

DATE & TIME OF MEETING:	Wednesday, 16 November 2016 @ 2pm
VENUE:	The Mowbray Suite, Golden Lion Hotel, Northallerton DL7 8PP
Please confirm attendance by e-mail to deborah.wilbor@northyorks.gov.uk or telephone 01609 532727.	

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 Organisation

Item	Title	Lead
2.1	Schools that Work for Everyone	Carolyn Bird
2.2	Implications of the Education White Paper in North Yorkshire	Carolyn Bird

Part 3: School Improvement

Item	Title	Lead
3.1	Improvement Partnerships Boards: i) Early Years ii) Primary iii) Secondary iv) Special	Jill Hodges
3.2	Opportunity Areas	Pete Dwyer
3.3	Scarborough Pledge	Pete Dwyer

Part 4: School Funding

Item	Title	Lead
4.1	School Funding 2017-18	Anton Hodge/Sally Dunn
4.2	Early Years Funding 2017-18	Anton Hodge/Sally Dunn/Andrea Sedgewick
4.3	High Needs Funding 2017-18	Anton Hodge
4.4	Traded Services Panel (SmartSolutions Customer Reference Group) (verbal update)	Ian Yapp

Part 5: Future Agendas

2017 Proposed Meeting Dates (to be agreed)

26 Jan 2017	
9 Mar 2017	
25 May 2017	
14 Sept 2017	
19 Oct 2017	

Membership

Schools Members (29)			
Headteachers (16)			
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 (Chair)	Carl Sugden	King James's School	Nov 2016
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	Ken Blackwood	Appleton Wiske Primary School	Oct 2019
Primary	Jim Martin	Newby and Scalby Primary School	Nov 2017
Primary	Geoff Archer	Applegarth Primary School	Apr 2019
Primary	Vacancy		
Primary	Vacancy		
Secondary	Gerry Price	Bedale High School	Apr 2019
Secondary	Rosemary Rees	Settle College	Nov 2016
Secondary	Vacancy		
Academy Representatives (4)			
Secondary	Vacancy		
Secondary	John Barker	Skipton Girls' High School	Dec 2017

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	Gill Hunton	Osmotherley Pre-School	Aug 2019
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
	Chris Payne	Teachers' Association
	Wendy Ripley	Chair – Primary Improvement Partnership
	Wendy Jemison	Lead Adviser (SEN)

Vacancy Update:

Primary headteachers – 1

Secondary headteachers – 3

Special headteacher - 1

Primary governor – 2

Secondary governor – 1

Non-schools vacancies - 3.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Wednesday, 16 November 2016
Title of report:	Minutes of the Education Partnership – 15 September 2016
Type of report: Delete as required	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:	Carl Sugden
Primary Headteachers:	Jillian Baker, David Barber, Ian Yapp
Secondary Headteachers:	Michelle Costello, Mark McCandless
Nursery headteacher:	Jane Pepper
Special Headteacher:	
Pupil Referral Service:	
Academies:	John Barker
Governors:	Geoff Archer, Ken Blackwood, Helen Flynn, Jim Martin, Gerry Price, Rosemary Rees
Early Years Providers:	
16-19 Providers:	
Diocesan Representatives:	
Trade Unions:	Chris Head
Observers:	Cllr Arthur Barker, Cllr Janet Sanderson
In Attendance:	Pete Dwyer, Anton Hodge, Jill Hodges, Suzanne Firth, Sally Dunn, Jane le Sage, Andrea Sedgewick, Wendy Jemison, Marion Sadler (Clerk)
Apologies:	Les Bell, Marianne Best, Tammy Cooper, Ian Clennan, Catherine Farrell, Annette Fearn, Debra Forsythe-Conroy, Gill Hunton. Stephen Payne, Rob Pritchard, Rachel Wells,

671: WELCOME

The Chair welcomed everyone to the meeting.

672: MEMBERSHIP OF THE EDUCATION PARTNERSHIP

Resignations: The following resignations were noted - Andrew Cummings (South Craven Academy) and Hanne Barton (The Dales School).

