 2.1 There will be two significant national developments within the Early Years sector during the 2017/18 financial year. These relate to the introduction of local authority funding allocations based on an Early Years National Funding Formula for three and four year olds and the roll out of the extended entitlement of 30 hours childcare for working parents of three and four year olds.
- 2.2 Within North Yorkshire, the Early Years National Funding Formula provides a local authority funding rate for three and four olds of £4.30 per hour. The local authority hourly funding rate covers both the costs of provider funding and any central services delivered to early years' providers which are free at the point of delivery.
- 2.3 A local early years funding consultation was undertaken in December 2016 / January 2017 to consider the provider funding rates for three and four year olds for the 2017/18 financial year. The responses to the consultation and associated recommendations were considered by the North Yorkshire Education Partnership in January 2017. The Partnership approved the proposal for Early Years Reserve funding to be used to maintain current funding rates for the period April 2017 to August 2017 and for the introduction of a universal three and four year old funding rate of £3.90 for all providers from September 2017. The Partnership approved the proposal to continue to use the current methodology of the IMD score of the child's post code being linked to a funding band to determine the funding for the mandatory deprivation funding supplement. The use of a sparsity funding supplement targeted at supporting those providers in rural areas who are encountering financial viability issues and where there would be childcare sufficiency difficulties if the provision were lost was also agreed by the Partnership.
- 2.4 The regulations accompanying the Early Years National Funding Formula restrict the level of three and four year funding which can be retained for the delivery of centrally managed services associated with early years provision. The level of funding allowed to be retained during 2017/18 is 7% of the three and four year funding allocation and this reduces to 5% for the 2018/19 financial year.
- 2.5 At the meeting in January 2017, the Education Partnership was informed that the DfE had asked North Yorkshire to participate in a pilot with a small number of other local authorities to deliver the extended entitlement of 30 hours childcare for working parents of three and four year olds in the Summer 2017 term. This is one term earlier than the national roll out of the development in September 2017.

Early Years Funding Update

3.0 IMPLEMENTATION OF THE FUNDING CHANGES AND DELIVERY OF THE 30 HOURS EXTENDED ENTITLEMENT FROM SUMMER 2017

- 3.1 The Local Authority is very aware of the significant challenges presented to early years providers in implementing the funding changes and the delivery of the 30 extended entitlement one term early. In this regard a number of support mechanisms have been offered to assist providers in implementing these developments.
- 3.2 In order to ensure all providers are fully aware of and informed of the developments 11 Launch Events have been held at various locations across the County. These events were attended by 427 delegates. The events provided an overview of the policy, the requirements and the considerations related to the delivery of the 30 Hours Extended Entitlement. The changes to the funding levels were also presented and discussed at the events. In addition to the Launch Events, a similar presentation was also provided to school representatives at the Primary Admin & Finance Conference in early February 2017. Information with regard to the developments is also provided by the North Yorkshire Families Information Service to providers; this includes FAQ's which are updated on a regular basis.
- 3.3 The Early Years Business Support Team is working with providers to assist them in considering the financial implications of both of the developments on their business operations and the development of solutions to maintain their financial viability. The Business Support Team have provided 16 workshops over recent weeks and these have been attended by 287 delegates. In addition to the workshops, the Business Support Team are also working with individual providers to undertake analysis in relation to cash flow, financial break-even position, occupancy levels and optimum operating structures.
- 3.4 A number of local workshops have been delivered by Childcare Works, the contractor which has been engaged by the DfE to support local authorities and providers with the roll out of the 30 Hours Extended Entitlement. These workshops have focused on the opportunities for providers to work in partnership in order to ensure sufficiency of extended entitlement provision to meet the requirements of working parents in a particular locality.
- 3.5 The Launch Events and the Workshops have provided opportunity for providers to comment and raise questions and concerns about the implementation of both the funding rate changes and the implementation of the 30 hours. Some key issues raised include:
- The ability to make charges in addition to the extended entitlement. The DfE Statutory Guidance determines where it is allowable for providers to make charges in addition to the free entitlement. The updated Statutory Guidance and Model Agreement which will be applicable from September 2017 and reflect the delivery of the extended 30 hour entitlement were received in early March 2017. Work is currently being undertaken to analyse the content of these documents and to work with a stakeholder group, including provider representatives, in order to develop the provider agreement to be implemented from September 2017.
 - The 30 Hours Extended Entitlement provides greater opportunity for parents and providers to 'stretch' the provision across the full year rather than just term time only provision. Guidance is currently being developed in relation to the process for the administering and funding of 'stretched' provision.

Early Years Funding Update

- Interim processes have been developed for the early implementation pilot period during Summer 2017 in relation to the funding process, parent applications and eligibility checking of applications.

4.0 ESTIMATED PROVISION OF THE EXTENDED 30 HOUR ENTITLEMENT DURING THE SUMMER 2017 TERM

4.1 Early Years providers have been requested to provide estimates of the Extended Entitlement hours that they will be providing to children attending their provision during the early implementation pilot period in Summer 2017. Table 1 below provides a summary of these estimates by provider type. The number of hours delivered during the Summer 2016 for the universal 15 hour entitlement is shown for comparison purposes. Table 2 below provides a summary of the number of providers by type who are planning to deliver the Extended 30 Hours Entitlement during the Summer 2017 term. (All figures based on provider estimates received as at 7th March 2017)

Table 1

Estimated No. of Extended Entitlement Hours To Be Provided During Summer 2017			
Provider Type	Estimated Ext. Entitlement Hours – Summer 2017 No. Hours	Universal 15 Hour Entitlement – Summer 2016 No. Hours	Extended Entitlement v Universal Entitlement %
Maintained Nursery School	10427	45942	22.7%
Maintained School / Academy Nursery Class	46806	481676	9.7%
Independent School Nursery Class	11504	60014	19.2%
Childminder	39571	68261	58.0%
Full Day Care	351485	736488	47.7%
Sessional	47592	448553	10.6%
Total Hours	507385	1840934	27.6%

Early Years Funding Update

Table 2

No. of Providers Planning to Deliver Extended Entitlement Hours During Summer 2017			
Provider Type	Providers Planning To Deliver Ext. Entitlement Hours – Summer 2017 No. Providers	Total No. Providers Registered for Funding No. Providers	Extended Entitlement Providers v Registered for Funding Providers %
Maintained Nursery School	3	3	100%
Maintained School / Academy Nursery Class	25	107	23%
Independent School Nursery Class	4	15	27%
Childminder	101	251	40%
Full Day Care	67	131	51%
Sessional	44	132	33%
Total Providers	244	639	38%

5.0 2017/18 EARLY YEARS DSG ALLOCATION – PLANNED EXPENDITURE

5.1 A summary of the 2017/18 Early Years DSG allocation is detailed below along with the associated planned expenditure and the required contribution from the Early Years Reserve to support the maintenance of the current 3 & 4 year old hourly funding rates for the Summer 2017 term.

	£'000
Funding Direct To Providers	
3&4 year old places (incl. Deprivation Funding Supplement, Sparsity Funding Supplement & Maintenance of Current Rates for Summer 2017)	23,127
2 year old places	3,204
Early Years Pupil Premium	203
Nursery Schools Transition	282
EY Disability Access Fund	105
Sub Total	26,931
Centrally Managed Services	1,715
TOTAL EXPENDITURE	28,646
Funded By:	
2016-17 revised baseline	20,426

Early Years Funding Update

Pupil numbers	-45
3&4 years working parents	4,121
Disadvantaged 2 yr olds	3,204
EYPP	203
Nursery Schools Transition	282
EY Disability Access Fund	105
Total Early Years DSG	28,296
Contribution from Early Years Reserve	350
TOTAL INCOME	28,646

The final figures in relation to the funding to Early Years Providers and the DSG allocation are subject to in-year adjustments to reflect actual hours delivered during the year. This is particularly relevant in 2017/18 with the introduction on the 30 hours extended entitlement for working parents where there is currently very limited local information, in addition to the DfE estimates, on the likely take up levels for the year in North Yorkshire.

6.0 CENTRALLY MANAGED SERVICE PROVISION RELATED TO THREE & FOUR YEAR OLDS

6.1 As stated above the local authority is expected to retain no more than 7% and by April 2018 no more than 5% of the total allocation in the early years block of the DSG. This means, using projected numbers of places, that in 2017/18 the local authority will have to reduce its central expenditure on early years support by £455,000 and by 2018/19 by at least £798,000, with this money being passed to the providers.

6.2 Thinking is progressing but is still at a very early stage. We will be starting in effect with a clean sheet, looking at what is needed by way of support for early years in the next three to five years, as far as we can predict. We will want to work with providers and local authority staff to learn from experiences to date, from everyone's rich experience in the field. We are especially interested in working with providers to understand better their views and need. We do see this leading to a co-produced solution. We also hope everybody sees this a significant opportunity to look at innovative ways of providing support.

6.3 The timetable is:

October 2016	CYPLT first principles
November 2016	Initial scoping
December 2016	2020 project team formed
January 2017	Initial discussions with

Early Years Funding Update

	<i>providers</i>
<i>January 2017- May 2017</i>	<i>Formulation of proposals</i>
	<i>Engagement & Consultation</i>
<i>May 2017</i>	<i>Approvals</i>
<i>September 2017</i>	<i>Commencement of Changes</i>
<i>January 2018</i>	<i>Full implementation</i>

7.0 FUNDING ARRANGEMENTS FOR MAINTAINED NURSERY SCHOOLS

- 7.1 The DfE have provided specific supplementary funding for maintained nursery schools to enable their current funding levels to be maintained. This will enable a higher level of funding to continue to be paid to maintained nursery schools during the period which the supplement funding is in place.
- 7.2 During March discussion and consultation will be undertaken with representatives from the three Maintained Nursery Schools (MNS) in North Yorkshire in order to determine the most appropriate methodology for the distribution of the MNS funding supplement. The methodology will be used to distribute the funding from April 2017. The Partnership is asked to note the work plan and timescale for the distribution of the MNS Supplementary Funding. An update on this work will be provided at the next meeting of the Partnership.

8.0 RECOMMENDATIONS

- 8.1 The Education Partnership is asked to note:
- The work that has been undertaken in relation to both the implementation of the Early Years National Funding Formula and the early implementation of the 30 Hours Extended Entitlement in the Summer 2017 term.
 - The Early Years DSG allocation and the associated planned expenditure
 - The work plan for the review of Early Years Centrally Managed Service Provision
 - The work plan for the distribution of the Maintained Nursery School Supplementary Funding.

PETE DWYER

Corporate Director – Children and Young People's Service

Schools National Funding Formula Consultation Stage 2

(Closing Date 22nd March 2017)

Overall Approach

- 1. In designing our national funding formula, we have taken careful steps to balance the principles of fairness and stability. Do you think we have struck the right balance? (Pages 7-15)**

Yes

No

Please explain your reasoning and any further evidence we should take into account:

Whilst we welcome the Government's stated commitment to reduce the funding inequality in English schools, and certainly welcome the small steps towards that which form part of this consultation, we are dismayed to see:

- That the funding gap will narrow only marginally if these proposals are implemented
- That the DfE has reversed some of its former actions with regard to funding of sparsity
- That the current proposals regarding the formula have no basis in need nor indeed any rationale and are based simplistically on averaging out the current variances at Local Authority level
- That the proposals means that over half of the secondary schools will lose money in North Yorkshire – despite the county gaining overall
- There is no recognition of the role of School Forums and local decision-making

- 2. Do you support our proposal to set the primary to secondary ratio in line with the current national average? (Pages 16-17)**

We have decided that the secondary phase should be funded, overall, at a higher level than primary, after consulting on this in stage one. We are now consulting on how great the difference should be between the phases.

The current national average is 1:1.29, which means that secondary pupils are funded 29% higher overall than primary pupils.

Yes

No – the ratio should be closer (i.e. primary and secondary phases should be funded at more similar levels)

No – the ratio should be wider (i.e. the secondary phase should be funded more than 29% higher than the primary phase)

None of the above

Please explain your reasoning and any further evidence we should take into account:

The lack of progress in defining the make-up of a NFF, despite the government's consistent claims that it remains a priority, is mystifying. We would like to ask why no attempt has been made to state what the funding at school level is required for. If you are going to have a National Funding Formula, you need to be certain that it will enable every school to be funded appropriately and fairly and the consultation seems to have dodged this by simply averaging out the current mix – and then of course locking in the current unfairness with the 3% protection proposal.

3. Do you support our proposal to maximise pupil-led funding? (Pages 17-18)

We are proposing to maximise the amount of funding allocated to factors that relate directly to pupils and their characteristics, compared to the factors that relate to schools' characteristics. We propose to do this by reducing the lump sum compared to the current national average (see question 7 on the lump sum value).

Yes

No - you should further increase pupil-led funding and further reduce school-led funding

No - you should keep the balance between pupil-led and school-led funding in line with the current national average

No - you should increase school-led funding compared to the current national average

Please explain your reasoning and any further evidence we should take into account:

Agree – but the mix of deprivation/additional need and basic level (AWPU) is wrong

Pupil-Led Factors

We ask respondents to bear in mind with each question on this page that we are redistributing funding. Any money that we put into one factor will have to come from another factor. We have indicated what we think are the right proportions for each factor.

4. Within the total pupil-led funding, do you support our proposal to increase the proportion allocated to the additional needs factors? (Pages 20-21)

Of the total schools block funding, 76% is currently allocated to basic per-pupil funding (AWPU) and 13% is allocated to the additional needs factors (deprivation, low prior attainment and English as an additional language).

The formula will recognise educational disadvantage in its widest sense, including those who are not eligible for the pupil premium but whose families may be only just about managing. It increases the total spent on additional needs factors compared to the funding explicitly directed through these factors in the current system.

We are therefore proposing to increase the proportion of the total schools block funding allocated to additional needs factors to 18%, with 73% allocated to basic per-pupil funding.

Yes

No – allocate a greater proportion to additional needs

No – allocate a lower proportion to additional needs

Please explain your reasoning and any further evidence we should take into account:

There is no evidence to suggest that the proposals will have any positive and in fact the primary schools which will lose out most by the DfE proposals are those in the most deprived areas. This is because the reduction in pupil-led funding proposed overall to those schools, which tend to be larger, more than offsets any gain in deprivation funding.

5. Do you agree with the proposed weightings for each of the additional needs factors?

Deprivation - pupil based at 5.5% (Pages 21-25)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above.

We would also suggest that the Pupil Premium becomes part of the main formula.

Deprivation - area based at 3.9% (Pages 21-25)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above. The IDACI model does not well for large rural postcode areas as there as the area is too large to achieve a homogenous population. Given the known and recent difficulties in revaluing the IDACI indices regularly, we also consider it better at least in the short- to medium-term, not to use the IDACI model.

Low prior attainment at 7.5% (Pages 25-27)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above.

English as an additional language at 1.2% (Pages 27-28)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

The weightings are a proportion of the total schools budget.

6. Do you have any suggestions about potential indicators and data sources we could use to allocate mobility funding in 2019-20 and beyond? (Pages 28-29)

We have decided to include a mobility factor in the national funding formula, following the first stage of consultation. This will be based on historic spend for 2018-19, while we develop a more sophisticated indicator. We would welcome any comments on potential indicators and data sources that could be a better way of allocating mobility funding in future.

We are pleased to see that Mobility has remained, after the suggestion that it would be removed in the Stage 1 consultation.

We do think however that the formula can be improved

North Yorkshire was initially one of only a few local authorities to provide funding to its schools that have high levels of service pupils, recognised by the use of a mobility factor or the number of service pupils.

We believe that there should be a threshold for funding. As the percentage of service children increases the impact on the individual school becomes far greater and so for a school with the vast majority of their pupils from service families the ability for the school to be able to provide effective support for all their children without additional resources became problematic.

We would like to set out the formula that we used prior to 2013, as below, and recommend this as one example which the DfE might like to consider:

The number of pupils who had started and left the school during the last academic year was identified.

The number of children that would normally have started at the school during that period e.g. reception pupils in a primary schools, year 3 pupils at a junior school, year 7 pupils at a secondary school were deducted.

The number of children that would normally have left the school during that period e.g. year 2 pupils in an infant school, year 6 pupils at a primary school, year 11 pupils at a secondary school were deducted.

This figure was then identified as the adjusted turnover for the school. Much of the information required was identified by running a report on the individual school's pupil's data and not a manual task.

Taking the number of pupils the school was funded for using the January pupil count the threshold was identified which for primary schools was 10% or 10 pupils and for secondary schools 5% or 10 pupils.

The threshold was then deducted from the total pupil turnover figure to arrive at the net turnover for the school for the previous academic year which would then be used for funding purposes e.g. Academic year data 2011-2012 would be used to fund a school in the financial year 2013-2014.

The funding allocated to a school would increase if the percentage turnover was higher to reflect the increased pressures on an individual school

The figures at that time were:

Primary

- 10% - 25% £60 per pupil
- 25% - 40% £450 per pupil
- >40% £900 per pupil

Secondary

- 5% - 10% £150 per pupil
- 10% - 15 % £450 per pupil
- > 15% £2140 per pupil

The mobility factor should not simply look at pupils that are still at the school on the October census. Where children may have started and left the school during the last year

they would be missed from such a calculation (this circumstance is very common for service children).

School-Led Factors

We ask respondents to bear in mind with each question on this page that we are redistributing funding. Any money that we put into one factor will have to come from another factor. We have indicated what we think are the right amounts for each factor.

7. Do you agree with the proposed lump sum amount of £110,000 for all schools? (Pages 29-31)

This factor is intended to contribute to the costs that do not vary with pupil numbers, and to give schools (especially small schools) certainty that they will receive a certain amount each year in addition to their pupil-led funding.

Primary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Secondary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Please explain your reasoning and any further evidence we should take into account:

This was a surprising proposal and we cannot understand why the department has moved away from its conclusions of 2013 when it agreed that different funding levels for primary and secondary sectors were the right way forward

Currently, as a low-funded authority, our primary lump sum is £89k. However we would be happy to see additional funding allocated to primary schools in the county. However our current secondary lump sum is £175k – and this is required for small secondary schools in a rural area such as North Yorkshire. We actually think this could be reduced a little – but only if you allowed us to allocate a higher sparsity amount to our smaller rural schools, and certainly not by the £65k proposed. We would suggest a lump sum of £110k for primary and £160k for secondary – but only if the sparsity factor could be increased to a maximum of £250k.

We support the f40 proposal that the distribution of the lump sum and the sparsity factor could be managed locally in line with local priorities along with the other school led funding arrangements that will need to be made. We would anticipate that the DfE will suggest that this is not in line with a national formula and pupils across the country receiving the same levels of funding, but the current proposals already see differences in funding for the remaining school led factors alongside the ACA and proposals for transition and a locked in funding floor. Pupil led funding will be the main component of the formula and at that level will be equal – certainly much more equal than it currently is. Schools are not the same and it is reasonable that the school led factors, held in a ring-fenced budget could be locally directed. This is where local knowledge and negotiation are essential and the Schools Forum can provide this.

8. Do you agree with the proposed amounts for sparsity funding of up to £25,000 for primary schools and up to £65,000 for secondary, middle and all-through schools? (Pages 31-33)

We have decided to include a sparsity factor to target extra funding for schools that are small and remote. We are proposing that this would be tapered so that smaller schools receive more funding, up to a maximum of £25,000 for primary schools and £65,000 for secondary schools.

Primary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Secondary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Please explain your reasoning and any further evidence we should take into account:

See also the answer to Q7.

Once again, we do not understand why the DfE persists with the measure of using “as the crow flies”. Indeed this Local Authority is allowed by the Department to use an exception which effectively means we use the proper travelling distance for each pupil and school. However the other proposed restrictions would mean an end to this. In short it is a step backwards, as is the reduction in funding, despite the DfE’s recognition in recent years of

additional costs at very small secondary schools (and allowing us to allocate extra funding)

The funding levels should be up to £50k for primary and £250k for secondary.

9. Do you agree that lagged pupil growth data would provide an effective basis for the growth factor in the longer term? (Pages 34-37)

The growth factor will be based on local authorities' historic spend in 2018-19. For the longer-term we intend to develop a more sophisticated measure and in the consultation we suggest the option of using lagged pupil growth data. We will consult on our proposals at a later stage, but would welcome any initial comments on this suggestion now.

Agree

Funding Floor

10. Do you agree with the principle of a funding floor? (Pages 37-39)

To ensure stability we propose to put in place a floor that would protect schools from large overall reductions as a result of this formula. This would be in addition to the minimum funding guarantee (see question 13).

Yes

No

Please explain your reasoning and any further evidence we should take into account:

This is the proposal which effectively undermines the credibility of the proposals as a means of sorting out historical inequities.

The Secretary of State has recently said that:

“We’re introducing the National Funding Formula for schools, which will finally rectify the historic and unfair postcode lottery in how school funding is distributed in England.”

The current situation shows that the funding range between LAs shows averages between £3,781 and £6,766 per pupil.

The Proposals will change this range, and narrow it, so that it will now only be between £3,860 and £6,582 per pupil.

It doesn’t really look like the Secretary of State knows this, does it?

While we understand how difficult it will be for any school to lose funding, we do not accept that some schools can continue to receive £1,000s more than others. The DfE really needs to commission some work to see how these schools are spending their budget – and why is it that others have to struggle with less funding.

We believe that those schools should be given adequate time to adapt and the MFG should be sufficient protection for this.

11. Do you support our proposal to set the funding floor at minus 3%? (Pages 37-39)

This will mean that no school will lose more than 3% of their current per-pupil funding as a result of this formula.

Yes

No – the floor should be lower (i.e. allow losses of more than 3% per pupil)

No – the floor should be higher (i.e. restrict losses to less than 3% per pupil)

Please explain your reasoning and any further evidence we should take into account:

We are firmly of the opinion that there should not be a funding floor.

12. Do you agree that for new or growing schools (i.e. schools that are still filling up and do not have pupils in all year groups yet) the funding floor should be applied to the per-pupil funding they would have received if they were at full capacity? (Page 43)

Yes

No

We believe that, to treat growing schools fairly, the funding floor should take account of the fact that these schools have not yet filled all their year groups.