New Members: The following new members were welcomed to the Partnership – Robert Campbell (Leeming RAF CP School), Jillian Baker (Barlby CP School) and Marianne Best (Welburn Hall Special School).

Vacancies: Primary Headteacher (1), Secondary Headteachers (2), Academies (1), Primary Governors (1), Dioceses (2). The annual exercise to ensure proportional representation was currently in progress and a recruitment process would then follow to fill the required number of vacancies.

The Chair indicated that his term of office would end in November 2016 and his intention was to stand down with effect from that date. As the Chair was unavailable to attend the next meeting on 20 October, the meeting would be chaired by Ian Yapp. It was intended to take the Partnership's views over the role of Chair in due course in light of possible implications for the Education Partnership/Schools Forum role in future.

Mr Dwyer paid tribute to Carl's significant commitment and contribution to the Partnership/Schools Forum over the last seven years. The Chair thanked Mr Dwyer for his remarks and expressed his appreciation for having the opportunity to act as Chair.

673: MINUTES OF THE PREVIOUS MEETING

RESOLVED – That the minutes of the previous meeting be agreed.

674: MATTERS ARISING

There were no matters arising.

675: NOTIFICATION OF OTHER URGENT BUSINESS

There were no notifications of other urgent business for consideration.

676: UPDATE ON SEND INSPECTION

NOTED: Jane le Sage, Assistant Director (Inclusion) briefed the Partnership on the format, scope and key judgements of the recent Ofsted inspection of local arrangements for identifying, assessing and meeting the needs of children and young people with special educational needs and disabilities. The inspection covered all partner agencies and not solely the LA's arrangements, with inspectors from Ofsted and the Care Quality Commission. The LA's statutory duties and the implications of SEN reform were also outlined.

The publication of the report was expected in the very future and a confidential outline of key findings was given. There was discussion about the attainment gap between pupils with and without SEND and it was confirmed that this related to KS1 and KS2 outcomes as compared to the national attainment gap picture. A query was also raised around the availability of post-16 and post-16 provision and work around improving planning for adulthood to ensure the best possible arrangements were made for individual young people.

677: SCHOOL FUNDING UPDATE

CONSIDERED: report presented by Anton Hodge, Assistant Director (Strategic Resources) providing an update on national announcements regarding school funding over recent months. It was noted that important information which would impact on budgets for 2017-18 was not yet available and this was a matter for some concern. It was confirmed that the proposed changes for April 2017 would now be delayed but would be in place by April 2018. Stage two of the DfE's consultation on school funding was also still awaited.

The new DSG baseline figures and changes to the "retained duties" element of the Education Services Grant and de-delegated and centrally managed aspects of the Dedicated Schools Grant were noted along with potential implications for specific services such as the new Prevention Service.

It was critical that clarification of arrangements for 2017-18 were known within the next six-eight weeks. The Chancellor's autumn statement would be published in late November and would confirm funding levels.

A question was raised about the position in relation to IDACI. Anton indicated that the outcome was not known and would be dependent on what the data showed. The capacity to move funding between individual blocks of the DSG was still in place and may, subject to discussion, be possible in the future. A further query was raised as to whether the Government remained committed to a national funding formula and associated changes and the Chair indicated that he had been informed by DfE that there remained a commitment for a national formula from 2018 with possible transitional arrangements.

Pete Dwyer reminded Partnership members of the rapidly changing landscape during 2016, namely the publication of the Education Excellence Everywhere, followed by an announcement of a partial u-turn, and the recent Green Paper "Schools that work for everyone". The recent government changes had resulted in some delays in progressing the original timetable. A review had been commissioned by DfE on the future role of the LA in education and the levers which would be required to deliver future statutory functions. Reference was made to the discussions at Education Select Committee in reference to the possible retention of Parent Governors and clarity of the role of Local Authorities which the Secretary of State viewed as important.