Please explain your reasoning and any further evidence we should take into account:

Agree

Transition

13. Do you support our proposal to continue the minimum funding guarantee at minus 1.5%?

The minimum funding guarantee protects schools against reductions of more than a certain percentage per pupil each year. We are proposing to continue the minimum funding guarantee at minus 1.5% per pupil per year.

Yes

No – the minimum funding guarantee should be lower (i.e. allow losses of more than 1.5% per pupil in any year)

No – the minimum funding guarantee should be higher (i.e. restrict losses to less than 1.5% per pupil in any year)

Please explain your reasoning and any further evidence we should take into account:

Agree – see also response to Q10

Further Considerations

14. Are there further considerations we should be taking into account about the proposed schools national funding formula?

Central School Services Block (Pages 66-72)

15. Do you agree that we should allocate 10% of funding through a deprivation factor in the central school services block?

Yes

No - a higher proportion should be allocated to the deprivation factor

No - a lower proportion should be allocated to the deprivation factor

No - there should not be a deprivation factor

Please explain your reasoning and any further evidence we should take into account:

The remaining central blocks fund expenditure which has no real correlation with deprivation

16. Do you support our proposal to limit reductions on local authorities' central school services block funding to 2.5% per pupil in 2018-19 and in 2019-20?

Yes

No - allow losses of more than 2.5% per pupil per year

No - limit reductions to less than 2.5% per pupil per year

Please explain your reasoning and any further evidence we should take into account:

This should be in line with the MFG (1.5%)

17. Are there further considerations we should be taking into account about the proposed central school services block formula?

Funding should be allocated for the Apprenticeship Levy

Equalities Analysis

18. Is there any evidence relating to the 8 protected characteristics identified in the Equality Act 2010 that is not included in the equalities impact assessment and that we should take into account?

--

Schools National Funding Formula Consultation Stage 2

(Closing Date 22nd March 2017)

Overall Approach

- 1. In designing our national funding formula, we have taken careful steps to balance the principles of fairness and stability. Do you think we have struck the right balance? (Pages 7-15)**

Yes

No

Please explain your reasoning and any further evidence we should take into account:

f40 would like to take the opportunity of welcoming this consultation and commend the government for honouring its manifesto commitment to introduce fairer funding for all children in state funded schools in England. We also wish to acknowledge the work that Ministers and the department have undertaken on Stage 1 and in getting the Stage 2 consultation to this stage.

We welcome the fact that the proposed funding formula indicates a total gain of £183 million for f40 member authorities once the national formula is fully implemented from 2019-20. (The £183m figure is based on the net gains from the DfE illustrative data at school level. F40 used this so we could see how many schools gained and lost at individual LA level. Basically, we totalled up the figures for every school listed with data against them for each LA. However, we acknowledge that there is another DfE spreadsheet which show the total figures for each LA (without a breakdown of individual schools) which appear to add up to £213m for F40 LAs. We are, therefore, assuming that in this second spreadsheet the DfE has included other factors not shown on the school by school breakdown.

Taken the £183million together with the £210 million (f40's share of the £390 million funding first provided in 2015-16 and now baselined within overall budgets), this means f40's poorly funded authorities stand to gain a total of £393 million which they would not otherwise have had (or £423 million by the alternative calculation).

But we believe that success has to be tempered by an outcome that none of us really anticipated: that some poorly funded authorities will not gain and that many schools within poorly funded authorities will lose out. Regrettably f40 does not believe that the government's proposals go far enough to ensure fair funding.

This response, therefore, highlights the main themes on which f40 would press for further evidence or discussion prior to the implementation of a new formula and before it can be considered fair. However, we do not wish to see further delays in the implementation of a new formula.

There are key elements of the government's proposals that f40 authorities would like to see amended, namely:

- 1. Weakness of evidence for proposals and continued use of averages**
- 2. The proportion of weighting given to AEN rather than basic entitlement**
- 3. The 3% funding floor, which locks in historical differences**
- 4. Quantum and spending cuts**

These are dealt with in the following sections.

Weakness of evidence for proposals and continued use of averages

As we pointed out in the first stage of the consultation, there is a basic weakness in that there is no clear definition of what the government is actually funding. Clearly, we wish to see a formula where the emphasis is on redistributing money more fairly, but without some clarity on what level of service the money can purchase, there is a danger that the proposed new system will not take us much further forward.

It is disappointing to see the continued use of averages, which reflect what LAs can currently afford to do, rather than a needs-based model which can evidence that the proposed funding levels are sufficient to cover the required costs of operating schools of different sizes and levels of needs wherever they are in the country. As part of the ongoing strategic approach to schools funding f40 would urge the DfE to undertake to analyse and assess activity-led funding to be factored into the funding formula rates prior to the implementation of the hard formula in 2019-20.

The funding formula model developed by f40 has attempted to do this based on analysis of staffing ratios and associated school level costs and we would urge the DfE to again consider each element of the that model to ascertain the true cost of operating a school to ensure the proposed funding rates are sufficient.

Without the underlying understanding as to what the government is funding it is difficult to understand the rationale for the basic entitlement compared to the additional needs. The proposals state that there has been a deliberate movement of funding into additional needs, partly to support those “just about managing” families, but we don’t consider that the additional needs indicators do support those families and therefore by reducing the basic element of funding this could be having the opposite effect to that intended.

The proportion of weighting given to AEN rather than basic entitlement

Our initial reaction is that too much funding is directed towards deprivation and that when Pupil Premium is also taken into account this could be considered as double funding. Clarity is required between the differences as to what the deprivation funding in the main funding formula and pupil premium are supposed to support.

The 3% funding floor, which locks in historical differences

One of the key principles set out in Stage 1 of the consultation, supported by f40, was that pupils of similar characteristics should attract similar levels of funding wherever they are in the country (allowing for the area cost adjustment). When the funding formula to be implemented is deemed fair, it should be applied to all schools on a consistent basis.

However, the proposed 3% funding floor “locks” in £399million of the historical disparity for those schools which have been better funded for several decades. Equally the cost of this protection limits the redistributive impact and will result in the continuation of different funding levels for pupils across the country. Stability for schools in funding is important, but not at the expense of never reaching a fair formula and outcome.

Quantum and spending cuts

f40 understands that this consultation is about finding a fair funding methodology and not (at this time) about the quantum of funding available. However, clarity about the total size of the departmental funding cake as a whole and the amount available for the core purpose of educating children is crucially important before agreeing the size of slices.

It is important to understand that schools in lower funded areas have been making cuts for well over five years now and have reached the limit of where cuts can be made without significantly reducing standards and outcomes for children. We recognise the work that the DfE has undertaken in supporting schools in making efficiencies, but we are struggling to understand where more cuts can be made by schools in the lowest funded authorities.

The removal of the Education Services Grant (ESG) will have an impact on schools. Academies will have costs which were supported by the ESG which they will need to fund from their General Annual Grant and local authority cuts are likely to lead to additional charges to maintained schools.

We understand that the DfE believes that £1 billion worth more cuts are available within the system, but we consider that they need to align those cuts with their requirements from the system. For example, when building a school, the capital budget will define the number of bricks that can be bought and therefore the number of classrooms or breakout spaces or music spaces or science labs that can be built.

Equally the level of revenue funding defines the number of teachers (and therefore the number of pupils per teacher) and education support staff and pastoral care staff and leaders within the school. The additional needs funding should separately add further staff or therapists to the core staff within the school. Without understanding what is being purchased you cannot say that there is room for cuts. In the capital example, eventually you run out of bricks for a music room, or classroom and likewise with the revenue funding you run out of teachers or pastoral care or leaders and the school cannot effectively function however much you would like to think it can. Efficiency and an understanding about what it is that is being purchased must work hand in hand.

2. Do you support our proposal to set the primary to secondary ratio in line with the current national average? (Pages 16-17)

We have decided that the secondary phase should be funded, overall, at a higher level than primary, after consulting on this in stage one. We are now consulting on how great the difference should be between the phases.

The current national average is 1:1.29, which means that secondary pupils are funded 29% higher overall than primary pupils.

Yes

No – the ratio should be closer (i.e. primary and secondary phases should be funded at more similar levels)

No – the ratio should be wider (i.e. the secondary phase should be funded more than 29% higher than the primary phase)

None of the above

Please explain your reasoning and any further evidence we should take into account:

f40 recognises the need for a differential in funding between primary and secondary schools but comparison to a ratio is an artificial concept. The amounts and relative weightings need to be evidence based with reference to actual costs and factors such as:

- Teaching group sizes.
- Teacher contact time, including an allowance for planning, performance and assessment (PPA).
- Teaching assistant time.
- Absence e.g. sickness, maternity etc.
- Leadership costs.
- Non-class staff costs.
- Resources.
- Exam fees (Key Stage 4 only).

Evidenced based calculations will present realistic figures – and the ratio will naturally follow.

3. Do you support our proposal to maximise pupil-led funding? (Pages 17-18)

We are proposing to maximise the amount of funding allocated to factors that relate directly to pupils and their characteristics, compared to the factors that relate to schools' characteristics. We propose to do this by reducing the lump sum compared to the current national average (see question 7 on the lump sum value).

Yes

No - you should further increase pupil-led funding and further reduce school-led funding

No - you should keep the balance between pupil-led and school-led funding in line with the current national average

No - you should increase school-led funding compared to the current national average

Please explain your reasoning and any further evidence we should take into account:

See also the answer to Q7.

The balance between the factors must result in adequate funding for all schools regardless of size and location. The interaction of the lump sum with the sparsity factor is therefore key to ensuring that any necessary and vital small schools remain sustainable as a result of the revised funding formula. If this is not sufficiently considered the formula could result in necessary small schools closing and local authorities incurring additional costs to transport pupils. Further still, there is the impact on the individual children (and potentially some very young children) that would find themselves having to travel.

As can be seen from the range of lump sums and the use of sparsity currently, each local authority has taken a different attitude to the use of the lump sum and sparsity allocations. This really is an area where one size does not fit all. Some local authorities use a small lump sum allied to strategic use of the sparsity factor to ensure that the schools that they need are viable. Other authorities use a larger lump sum with small sparsity allocations where the current sparsity restrictions do not allow for a more targeted use of sparsity factors. In Inner and Outer London in 2015-16 only five of the thirty-two local authorities used a lump sum lower than £110,000, which would be the only source of fixed cost

funding, assuming that none of these had sparse schools. These are the authorities that had the discretion to use a lower lump sum and put more through the AWPU across the whole estate, but they didn't.

Therefore, at least in the short- to medium-term, f40 considers that the distribution of the lump sum and the sparsity factor could be managed locally in line with local priorities and local authority's sufficiency duties along with the other school-led funding arrangements that will need to be made for split sites, PFI and other specific school led costs.

We would anticipate that the Department for Education will suggest that this is not in line with a national formula and pupils across the country receiving the same levels of funding, but the current proposals already see differences in funding for the remaining school-led factors alongside the ACA and proposals for transition and a locked in funding floor.

Pupil-led funding will be the main component of the formula and at that level will be equal – certainly much more equal than it is currently. Schools are not the same and it is reasonable that the school-led factors, held in a ring-fenced budget could be locally directed, possibly even towards CERA, to support some reshaping of the school estate.

At present there is no incentive for local authorities to reshape the estate as any savings made will be to the benefit of the NFF but at the cost to the authority. Even in authorities where all schools are academies, the authority will need to keep an eye on how to evolve the estate to meet its sufficiency duties.

Pupil-Led Factors

We ask respondents to bear in mind with each question on this page that we are redistributing funding. Any money that we put into one factor will have to come from another factor. We have indicated what we think are the right proportions for each factor.

4. Within the total pupil-led funding, do you support our proposal to increase the proportion allocated to the additional needs factors? (Pages 20-21)

Of the total schools block funding, 76% is currently allocated to basic per-pupil funding (AWPU) and 13% is allocated to the additional needs factors (deprivation, low prior attainment and English as an additional language).

The formula will recognise educational disadvantage in its widest sense, including those who are not eligible for the pupil premium but whose families may be only just about managing. It increases the total spent on additional needs factors compared to the funding explicitly directed through these factors in the current system.

We are therefore proposing to increase the proportion of the total schools block funding allocated to additional needs factors to 18%, with 73% allocated to basic per-pupil funding.

Yes

No – allocate a greater proportion to additional needs

No – allocate a lower proportion to additional needs

Please explain your reasoning and any further evidence we should take into account:

It is vital that the basic level of funding allocated to all schools is adequate for the school to staff and operate sufficiently. The additional needs funding should be as the name suggests, additional. If the DfE can clearly evidence that additional funding needs to be targeted at the AEN factors, this should not be at the expense of the basic entitlement funding which is intended to provide a core baseline of funding for all pupils and is imperative to achieving a fair, balanced and equitable funding formula.

Increasing the deprivation funding is unlikely to reach the JAMs that the funding is trying to support. FSM6 is the same indicator that is used for Pupil Premium and you have stated in the introduction to this section that JAMs are above this threshold. The lower band of IDACI leans towards the more deprived, although a taper below the current threshold might bring JAMs in to this indicator, but more work would be needed to ascertain whether this would work. EAL is aimed specifically at supporting language acquisition and prior attainment is an indicator of SEN.

Therefore, there is no funding for JAMs within AEN, leaving the basic funding as the element that could support these people, yet this is the funding that is being reduced.

The f40 needs-led model, which was carefully constructed to ensure all schools are able to function with appropriate pupil teacher ratios and a lump sum that is set to meet a defined set of costs, provided for pupil funding at 75% and additional needs factors of 14% (deprivation 8%, prior attainment 5% and EAL 1%). Therefore, f40 proposes that the DfE should adopt these figures.

Furthermore, f40 would propose that, if pupil premium grant must remain separate to mainstream funding, it should be revised to provide for the 'Just About Managing' (JAMs) and hence reduce or avoid the double counting in the DfE's proposed funding values and the pupil premium.

5. Do you agree with the proposed weightings for each of the additional needs factors?

Deprivation - pupil based at 5.5% (Pages 21-25)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above.

F40 has previously suggested that Pupil Premium, or a substantial part of it, should be amalgamated into the mainstream funding formula. We acknowledge that the government has so far rejected this idea, but we are sure that it would help to clarify total funding for pupils with additional needs and clarify or reduce the perception of double funding for deprivation.

The f40 funding model recommended that total deprivation should all be funded via pupil-based indicators - primary 5% and secondary 3% i.e. total 8% - and this latter figure does

not contain an area-based deprivation amount as f40 does not believe the IDACI model works well (see below).

There is also a question around the double funding of deprivation through pupil premium. Where schools attract relatively low levels of additional needs funding there needs to be confidence that basic funding is sufficient to cover the costs of running the school. The additional needs funding should be as the name suggests – additional and to support creative additional programmes for pupils, not prop up the funding for the majority of pupils. Clarity is required between the differences as to what the deprivation funding in the main funding formula and pupil premium are supposed to support.

Parents with children in infant year groups do not always apply for free school meals because of the universal infant free meal. Schools with these year groups; which are the building blocks for a child's future education path are being underfunded for their pupil needs as a result and to allocate more funding via this route will make that unfairness worse. As a minimum, f40 believes that the DfE should be developing methods of removing the need for parents to need to apply for free school meals and this should now be an automatic entitlement for all that are eligible.

DRAFT

F40 NFF Stage 2 Draft Response 5

5 March 2017

Deprivation - area based at 3.9% (Pages 21-25)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above. f40 does not believe that the IDACI model works well for large rural postcode areas as there as the area is too large to achieve a homogenous population. Given the known and recent difficulties in revaluating the IDACI indices regularly, f40 considers it better at least in the short- to medium-term, not to use the IDACI model. This is in line with f40's own needs-led funding model. In the future, when the new national formula has settled down, this could be re-visited with a degree of leisure and lack of implementation pressure.

Low prior attainment at 7.5% (Pages 25-27)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above. f40 has previously raised concerns about the reliability and consistency of data being used to determine funding allocations under the current system in this area. National changes in assessments have resulted in data volatility which seriously undermines confidence when using to allocate funding.

The f40 model suggested low prior attainment at 3% for primary and 2% for secondary and again we recommend the DfE looks again at this.

English as an additional language at 1.2% (Pages 27-28)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

See answer to Q4 above.

f40 recommended 1% in its needs-led funding model, but 1.2% is acceptable.

This is less about the proportion and more about who is deemed eligible and for how long. Certain groups may require varying levels of support and due to the 3-year limit some secondary schools will never receive support for EAL pupils.

The weightings are a proportion of the total schools budget.

6. Do you have any suggestions about potential indicators and data sources we could use to allocate mobility funding in 2019-20 and beyond? (Pages 28-29)

We have decided to include a mobility factor in the national funding formula, following the first stage of consultation. This will be based on historic spend for 2018-19, while we develop a more sophisticated indicator. We would welcome any comments on potential indicators and data sources that could be a better way of allocating mobility funding in future.

Mobility factor needs to provide for two different situations. First, for schools that have a high proportion of service children where whole regiments can be transferred in and out and the mobility factor needs to provide sufficient funding to keep a stable staff in school. Secondly to provide for exceptional turnover of pupils. The current mobility factor requires a 10% turnover before providing even the smallest payment. Schools with the highest turnover probably require a stepped payment method.

f40 is willing to work with the DfE on technical formula matters to explore suitable mobility factors and data sources.

School-Led Factors

We ask respondents to bear in mind with each question on this page that we are redistributing funding. Any money that we put into one factor will have to come from another factor. We have indicated what we think are the right amounts for each factor.

7. Do you agree with the proposed lump sum amount of £110,000 for all schools? (Pages 29-31)

This factor is intended to contribute to the costs that do not vary with pupil numbers, and to give schools (especially small schools) certainty that they will receive a certain amount each year in addition to their pupil-led funding.

Primary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Secondary

Allocate a higher amount

F40 NFF Stage 2 Draft Response 5

5 March 2017

This is about the right amount

Allocate a lower amount

Please explain your reasoning and any further evidence we should take into account:

See also the answer to Q3.

f40 would challenge the use of the same funding rates across both the primary and secondary sectors. A more sensitive approach could be to link the level of the lump sum to the size of school rather than/or as well as sector. The lump sum is vital to support the operation of all schools, especially small schools. As such f40 believes that the lump sum needs to be considered alongside the basic per pupil funding amount and sparsity funding to ensure that a necessary small school receives a sufficient funding allocation to be able to operate.

f40's needs-led formula suggested values of £102,000 for primary and £168,000 for secondary schools. We have not changed our mind on this point.

f40 considers that the distribution of the lump sum and the sparsity factor could be managed locally in line with local priorities along with the other school led funding arrangements that will need to be made. We would anticipate that the DfE will suggest that this is not in line with a national formula and pupils across the country receiving the same levels of funding, but the current proposals already see differences in funding for the remaining school led factors alongside the ACA and proposals for transition and a locked in funding floor. Pupil led funding will be the main component of the formula and at that level will be equal – certainly much more equal than it currently is. Schools are not the same and it is reasonable that the school led factors, held in a ring-fenced budget could be locally directed perhaps by some lump sum, some sparsity and a taper. This is where local knowledge and negotiation are essential and the Schools Forum can provide this.

The f40 needs-led funding model set out our expectations for what the lump sum should fund. In the absence of any DfE national model we would advocate the adoption of the f40 model. It is a fundamental tenet of accounting principles that school fixed costs should be provided for by a fixed income that is commensurate with the expenditure and likewise that variable expenses should be funded through a variable income stream and per pupil funding is precisely that.

In addition, the attempt to fix the lump sum at the same value for both sectors would appear to go against the DfE recognition of stakeholder feedback from the first stage of reforms back in April 2013 which resulted in local authorities being permitted to allocate different funding levels in their current local funding formula.

8. Do you agree with the proposed amounts for sparsity funding of up to £25,000 for primary schools and up to £65,000 for secondary, middle and all-through schools? (Pages 31-33)

We have decided to include a sparsity factor to target extra funding for schools that are small and remote. We are proposing that this would be tapered so that smaller

F40 NFF Stage 2 Draft Response 5

5 March 2017

schools receive more funding, up to a maximum of £25,000 for primary schools and £65,000 for secondary schools.

Primary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Secondary

Allocate a higher amount

This is about the right amount

Allocate a lower amount

Please explain your reasoning and any further evidence we should take into account:

See also the answer to Q3.

Although f40 strongly supports the use of such a factor we do not feel the current DfE proposal adequately reflects the need for small schools in some areas.

Consideration needs to be given to the interaction between the lump sum and support to small schools which may not be reflected in sparsity alone. Equally the use of the distance criteria as the crow-flies is still too rigid and does not allow for local variables.

At the expense of sounding flippant, several of our members have suggested “our children do not arrive at school on the back of a crow”.

Importantly, schools also act as a social community hub in an area and are not just stand-alone institutions. Small schools (whether primary or secondary) need to be supported not only to maintain standards but also to preserve, in an efficient manner, their benefit to the community around them.

If the sparsity factor is not adequate, there will be a movement to the closure of small schools with social consequences for communities and financial consequences for the transportation of pupils. Some of our members are aware of Academy Trusts closing small school sites without any consultation. Efficiencies need to be balanced with community needs.

We are aware that some f40 authorities consider that the lump sum must not be so large that small schools do not have to consider sensible efficient operating practices such as sharing an executive head. For these, a full-time teaching head is an expensive luxury that should not be funded by an overgenerous lump sum.

We would, therefore, strongly recommend local flexibility around the usage of school-led funding factors (lump sum, sparsity etc.), and we believe this is where Schools Forum can exercise creditable local discretion. This will be a more reliable process than one relying on a one-size fits all national formula.

9. Do you agree that lagged pupil growth data would provide an effective basis for the growth factor in the longer term? (Pages 34-37)

The growth factor will be based on local authorities' historic spend in 2018-19. For the longer-term we intend to develop a more sophisticated measure and in the consultation we suggest the option of using lagged pupil growth data. We will consult on our proposals at a later stage, but would welcome any initial comments on this suggestion now.