Helen Flynn enquired as to how the LA would continue to deliver services following the cessation of the ESG. Anton Hodge assured the Partnership that the LA had been planning for the discontinuation of this funding for some time with steps being taken across the Council to achieve the overarching savings targets relating to the reduction of local government budgets.

RESOLVED: that the report be noted.

678: EARLY YEARS FUNDING CONSULTATION

CONSIDERED: presentation and report by Sally Dunn and Andrea Sedgewick (Head of Early Years) providing a summary of the DfE Consultation on "An

Minutes of the NYEP meeting held on 15 September 2016

Early Years National Funding Formula” and commentary on the likely impact on funding and the LA’s service provision to early years providers and schools in North Yorkshire. The proposals included:

- Introduction of a new early years national funding formula for three and four year olds including the additional 15 hour entitlement for some households.
- Changes to the way in which local authorities fund early years providers in their area; and
- Ensuring that children with SEND attract the early years funding they need.

A proposed draft response to the consultation had also been circulated for Partnership members’ views.

The following matters were discussed:

- The potential significant impact on North Yorkshire settings (across private, voluntary, independent and maintained sectors);
- Difference in rationale between the national schools funding formula and proposals for the early years sector. Anton Hodge indicated that the DfE appeared to be looking at the three blocks of the DSG in isolation rather than a single funding pot;
- Confirmation that briefing materials had been sent to all private, voluntary and independent providers together with the setting up of a number of provider briefing meetings to raise awareness of the implications in order that providers could respond to the consultation individually. A communication would be sent to all primary schools following the meeting.

RESOLVED: that the report be noted and the Education Partnership be asked to comment on the proposed response from North Yorkshire to the DfE consultation.

679: SCHOOL BALANCES AND DSG OUTTURN 2015-16

CONSIDERED: report, presented by Anton Hodge, summarising the 2015-16 DSG outturn position together with school balances as at 31 March 2016. Ken Blackwood enquired as to whether this report was necessary in future and Anton Hodge confirmed that the work to produce the report had to be undertaken as part of the accounts closedown procedure. It did not therefore create additional work to bring an annual update to the Education Partnership. The Chair remarked on the current level of balances and possible concerns for future levels in light of national funding reform. Anton Hodge confirmed that given that Pupil Referral Units now had delegated budgets this data was included within the report

680: KEY STAGE AND OFSTED PERFORMANCE UPDATE

CONSIDERED: Jill Hodges, Assistant Director (Education and Skills) reported that reports from individual Improvement Partnerships had not been produced for this meeting but a comprehensive suite of reports would be brought to the next meeting.

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In relation to Key Stage outcomes, there had been a number of fundamental changes to reporting arrangements and methodology so it had been difficult to produce comparative analysis with previous years. Strong performance had continued in relation to Early Years, Key Stages 3 and 4 but challenges remained around Key Stages 1 and 2. The Partnership was reminded of the new floor standards and “coasting” schools definitions.

Helen Flynn asked for further analysis of North Yorkshire’s position nationally at Key Stage 1 and for further correlation between end of Key Stage outcomes to ascertain where progress was being made.

Ken Blackwood enquired as to what steps the Education Partnership could take to improve the impact of strong governance and leadership from Governing Bodies. Jill Hodges indicated that a report setting out extracts from Ofsted judgements around quality of governance could be brought to the Education Partnership but it was also critical that the Partnership hold the Improvement Partnerships to account on this issue.

In response to a question from Ian Yapp, it was confirmed that the LA would be undertaking further analysis with individual schools and further work would be possible to ascertain the viability of some of the score bandings.

With regard to Ofsted inspections, the position remained strong with 90% of primary schools and 85% of secondary schools judged as good or outstanding. There were now 92% of primary schools pupils and 87% of secondary school pupils in good or outstanding schools.

RESOLVED: that the provisional outcomes and Ofsted judgements be noted.