The use of lagged pupil growth data appears to be a reasonable interim approach to funding growth. However, f40 would support a fundamental review of how growth in existing schools and new schools is funded. As we move towards a national funding formula there needs to be a consistent approach and guidance to funding growth and new schools. This will undoubtedly require local knowledge and input to ensure that growth is based only on need, otherwise there is the potential for inefficient use of resources. We think that if there were national funding rates based on set criteria it would support some of the additional issues in meeting sufficiency requirements.

Funding Floor

10. Do you agree with the principle of a funding floor? (Pages 37-39)

To ensure stability we propose to put in place a floor that would protect schools from large reductions as a result of this formula. This would be in addition to the minimum funding guarantee overall (see question 13).

Yes

No

Please explain your reasoning and any further evidence we should take into account:

One of the key principles set out in Stage 1 of the consultation, supported by f40, was that pupils of similar characteristics should attract similar levels of funding wherever they are in the country (allowing for the area cost adjustment). When the funding formula to be implemented is deemed fair, it should be applied to all schools on a consistent basis.

However, the proposed 3% funding floor “locks in” some of the historical differences for those schools which have been better funded for several decades. Equally the cost of this protection limits the redistributive impact and will result in the continuation of different funding levels for pupils across the country. Stability for schools in funding is important, but not at the expense of never reaching a fair formula and outcome.

Our investigations show that the total cost of the floor is £399m. If that was added to the basic amount per pupil, it would increase by £57, though we recognise there would be some weighting.

Again, our investigations show that Tower Hamlets has 87 schools and the 'floor' allocates £19.4m in that authority. Overall that works out at £539 per pupil. For primary it's £427 per pupil and for secondary £665 per pupil. So, a typical secondary school (1,000 11-16 year olds) in Tower Hamlets would receive £665,000 more than the same school in many f40 member authorities. The average is £503,000. That's in addition to the inflated allowance for additional needs and in addition to the Area Cost Adjustment. The difference buys about a dozen teachers and the difference is built-in to the funding model in perpetuity.

Judging by reports at meetings and in the media, it appears to be the case that the level of FSM/deprivation has dropped in London over the last decade. If that is correct, surely that is another reason not to lock in historic additional needs funding.

We also wonder what will happen when a new school is created in a “floor heavy” area? Will it apply a floor based on the average of neighbouring schools, which obviously would lock in past inequities and more funding even further?

Overall, it is clear that the cost of protection limits the redistributive impact and will result in the continuation of different funding levels for pupils across the country. MFG should be sufficient protection at -1.5% per pupil per year.

The application of a national funding floor does not enable the model to achieve one of the key principles of “fairness” and will only continue to perpetuate the argument for these changes outlined by the DfE of similar schools in different local authorities being funded at different levels.

If a floor is to be implemented, whether in the short or longer term, there needs to be the ability to apply dis-applications to the calculation should school circumstances change, so not to further lock in historical funding which is no longer appropriate.

11. Do you support our proposal to set the funding floor at minus 3%? (Pages 37-39)

This will mean that no school will lose more than 3% of their current per-pupil funding as a result of this formula.

Yes

No – the floor should be lower (i.e. allow losses of more than 3% per pupil)

No – the floor should be higher (i.e. restrict losses to less than 3% per pupil)

Please explain your reasoning and any further evidence we should take into account:

F40 is firmly of the opinion that there should not be a funding floor. (As set out in our response to Q1 and Q10).

The MFG mechanism provides stability to schools and if the NFF identifies schools that have been considerably better funded for many years then this funding should be removed over time and re-distributed accordingly.

MFG should be sufficient protection to allow change over a period of time. This floor locks in past inequities. In fact, new schools in 'floor areas' are likely to attract new floor funding so it will be perpetuated.

12. Do you agree that for new or growing schools (i.e. schools that are still filling up and do not have pupils in all year groups yet) the funding floor should be applied to the per-pupil funding they would have received if they were at full capacity? (Page 43)

Yes

No

We believe that, to treat growing schools fairly, the funding floor should take account of the fact that these schools have not yet filled all their year groups.

Please explain your reasoning and any further evidence we should take into account:

F40 agrees that new/growing schools may require additional protection, but there is a need to ensure their funding is not artificially inflated and that there is the ability to apply dis-applications to the MFG should school circumstances change.

Transition

13. Do you support our proposal to continue the minimum funding guarantee at minus 1.5%?

The minimum funding guarantee protects schools against reductions of more than a certain percentage per pupil each year. We are proposing to continue the minimum funding guarantee at minus 1.5% per pupil per year.

Yes

No – the minimum funding guarantee should be lower (i.e. allow losses of more than 1.5% per pupil in any year)

No – the minimum funding guarantee should be higher (i.e. restrict losses to less than 1.5% per pupil in any year)

Please explain your reasoning and any further evidence we should take into account:

f40 is of the view that the continuing -1.5% per pupil MFG provides sufficient protection to schools on an ongoing basis.	
---	--

Further Considerations

14. Are there further considerations we should be taking into account about the proposed schools national funding formula?

Yes, there are many issues that need to be taken in to account. These include:

Education Services Grant (ESG)

The removal of the ESG will have an impact on all schools, whether maintained or academy. Academies will have costs which were supported by the ESG which they will need to fund from their General Annual Grant and local authority cuts are likely to lead to additional charges to maintained schools. This is another cost which schools across the country will have to bear without additional resources.

Movement between blocks

By ringfencing the Schools Block, the High Needs Block (HNB) becomes very exposed. In the past there was discretion to move funding between the blocks with the agreement of the Schools Forum, especially where the behaviours of some schools were not very inclusive. F40 has been highlighting this point to the DfE for some time now. When the High Needs Block becomes stand-alone the only method available for LAs will be to reduce funding for top-ups for mainstream schools, resource provision, special schools and alternative provision - in other word cut funding to the pupils that need it the most. The majority of pupils in schools without SEN will be protected by the Schools Block ringfence: the majority of pupils that need extra help will get a cut-price service. The answer to this is either to increase the funding into the HNB to ensure that it is adequate for pupils that need the most help (which it currently isn't, nor is it planned to be), or to enable schools via their Schools Forum to allow movement between Schools and High Needs.

Schools Forum and Local Expertise

And while we are talking about the Schools Forum, there is no clarity in the consultation about the ongoing purpose of the Schools Forum. The members of Schools Forums and locally elected Councillors have a considerable number of combined years of experience

of the management of schools and education. They work in the local area and understand the needs of their communities. This is a huge resource of local expertise about what works locally and supports children locally. By moving to a funding formula managed from the centre, this local expertise could be lost.

There are still significant areas of the NFF and of the HNB funding that will require local authority input, yet the removal of the major element of funding for schools is likely to lead to this becoming a marginalised area of work, especially without a Schools Forum. This in turn could lead to a loss of the relevant officer expertise to understand split sites, other exceptional arrangements and the changes to the school landscape and the impact on the MFG.

Any fairness that starts with the National Funding Formula will quickly ebb away, leaving schools in local areas unfairly compared to their neighbouring schools (let alone schools in other parts of the country). Clarity about how this is to be managed in future is needed very shortly.

Capacity of EfA to consider local issues

Following on from above, we question the ability and capacity of the Education Funding Agency to be able to properly consider all the data it uses and to work with schools to apply the necessary local knowledge to a national funding formula. This is what LAs do all the time in the management of their local formula. It is difficult enough to manage at a local level: doing so at a national level will be a considerable challenge. An example of this is that the EFA currently send local authorities lists of data that looks out of step as part of the APT process. This is the type of work the EFA will need to look at in future and we doubt that they have the capacity or local understanding to do this type of work).

Review Mechanism

The NFF is not something that is done once and just applied every year ad infinitum. Yet this is the way that it appears at present. The f40 approach to the NFF is to create a formula that is applied based upon criteria about class size, teacher costs and how schools are run. The DfE is basing its formula on average costs without knowing what it is buying. In 4 years' time when the next administration is in place and the next set of ministers want to leave their mark on the education system by the introduction of a priority (e.g. School Standards Grant, Pupil Premium, UIFSM), there must be an understanding of the basic needs before you can successfully make a targeted change to children's lives. As has been seen to date, when additional funding comes in, schools will automatically spend it on the basics before they spend it on the target. There must be a rational process for reviewing, adding or subtracting from the formula and the NFF does not provide that as it currently stands.

Auto-registration for free school meals

F40 suggests that there ought to be auto-registration for free school meals. Parents with children in infant year groups do not always apply for free school meals because of the universal infant free meal. Schools with these year groups; which are the building blocks for a child's future education path are being underfunded for their pupil needs as a result and to allocate more funding via this route will make that unfairness worse. As a minimum, f40 believes that the DfE should be developing methods of removing the need for parents to need to apply for free school meals and this should now be an automatic entitlement for all that are eligible.

DRAFT

Central School Services Block (Pages 66-72)

15. Do you agree that we should allocate 10% of funding through a deprivation factor in the central school services block?

Yes

No - a higher proportion should be allocated to the deprivation factor

No - a lower proportion should be allocated to the deprivation factor

No - there should not be a deprivation factor

Please explain your reasoning and any further evidence we should take into account:

Education Welfare Services is the only item listed in Annex A that should be linked to deprivation. In the last nationally published Section 251 outturn, 2014-15, this line amounted to 4% of the totals specified against the lines listed. Therefore deprivation should be limited to 4% or less.

16. Do you support our proposal to limit reductions on local authorities' central school services block funding to 2.5% per pupil in 2018-19 and in 2019-20?

Yes

No - allow losses of more than 2.5% per pupil per year

No - limit reductions to less than 2.5% per pupil per year

Please explain your reasoning and any further evidence we should take into account:

Based on the illustrative data, the range of winner and losers is varied, due to individual circumstances and historic local decisions. However, the proposals appear to give reasonable levels of protection which should allow LAs to realign services in a timely manner. F40 considers that this should be aligned with MFG at 1.5%.

17. Are there further considerations we should be taking into account about the proposed central school services block formula?

Paragraph 5.22 refers to the ability of the LA to recycle money that is no longer needed for historic commitments into schools, high needs or early years in 2018-19. Clarity is required as to how this will be taken into consideration against a move towards a 'hard' national funding formula for schools i.e. if funding is moved into the schools block in 2018-19 is there a danger it will be "lost" when the hard funding rates are introduced from 2019-20?

The consultation states that the department will "set out our long-term intention for funding released from historic commitments at a later point". We would request this guidance as early as possible as it is likely to influence Schools Forum decisions on where best to recycle this funding as and when it becomes available.

Finally, many of our members would also urge the DfE to consider the continuation of certain pooled arrangements from within the central schools service block where they are to the benefit of all schools (maintained and academies) across the LA. In much the same way as the national copyright licences, there are opportunities to broker similar arrangements for all schools which removes a considerable amount of administration costs.

Equalities Analysis

18. Is there any evidence relating to the 8 protected characteristics identified in the Equality Act 2010 that is not included in the equalities impact assessment and that we should take into account?

Fair funding is a right for every child wherever they are educated in the country. Funding formulae that protect some at the expense of others are unacceptable.

High Needs Funding Reform Consultation Stage 2 - Closing Date 22nd March 2017

Overall Approach

1. *In designing our national funding formula, we have taken careful steps to balance the principles of fairness and stability. Do you think we have struck the right balance?*

Yes

No

Please explain your reasoning and any further evidence we should take into account:

No evidence is presented for the proposals in terms of correlation between the factors and the actual needs of children and young people. We believe that the strongest correlation is in fact population and that the mainstream formula covers the costs of lower needs.

There is a disjoint between the funding proposals and other High Needs legislation – e.g. personal budgets and the role which must be played by Health.

The proposal to limit any movement between High Needs and other blocks simply creates perverse incentives for schools to compete with each other and seek statutory assessment in the hope of additional funding, which is not offset by funding reductions in the Schools Block.

Legislation and funding needs to address the high costs which the independent sector can charge for children. Either DfE needs to ensure independent schools are fully part of the funding system – and unable to ignore it – or needs to provide capital funding to create a more cost-effective infrastructure

Formula Factors

We are proposing a formula comprising a number of formula factors with different values and weightings.

We ask respondents to bear in mind with each question on this page that we are redistributing funding. Any money that we put into one factor will have to come from another factor. We have indicated what we think is the right proportion or amount for each factor.

2. ***Do you agree with the following proposals?***

Historic spend factor - To allocate to each local authority a sum equal to 50% of its planned spending baseline (Pages 29-30)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

The baseline needs to be at least the 2017-18 budgets. The proposals will reduce LAs to the 2016-17 funding levels and will be impossible to manage for those who end up “on the floor.”

As with much of this, the figure of 50% seems to be a “finger in the air” job with no evidence presented of why this level is chosen.

Therefore we do not feel we can answer this question

Basic entitlement - To allocate to each local authority £4,000 per pupil (Pages 30-31)

Allocate a higher amount

The amount is about right

Allocate a lower amount

Please explain your reasoning and any further evidence we should take into account:

This should be set at £10k per pupil to reflect the current costs of those pupils already in Special School provision and also to reflect growth in Special School provision that is required to create national efficiencies in funding.

3. We propose to use the following weightings for each of the formula factors listed below, adding up to 100%. Do you agree?

Population – 50% (Page 33)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

The best correlation is pupil numbers so this should be at least 75%

Free School Meals (FSM) Eligibility – 10% (Pages 33-34)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

As per previous question. Can you show us the link between Free School Meals eligibility and High Needs costs (as opposed to additional educational need)?

Income Deprivation Affecting Children Index (IDACI) - 10%

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

As per previous question. Can you show us the link between IDACI and High Needs costs (as opposed to additional educational need)?

Key Stage 2 Low Attainment – 7.5% (Page 34)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

As per previous question. Can you show us the link between low KS2 attainment and High Needs costs (as opposed to additional educational need)?

Key Stage 4 Low Attainment – 7.5% (Page 34)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

As per previous question. Can you show us the link between low KS4 attainment and High Needs costs (as opposed to additional educational need)?

Children in Bad Health – 7.5% (Page 34)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

As above. We are also concerned about the considerable time lag in using this data.

Disability Living Allowance – 7.5% (Page 34)

Allocate a higher proportion

The proportion is about right

Allocate a lower proportion

Please explain your reasoning and any further evidence we should take into account:

We agree this factor should be used.

Funding Floor

4. ***Do you agree with the principle of protecting local authorities from reductions in funding as a result of this formula? This is referred to as a funding floor in the consultation document. (Pages 35-37)***

Yes

No

Please explain your reasoning and any further evidence we should take into account:

There needs to be clarification about what will happen if any additional funding is allocated nationally to assist with pressures in High Needs – as has happened in recent years – and whether those of us “on the floor” will receive this.

5. ***Do you support our proposal to set the funding floor such that no local authority will see a reduction in funding, compared to their spending baseline? (Pages 35-37)***

Yes

No

Please explain your reasoning and any further evidence we should take into account:

It is very difficult to change the arrangements for children who are already placed and are settled in their school/educational institution. However, as above, if investment in provision can lead to less necessity to use the independent sector, this will create more headroom to fund need.

Local Budget Flexibility

- 6. Do you agree with our proposals to allow limited flexibility between schools and high needs budgets in 2018-19? (Pages 41-44)**

Yes

No

Please explain your reasoning and any further evidence we should take into account:

This should remain a local decision

- 7. Do you have any suggestions about the level of flexibility we should allow between schools and high needs budgets in 2019-20 and beyond?**

We are developing our proposals on the level of flexibility to allow in the longer term. We will consult fully on our proposals at a later stage, but would welcome any initial comments now.

We believe that the Department should ensure that future increases in LA high needs blocks should reflect not only inflationary increases but also pupil growth. If LAs are funded appropriately, there is no need for continued flexibility.

Further Considerations

- 8. Are there further considerations we should be taking into account about the proposed high needs national funding formula?**

Equalities Analysis

- 9. *Is there any evidence relating to the 8 protected characteristics identified in the Equality Act 2010 that is not included in the equalities impact assessment and that we should take into account?***

--

Report from the Early Years Improvement Partnership

Early Years Improvement Partnership

Summary

The Early years Improvement Partnership brings together representative from all parts of the sector (maintained, private and voluntary) and seeks the views of childminders via the childminder forums that run throughout the county. Representatives from the prevention service attend meetings and the EY SEND adviser contributes to the work of the partnership board through sharing data and projects aiming to improve outcomes for children with SEND.

Representatives from the Partnership Board attend meetings of the Early Years Leadership forums and participate in locality projects and networks within their communities.

Changes in policy and funding continue to be subjects for discussion and consultation.

End of key stage results and analysis

Early Years Foundation Stage Profile outcomes 2016 show:

% achieving a good level of development:

	All	Girls	Boys
NY	70%	77.5%	62.9%
National	69.3%	76.8	62.1

Ofsted outcomes

98% of settings are judged good or outstanding by Ofsted

Priorities of the Improvement Partnership for 16-17

Improve Early Years outcomes for all pupils

Increase capacity for sector-led improvement opportunities (training for EY lead practitioners, teachers and outstanding practitioners)

Use locality data to target resources to improve outcomes for vulnerable groups via "closing the gap" projects.

Report from the Early Years Improvement Partnership

Deploy EY lead teachers and practitioners to support settings, childminders and schools where improvement needs have been identified.

To gather assessment data for 2-year-olds so that efforts can be targeted and progress monitored throughout the EYFS

Key activity, resources and impact

Running costs £15153

Early years leads £21171

55xhalf days of support have been delivered to settings and schools with identified needs, focussing on observation and assessment, leadership and management, developing aspects of provision.

High Quality Training £10,000

83 leading teachers, practitioners, childminders, advisers and consultants have attended training in use of the "SSTEW scales". This is a high level evaluation tool which focusses on the quality of interactions promoting "sustained shared thinking and emotional well-being" and critical thinking. Attendees are currently undertaking the "gap-task" of applying the tool in the own and partner settings. This is promoting collaboration and shared reflective practice within communities, and between schools, settings and childminders.

Closing the gap projects £12,015

These are led by EY advisers in communities and are based on priorities identified in locality data, e.g. targeting language and communication, maths, boys writing.

Projects focussing on the emotional well-being of children from service families have been planned by the EY SEND adviser, following the dip in outcomes for children from service families in last year's outcomes data.

PETE DWYER

Corporate Director – Children and Young People's Service

Primary Improvement Partnership (February 2017)

Priority 15-16	Primary Improvement Partnership Activity	Cost	Impact
Overall budget £695757	Building Capacity Grant – additional staffing in TSAs	£238000	Information requested from TSAs for detail. Further funding depends on impact of this funding. Was £200k but other TSAs developed
	Specific School Support – as identified on support plans	£107500	91.3% of Primary schools are good/outstanding (rank 83/152) (National average 90.4%) 92.2% of pupils attend good/outstanding primary schools (rank 73/162) (National average 89.8%) Accurate risk assessment and brokered support from TSAs, MATs and Schools.
	Maths project	£9200	Comprehensive report published Greater links with Maths Hubs Focus on high quality CPD for schools and links to national research e.g. Dame Alison Peacock 'Maths No Problem' project Mixed age maths planning for small schools
	Planning workshop	£1500	Re- established PIP priorities, roles and responsibilities Reduced membership for greater focus
	Running costs: Chair - £11705 Venue costs - £400 Admin - £630 Supply/travel - £2500	£15235	
Total cost		£371425	
Balance remaining		£342332	

Priority 16-17	PIP Activity so far	Cost	Context/Impact so far
Overall budget is £830149 plus £342332 from 15-16	Specific School Support	£140000	February 2017 90.6% of Primary schools are good/outstanding (rank 92/152) (National average 90.5%) 91.7% of pupils attend good/outstanding primary schools (rank 76/162) (National average 90%) Accurate risk assessment and brokered support from TSAs, MATs and Schools.
	Running costs	£1100	Chair likely to be from within from January 17 Rick Weights elected as Chair from 01.01.17 (HT at Monk Fryston C.E. Primary)

Report from the Primary Improvement Partnership

	Planned activity		
	Building Capacity Grant for TSAs	£240000	Depending on impact of first tranche and final amount tbc. Possibly £200k £30K per Primary TSA/Alliance (x 8)
	Peer Review Project	£21903 £7680 £48000 £20000	Skipton Area Primary Schools/ISOS/NET Training (November 2016) Initial round of peer reviews begun. Improvement Champions and Lead Reviewers identified. Next Training (15/02/17) To support release of peer review teams and improvement champions across the project (January – December 2017) Swaledale Alliance – pilot reviews completed. Training with STAR Alliance and Esk Valley TSA
	EY Assessment costs	£5000	
	Strategic Coaching(Scarborough/Catterick)	£6000	HTs/Chairs/SLT of targeted schools to receive strategic coaching in preparation for Ofsted.
	Maths project (Scarborough/Catterick)	£47500	'Maths No Problem' – targeted schools with large cohorts given access to Singapore maths approach. Training attended by schools. Increased links with Maths Hubs and provision of 'mastery' Lead Teachers within NY.
	Esk Valley TSA Health and Well Being project	£25000	20 schools to take part and embed a culture of academic resilience across school, so that children cope better with challenges to their emotional health.
	Specific School Support – support plans Leadership Support	£275000 £18000	1:1 coaching for HTs re SEF. HTs reporting positive impact of this work. Accurate SEF and increased confidence going into inspection.
	Website compliance	£20000	All schools compliant for Ofsted inspections Post appointed within Swaledale Alliance for 01.01.17. Work directed towards schools vulnerable to inspection over the next three terms (on-going)
	Collaborative Leadership grants	£10000	Ripon Rural cluster £5k Goldsborough/Spofforth/Follifoot/Sicklingh all £5k
	ISOS	£5600	PIP planning day
	Service Pupils	£20000	In year assessment, Lead Adviser support for Service Pupils
	Fischer Family Trust	£22560	Licence renewal for 17/18
	Emotional First Aid project	£18000	Resilience Project for Service families. Training parents and school staff to support families.