682: SCHOOL IMPROVEMENT UPDATE

Jill Hodges gave a verbal update on the changing landscape around education reform, school improvement and future delivery models and arrangements. It was confirmed that the planned restructure of the Service in September 2017 would be deferred for one year in order that future service requirements and LA role would have greater clarity. Engagement with key partners and stakeholders would continue to take place throughout this period to develop a coherent plan and model for the future.

Pete Dwyer confirmed the LA’s continued commitment to release further investment to the Improvement Partnerships as previously determined and it was intended to increase traded income to bridge any funding gaps.

683: ANY OTHER BUSINESS

There was no further business for discussion.

684: FUTURE MEETINGS

- Next meeting: 16 November 2016
- 26 January 2017; 9 March 2017; 25 May 2017; 14 September 2017; 19 October 2017

Date of meeting:	Wednesday, 16 th November 2016
Title of report:	Schools that work for everyone
Type of report:	For decision and information
Executive summary: Including reason for submission	This report provides an update on the contents of the green paper "Schools that work for everyone" and seeks views on the authority's proposed response.
Budget / Risk implications:	
Recommendations:	The Partnership is asked for its views to enable officers to see whether there is a consensus which would enable a composite response to be made to the consultation in time for the 12 December deadline.
Voting requirements:	
Appendices: To be attached	Appendix 1 - Executive Summary from a recent research report published by the Education Policy Institute
Report originator and contact details:	Carolyn Bird, email: Carolyn.bird@northyorks.gov.uk
Presenting officer: If not the originator	As above

1.0 PURPOSE OF REPORT

To inform members of the Partnership of the contents of the green paper “Schools that work for everyone” and to seek their views on the authority’s proposed response.

2.0 BACKGROUND

2.1 The green paper was published on 12 September and consultation closes on 12 December 2016. [<https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone>]

2.2 Members of the Partnership will be aware of the overall content, since it has been widely publicised, but for the record:

The paper deals with matters to do with independent schools, universities, selective schools and faith schools. It is not simply about selective education.

2.2.1 **Independent schools** “With capacity and capability” will be expected to justify their charitable status by either:

- Setting up free schools or sponsoring academies in the state sector

Or

- Offering bursaries “to those who are insufficiently wealthy” to pay fees

Other independent schools – presumably those without “capacity and capability” will be asked to:

- Make sure senior leaders become directors of multi-academy trusts
- Provide direct school to school support for state schools
- Support minority subject teaching in state schools
- Provide access to specialist facilities
- Provide sixth form scholarships to students in local state schools

2.2.2 **Universities** that wish to charge higher tuition fees will be required to sponsor an academy or set up a free school. They could also consider supporting schools through being a member of the governing body or academy trust board, assisting with curriculum design, mentoring of pupils and other educational support and provision of human resources such as teaching capacity and finance support

2.2.3 **Selective schools** would be allowed to expand if they provide support to non-selective local schools. A variety of conditions is proposed:

- Taking a proportion of pupils from “lower income households”
- Establishing a new non-selective secondary school
- Establishing a feeder primary in a low-income area
- Develop arrangements with a non-selective school to share resources, assist with teaching, assist with university applications and contribute to governance experience
- to provide opportunities to join the selective school at varying ages eg 14 and 16 as well as 11.

The government proposes to set up a fund of £50million to help existing grammar schools expand.

New selective schools could be set up if there is local demand, with the flexibility to select up to 100% of their intake on the basis of ability.

Non-selective schools could become selective although the government “would consider measures to preserve school diversity in areas where schools choose to convert in this way”

Schools – including selective schools, that do not deliver good or outstanding education would have their access to additional funding streams restricted, their right to select by ability removed, or be prevented from growing further.

Multi-academy trusts would be “encouraged” to select within their trust and set up a “centre of excellence” for their most able students.

Selective schools would be required to engage in outreach activity with local schools

Selective schools would be we required to put into place “strategies” to ensure fair admissions and access. Legislation would require them to prioritise or set aside places for pupils from lower income households.

2.2.4 Faith schools

The current 50% limit on faith based admissions into new free schools would be removed. Instead, proposers of new faith free schools would have to prove through “local consultation and signatures” that parents of other faiths would be happy to send their children to the school.