Report from the Primary Improvement Partnership

	TSA/LA common CPD offer	£20000	CPD offer to support staff from NQT to Headteacher from NYPTSA and LA.
	Running costs	£14000	
Total spend		£985343	
Balance		£187138	Will be further commitments in summer term

North Yorkshire Secondary Improvement Partnership

Development Plan 2016-17

1. Where are we now

This is the second year of the improvement partnerships.:

Rob Pritchard, (Chair)
Martyn Sibley, (Selby Area)
Phil Loftus, (Coast and Ryedale)
Catherine Brooker, (The North)
Michele Costello, (Craven)
Helen Woodcock, (Harrogate and District)
Honor Byford (Governor)
Vacancy (Governor)
Janet Bates, (Principal Adviser)

As the funds and time available are limited, it has been agreed that the SIPB will focus on just a few important priorities. These are highlighted below, but all schools have been invited to submit ideas to promote improvement.

We are working towards a self-improving system. As a result, our main priorities are:

-
1. Ensure all schools in the LA are good or better (as defined by Ofsted) - develop and deliver an **improvement plan for insecure schools**
 2. Build sustainable leadership capacity at all levels into our secondary schools, **to develop our self-improving system**
 3. Develop a recruitment strategy for our schools, to attract the best professionals into North Yorkshire secondary schools (HT, DHT and shortage areas)
 4. Pilot a Peer review system with an aim to implement out in 2017/2018, **to develop our self-improving system**
-

The secondary improvement partnership has access to £396 for the academic year 2016 - 2017. This plan will highlight the main headings for the allocation of the funds; it will be agreed by the SIPB and will be ratified by the NY Education Partnership. It is additional funding to promote required improvements

The SIPB will need to develop a close working relationship with the TSAs, but there is also recognition that there is much untapped talent within the other schools in the authority. Our challenge is to develop a strategy that will allow schools to release talented leaders and teachers to support those schools facing difficulties.

Development Plan 2016/17 - Summary

Strategic Priority	Progress				
	Who	10.16	01.17	03.17	6.17
SP1: Ensure all secondary schools are good schools					
a. We will identify schools which are a priority for support from the improvement partnership	All				
b. We will visit these schools to determine specific barriers to improvement and appropriate support that is needed	All				
c. We will broker the appropriate support from within and outside the LA within a timely manner	RP/JB/LIAs				
d. We will develop QA procedures to ensure funds are being allocated efficiently, and there is impact	JB/LIAs				
SP2: Enhance leadership capacity, including governance, to promote improvement in secondary schools					
a. We will meet with NY and neighboring TSAs and assess leadership capacity in the alliances	RP				
b. We will identify schools from within the LA where leadership capacity can be released to other schools	RP/JB/LIA				
c. We will maintain associate leadership to be deployed where necessary	All				
SP3: Develop a recruitment strategy for the secondary schools in the LA					
a. We will produce a develop a sustainable succession planning system for HT and DHT	KM				
b. We will further develop our recruitment strategies in shortage areas	KM				
SP4: Have a strategy to have more great schools					
a. Pilot the peer review system and plan for the 2017 18 phase					
b. Work with Tim Brighthouse on developing more great schools					

SP1: Ensure all secondary schools are good schools

Focus	Who	What we will do	Successful if	How/When monitored	Cost	RAG
a. We will identify schools which are a priority for support from the improvement partnership	All	Use the risk assessment from LA to identify double RI schools and insecure good and outstanding schools Use the 2016 early outcomes to confirm selection Receive intelligence from LIAs and members of the partnership board	Schools identified	Completed by August 2016 and monitored in August meeting	Maximum of £15k per school - the funds will be in the form of support and not given to schools Total = £75k	
b. We will visit these schools to determine specific barriers to improvement and appropriate support that is needed	All	Members of the IP and advisers will visit each school to identify barriers to improvement and discuss /agree the support needed A brief support plan will be drawn up for each school	Support plans produced with clear cost/QA/ impact measures leading to targeted improvements	Completed by Jan 2017 and monitored Support would need to be coherent with existing plans Support in place by....		
c. We will broker the appropriate support from within and outside the LA within a timely manner	RP/JB/LIAs	RP and JB meet TSAs to broker support Lead practitioners identified in LA schools for deployment along with SLEs (to improve capacity and ability to act with speed). Funds provided to build capacity. Ensure the networks within the LA are continued with funding from the IPB	Networks up and running	Monitored in March meeting	LP English for Selby Area 50% cost from IP Total = £25k Network funding Total = £15k	
d. We will develop QA procedures to ensure funds are being allocated efficiently, and there is impact	JB/LIA	JB will work with SIAs to determine protocol for QA of the activities and measures of impact	Protocol produced and implemented in named schools.	QA protocols submitted to November meeting	Nil	

Focus	Who	What we will do	Successful if	How/When monitored	Cost	RAG
		SIAs will produce impact of work to be presented to SIPB and the Education Partnership	IP advised of process/ monitors process			

SP2: Enhance leadership capacity to promote improvement in secondary schools

Focus	Who	What we will do	Successful if	How/When monitored	Cost	RAG
a. We will meet with NY and neighboring TSAs and assess leadership capacity in the alliances	JB	Meet Red Kite / Northern Lights and EBOR to determine their capacity to provide support Meet on a half termly basis	Timely Support given to targeted schools, with clear SLAs in place identifying intended impact	Half termly meetings with TSAs	Within the nominal £15k for each school	
b. We will identify schools from within the LA where leadership capacity can be released to other schools	RP/JB/L IAs	Put capacity into our schools so that senior leaders can be deployed into other schools where there is need. Provide funding to be able to build this capacity. Two days per school at SLE rate (£25k per senior leader) - this funding is to provide the initial capacity / share the risk - these posts will become partly self funding.	Two schools have built capacity Ryedale build capacity by Easter 2017 Pete Whelan recruited and in place Senior leaders deployed into targeted schools	SIA evaluate impact - provide impact report on this support for the July 16 meeting	£85k for consultant leader N.B. Money will be recouped from schools, SCC etc	
c. We will maintain associate leadership to be deployed where necessary	All	As above	As above	SIA for each of the new heads meet with heads/ CoGs/ mentors/coaches to draw up plans. LIAs review /evaluate the success of the induction	Total = £10k	

SP3: Develop a recruitment strategy for the secondary schools in the LA:

Separate action plan for this section will be produced by Keeley

Focus	Who	What we will do	Successful if	How/When monitored	Cost	RAG
a. We will produce a develop a sustainable succession planning system for HT and DHT	Keeley				Salary contribution - Keeley	
b. We will further develop our recruitment strategies in shortage areas	Keeley					

SP4: Have a strategy to have more great schools

Focus	Who	What we will do	Successful if	How/When monitored	Cost	RAG
a. Pilot the peer review system and plan for the 2017 18 phase	Martin	<ul style="list-style-type: none"> Identify pilot schools Provide training Carry out reviews Amend and report back to IP 	<p>Review taken place</p> <p>Substantial take up next year</p>	Monitored by trainers	£12000	
b. Work with Tim Brighouse on developing more great schools	?	<ul style="list-style-type: none"> TB delivers input at SIN meeting 				

Report from the Secondary Improvement Partnership

Secondary Improvement Partnership

Summary

The Secondary Improvement Partnership development plan 2016-17 is available with this report.

End of key stage results and analysis (include comparisons with other LAs, statistical neighbours, national, improvements, decline).

2016 end of key stage 4 results were again strong, continuing to place North Yorkshire well above national with attainment in the top quartile of results for the new headline indicators. The new Progress 8 indicator places NY above national and in the top third of LAs – but the County's rank is lower for progress across 8 subjects than it is for attainment in the same 8 examinations.

Post-16 attainment based on examinations typically entered at school sixth forms under the newly defined and more granular accountability framework placed North Yorkshire in the top quartile for all headline figures, and in the top 12 results for Applied General qualifications and for the AAB including 2 in facilitating subjects typically required for progression to the most prestigious Universities. Progress data is not available for KS5.

However, average outcomes for disadvantaged pupils remain stubbornly low in the County and are below national average for both KS4 and attainment at age 19 (as they are for our statistical neighbours). This is despite the strong improvement in GCSE results for disadvantaged pupils at some schools in 2016, particularly those involved in the Achievement Unlocked programme.

2016 KS4	NY	SN	National state funded	Difference NY vs national	NY national rank out of 150 and quartile (A highest, D lowest)
All pupils			<i>All schools</i>		
Progress 8	0.04	0.01	-0.03	+0.07	46 B
Attainment 8	51.8	51.3	50 <i>48.5</i>	+1.8	31 A
% 5 A* C incl. Eng & ma (change from 2015)	61.6% (-0.8%)	60.8% (+0.6%)	57.5% (+0.4%) <i>53.5%</i>	4.1%	34 A
% A*-C in Eng & ma	67.5%	66.15%	63.0% <i>59.3%</i>	4.5%	30 A

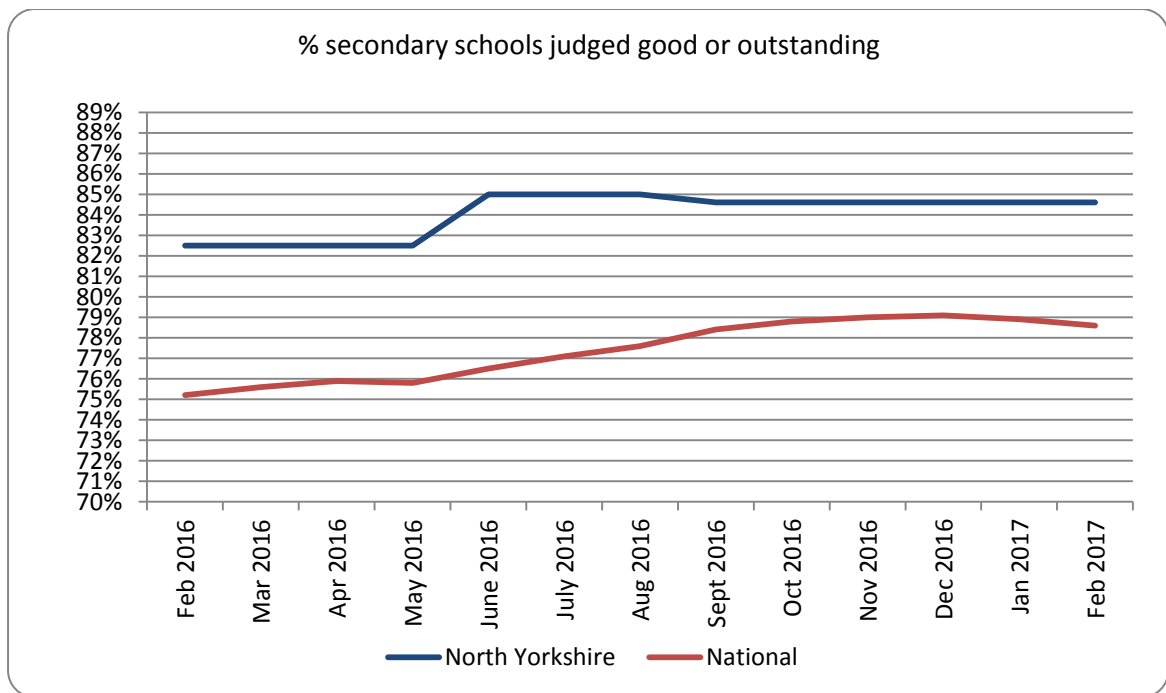
Report from the Secondary Improvement Partnership