Establish twinning arrangements with schools not of their faith

Consider setting up mixed-faith multi-academy trusts, including sponsoring underperforming non-faith schools

“Consider” putting a director of another faith, or no faith, on the governing body.

3.0 COMMENT

3.1 The proposals made in this green paper do not give the appearance of a coherent strategy for educational improvement, yet taken together could result in widespread and far-reaching change to the entire state school system.

3.2 It is hard to come to any conclusions other than there is from the government’s point of view a possible pre-supposition that selective education makes the greatest difference to those students who for reasons of parental income or other social disadvantage are struggling to improve their prospects. Nor is it difficult to avoid the conclusion that selective schools are generally seen by government as providing a rich seam of quality teaching and leadership that can be mined to provide additional energy for non-selective schools. At the same time the more recent announcements by the new Secretary of State of “Opportunity Areas” in which she recognises the importance of what happens within and beyond the school gates appears a richer vehicle for driving social mobility. How do these policy developments inter-relate or is the answer to be found in the description at 4.1 of this paper which links the “Schools that work for Everyone” proposals to a pressing argument around ensuring sufficiency of places particularly in some parts of the country?

Similarly, the very existence of a school as an “independent” entity seems to provide sufficient evidence of quality and capability that could and should be used to provide support for state maintained schools generally and non-selective state schools in particular.

- 3.3 None of these hypotheses have any substance or sharp evidence base in general terms. In the independent sector, as in the state sector, there are schools of quality, and those that struggle. Those attributes that make for success in an environment that is financially and socially so distinctive, will not necessarily transfer. Selective schools, by their very nature, are pre-disposed to good outcomes; their “value-added” is by no means so consistent. Nor is excellence in teaching and leadership in a selective school necessarily automatically transferable into a non-selective school environment.

- 3.4 The involvement of further and higher education institutions in secondary school education in particular is always to be welcomed if it makes a significant difference to the ability of schools to respond to the developing skills agenda and the needs of students. But requiring universities to sponsor academies or set up free schools as a pre-requisite for the ability to charge students more for their undergraduate tuition appears both inappropriate and based on a misguided approach that universities are at least as well able to run secondary schools as schools themselves.

The Vice –Chancellor of Oxford University, Professor Louise Richardson, said on Radio 4’s Today Programme:

“I think there are many wonderful teachers and headteachers throughout the country and I think it’s frankly insulting to them to suggest that a university can come in and do what they are working very hard to do and, in many cases, doing exceptionally well. We are very good at running a university but we have no experience in running schools. It would be a distraction from our core mission.”

- 3.5 There are a number of aspects of the proposals which give concern in terms of admissions and the ability of the local authority to be able to ensure that all children have fair access to places. It is unclear how admission arrangements would enable admissions into selective schools on the basis of various years intakes would work, or how that would then link to meeting pressure on places.

Consultation now on whether there should be new free schools set up, or on whether schools generally might expand is already insubstantial; it is hard to see how these proposals within the green paper might result in anything other than unregulated expansions, with little prospect of being able either to make the case for additional places or ameliorate the effect on schools which lose children as a result.

Many schools are already on the cusp of viability; to lose more students to a neighbouring selective school might be the final straw; thus disadvantaging many more students than those which gain some advantage through the route of changing school, and serving to reduce not expand local choice and diversity of provision.

- 3.6 The concept of a “centre of excellence” within a multi-academy trust is interesting in its implications. The pre-supposition is that one school in the trust would become de facto selective. Interestingly we have seen the reverse in that at least one multi-academy trust has moved children with special educational needs to one of its constituent schools.

It is hard to see how this element of specialisation/segregation between sites could operate appropriately in parental eyes. They will generally expect their child to go to the specific school for which they expressed a preference for; not another in the group/franchise and potentially in another area.

Nor is it clear how this would be any more beneficial educationally than setting or streaming by ability which is already a feature of many comprehensive schools.