2016 KS4	NY	SN	National	Difference NY vs national	NY national rank out of 150 and quartile (A highest, D lowest)
Disadvantaged pupils					
Progress 8	-0.52	-0.42	-0.38	-0.14	101 C
Attainment 8	39.3	40.8	41.2	-1.9	103 C
% A*-C in both English and mathematics	40.0%	41.3%	43.2%	-3.2%	91 C
2016 KS5	NY	SN	National	Difference NY vs national	NY national rank out of 150 and quartile (A highest, D lowest)
All pupils					
Average Point Score (Best 3 A levels)	35.16	33.13	34.97	+1.19	30 A
Average Point Scores (Applied General)	38.11	34.87	34.69	+3.42	11 A
% AAB including 2 in facilitating subjects (change from 2015)	18.2% (+ 2.5%)	10.81% (+0.92%)	2.5% (+2.3%)	+15.8%	12 A
2016 by age 19	NY	SN	National	Difference NY vs national	NY national rank out of 150 and quartile (A highest, D lowest)
Disadvantaged pupils					
% level 3 by age 19 for students FSM in Y11	31.6% (+0.2%)	29.77% (-0.54)	36.4% (+0.07%)	-4.8%	76 C
<p>Limited trend information is available at either key stage, reflecting the changes in national indicators (note that even the KS4 English measure included some Literature for the first time in 2016).</p> <p>Source: DfE SFR/LAIT with NCER for national state funded only. Key: Green above average and quartile A, pink below average and quartile C.</p>					

Report from the Secondary Improvement Partnership

Ofsted outcomes

85% of secondary schools in North Yorkshire are good and outstanding, which continues to be 6% above the national average of 79%. 87% of pupils attend good or outstanding schools, which continues to be 5% above the national average of 82%. Six secondary schools have been inspected and had reports published to date, with most overall judgements remaining as they were previously. Boroughbridge, Richmond and Caedmon College remain good. Bedale High School and Graham School remain RI. Easingwold School was judged to be Inadequate in September; the LA continues to work closely with the school, the RSC and external partners to secure rapid improvement.



Priorities of the Improvement Partnership for 16-17

1. Ensure all secondary schools in the LA are good or better, and support the improvement plans for insecure schools.
2. Build sustainable leadership capacity at all levels in North Yorkshire secondary school, to continue the development of a self-improving system.
3. Continue to develop the secondary recruitment strategy, to attract the best teaching professionals to North Yorkshire including Headteacher, deputy Headteacher and shortage subjects.
4. Pilot a peer review system for secondary schools with the aim of rolling it out in the academic year 2017-18, in order to support the development of a self-improving system.

Key activity, resources and impact

1. Ensure all school are good schools:

Insecure schools identified and support plans in place. Specific aspects of support funded through the Secondary IP budget.

Additional support for new secondary headteachers in place from September 2017: identification of needs; induction plans; mentoring/ coaching (external to NY); additional support for governors where necessary.

Peripatetic senior leaders, funded through the Secondary IP, supporting specific schools in a range of capacities including leading change management teams; supporting behaviour strategies; line management; working with individual middle leaders/ staff.

Impact so far:

Some schools previously identified as insecure 'good' judgements have retained their Ofsted judgement of good.

2. Build sustainable leadership capacity at all levels

Funding released to named schools has increased leadership capacity that can be seconded to insecure schools; two secondary schools currently receiving additional support through this strategy.

Peripatetic senior leader/ interim leader support maintained by the Secondary IP, to support schools in need of additional capacity. Two secondary schools currently receiving additional support through this strategy.

Discussions/negotiations with TSAs within and beyond North Yorkshire regarding leadership capacity.

Report from the Secondary Improvement Partnership

Impact so far:

Stabilisation of schools in receipt of support, additional leadership capacity has allowed schools' leaders the time and support to take a strategic approach to issues and challenges.

3. Continue to develop a recruitment strategy for North Yorkshire Secondary schools

Central recruitment post retained for a second year.

Further development of Inspire, Lead, Teach website and monitoring of activity and impact of the website.

Social media campaigns.

Further development of links with HEIs and SCITTs. Taster/ Inset days organised for undergraduates at NY secondary schools. Get into teaching conference held at County Hall, October 2016.

Development of links with Teach First, Now Teach etc.

Teaching Ambassadors for North Yorkshire recruited and case studies compiled.

Focus this year on Headteacher recruitment, and recruitment in shortage subjects e.g. maths and English.

Planning for Secondary Teaching Awards under way – last week in June 2017.

Impact so far:

The impact of the first year of the recruitment post was detailed in November 2016 report. It is too early to give any more detail this year.

4. Pilot the peer review strategy

North Yorkshire pilot schools are working with the Education Development Trust to develop a system of peer reviews that will focus on continuing development and improvement through both challenge and support. Seven secondary schools are working together in two groups to pilot the model developed by the Education Development Trust in Essex and Cumbria. It is the intention to roll out the model across North Yorkshire from September 2017.

Impact so far:

Headteachers and SLT undertook training December 2017.

Timetable of reviews currently under way.

Interim workshop to review the model April 2017.

PETE DWYER

Corporate Director – Children and Young People's Service

Special Improvement Partnership

Priority 15-16 Overall budget	Activity so far	Cost £44,272	Impact so far
Establish SSIP	<ul style="list-style-type: none"> • Chair identified • Terms of reference agreed • Meeting cycle established • Varied programme of agenda topics & invited speakers e.g. academisation, special school data dashboards • Summary of areas of expertise/specialisms produced with contributions from all the schools • First draft of SSIP development plan priorities produced 	£8,349	<ul style="list-style-type: none"> • Members receive regular updates on national & regional special school developments/pilots via chair (Headteacher, Ofsted Inspector and involved in a wide range of national and regional programmes). Some of this practice already being implemented within some schools. • Regular opportunity for all NY special school heads to meet and to contribute to identification of special school improvement priorities and to related discussions – regular attendance by the majority. • Sharing of practice and strategies, including identification of areas of expertise/specialisms within each special school and offer of school to school support related to these - leading to enhanced awareness of practice/capacity/support available across the county
Establish Peer Review Cycle	<ul style="list-style-type: none"> • Initial discussions to establish the framework for the peer reviews – agreed that this could either be ‘mocksted’ or customised in depth focus on key development areas • Special education specialist (former HMI) commissioned to lead peer reviews • First peer review undertaken by commissioned lead, peer 	£1, 977	<ul style="list-style-type: none"> • School A – due Ofsted inspection – experienced ‘mocksted’ type review • Key development areas/actions identified • Headteacher very positive about experience/usefulness of the process – feedback to the SSIP • Ditto peer Headteacher part of the review team • School governors identified need for further development in their role in monitoring and challenge and within the Ofsted inspection process– follow-up support arranged via Inclusion and E&S Lead Advisers

	Headteacher and Lead Adviser: SEND <ul style="list-style-type: none"> Schedule of peer reviews compiled – all schools 		
Total Cost		£10,326	
Carry forward		£33,946	

Priority 16-17	Activity so far	Cost	Impact so far
Overall budget (inc. c/f)		£81, 680	
On-going meetings of the SSIP	<ul style="list-style-type: none"> Meetings October and February – next meeting April Development plan priorities & actions finalised – <i>detailed costings to be agreed with schools at next meeting</i> 	£8,000 (running costs for the academic year, including commissioning of external chair)	<ul style="list-style-type: none"> Enhanced awareness of Ofsted safeguarding focus as a result of discussions – clarification sought
SP1: To improve the access and support for the special schools from the health commissioning services, and health and social care teams, and Disabled Children and YP services.	<ul style="list-style-type: none"> Area discussion re. health provision have taken place (this was driven by 4 special schools) <i>Planned activity:</i> <i>Wider meeting involving range of partners</i> <i>Identify and share what support each school receives to determine if support is accurate and fair.</i>	Resource to deliver presentation / meeting time / hiring of venue – approx. £500 <i>Costs to be agreed at next meeting</i>	<ul style="list-style-type: none"> commissioning of specialist school nurse provision in the East of the County for next year – this was previously a gap
SP2: To ensure our schools can evidence all aspects of pupil progress from 2-19. Including academic and 'softer' non-academic progress e.g. resilience measures, tolerance, independence	<ul style="list-style-type: none"> Headteachers invited to regional conference focusing on Rochford review - feedback discussed <i>Planned activity:</i> <i>Invite Diane Rochford to speak to North Yorkshire Special</i> <i>Share internal best practice and invite external schools/ providers to share how they assess softer skills.</i>	Conference facility at approx. £1000 / cost of Diane Rochford (approx. £1500). Meeting time to plan conference – 2 x ½ days - £400 per HT <i>Costs to be agreed at next meeting</i>	<ul style="list-style-type: none"> Shared discussion around Rochford report and assessment practice in schools

	<p><i>Identify what schools are using locally and nationally e.g. NARP, etc.</i></p> <p><i>Establish a cycle of moderation and benchmarking at local level and nationally.</i></p> <p><i>Analyse progress data to inform success of post-school destinations</i></p> <p><i>Share post-school destinations to achieve success criteria and inform best practice</i></p>		
<p>SP3: To develop leadership capacity and sustainability, including governance, to promote school improvement and tackle educational challenges</p>	<p>Enhanced induction programme</p> <ul style="list-style-type: none"> • summary contact information produced • focused meetings with key professionals • allocation of peer mentor support <p>Support identified and agreed for 1 school at priority 2 category</p> <p>3 more schools involved in peer reviews, the rest are scheduled</p> <p>First middle and senior leadership network has taken place – quality assurance of Teaching and Learning focus</p> <p><i>Planned activities focusing on each of the following:</i></p> <ol style="list-style-type: none"> a) package of school to school support b) an induction package for new headteachers c) school led systems/outreach support d) work with teaching school alliances e) leadership capacity at all levels and expertise of governance f) recognising the growing complexity of pupils and 	<p>£3,000 (for peer mentor support and exchange visits) 3 schools with new HTs - all first headship</p> <p>£3,000 To fund coaching and cpd support as part of support plan</p> <p>£1800 per peer review visit £5,400 to 28/02</p> <p><i>Additional costs related to each focus area of activity have been identified - to be agreed at next meeting</i></p>	<p>Feedback from new headteacher re induction</p> <p><i>'...offers me exactly what I need to feel that there is a robust structure in place to offer strategic support but also to give a strong feeling of coming into this role with a network of support around me, of names and faces I can reach out to.... ask questions as they present.'</i></p> <p>Feedback from Headteachers re peer review:</p> <p><i>'We have already put things into action regarding data analysis, and it was clear to us immediately that we have gained so much from the day and from each of your contribution - a really really worthwhile process'</i></p> <p><i>'Both myself and all the school staff have found this process to have huge value and I thank you again for the time, consideration and your way of working that ensured that all staff got the most out of the day.'</i></p>

	<i>exploring initiatives that will help meet their educational and well-being needs.</i>		
SP4: To understand the LA's strategic direction of SEN provision and explore the position of special schools within the context of academisation.	<i>Planned activities focusing on the following:</i> <i>Exploring the position of special schools within the context of academisation.</i> <i>Working with the LA to understand the strategic direction of SEN and the rationale behind the NY Special School offer.</i>		