- 3.7 It is surprising to note that there is no reference made within the green paper to children and young people with special educational needs and disabilities. Much has been made of this in commentaries recently. The paper appears to follow a line of logic linking financial/economic/social disadvantage with the need to secure selective education, without addressing the needs of young people who might cognitively be able to cope with the demands of a selective education, but physically may struggle to evidence that.
- 3.8 Nor is any reference made to the implications for home to school transport. These could be significant if on the one hand eligibility has to be extended to allow children to access selective schools on an equal basis, and on the other there are fewer schools available as a result of unviability.

4.0 CONCLUSIONS

- 4.1 The government's aspiration to enable more young people to achieve even better is clearly to be welcomed. But it has long been evident that structural change is not the means to that end; what makes the difference is high quality teaching and learning, backed up by high parental expectations.

The green paper seems to be driven as much by the need to develop more school places and to addressing the shortfall in sponsors of multi-academy trusts than it is about securing improved educational outcomes for children. The emphasis on securing more faith based free school places by removing the 50% cap on places is primarily around catholic schools where in some cases recently diocesan authorities were not willing to provide additional places for non-catholic children.

The direct link from the permissions universities will need to increase their tuition fees, to the provision of more free schools and sponsorship of academies, makes this plain.

- 4.2 There are two particularly challenging questions: firstly, how is "disadvantage" defined? Is it in relation to Working Families Tax Credit, free school meals, or area of residence? Or any combination?

Secondly, how will a coherent, high quality and viable non-selective system for the approx. 80% of young people, be maintained?

The first question has significant implications in particular for parents; those that feel their children merit a place at a selective school and those who feel that their child, being "grammar suitable" is being displaced by another. There will need to be clear definitions which can be applied by admissions authorities and which will stand up to scrutiny from the Schools' Adjudicator.

The second is of concern to a much wider group of parents, and indeed communities as a whole.

4.3 The £50 million identified as being available for the expansion of grammar schools is not a great deal in overall terms (a new secondary school costing c£30million) so it is more likely that the expansion of places would be by expansion of existing schools.

4.4 It is understandable that where grammar schools serve an area and where overall demand for places is rising, grammar schools might rightly expect to expand. To enable all to expand, in an unplanned way, and to give further freedoms about taking children at non-standard transfer years, will destabilise place planning and render it very difficult to ensure a supply of high quality viable school places in some areas.

North Yorkshire has three state grammar schools: Ripon Grammar, Ermysted's Grammar (Boys) and Skipton Girls' High (academy). All serve their local communities well and are integral to the local education system. All have expanded over the years, in a planned way and in keeping with local need. We are not aware of any desire from them to increase further, since all can meet the needs of children within their areas deemed grammar-suitable. Indeed, all have made it plain that they see their role as being first and foremost to serve their local area.

4.5 In terms of school to school support there is nothing that currently prevents state/independent interaction, and in North Yorkshire we have seen this both in terms of governance and curriculum in various places over the years. The independent sector, as well as FE and HE institutions, can and should be more closely involved with education and skills across the area, and in the report elsewhere on this agenda we have included this in our thinking on the development of a strategic education partnership.

4.5 In North Yorkshire we have a clear plan for how anticipated shortfalls in school places will be met, through a combination of expansion of existing schools and through new free schools.

There is not currently a pressing need based on a place sufficiency argument for further academy sponsors; indeed the recent confirmation that the provisions within the White Paper "Educational Excellence for All" for full academisation of the system will not be taken forward, leaving rather an aspiration for this means that there is time for any alternative system to grow organically within the county, building on quality local schools and productive local partnerships.

In place planning and organisational terms therefore the proposals in the green paper do not appear to have substance to them in the North Yorkshire context and if anything, if enacted, could exacerbate issues of viability that are already well known in the county.

4.6 Turning to faith school places, this seems to be linked to the provision of additional places through the provision of free schools. Discussion with local diocesan authorities has confirmed that none would wish to see schools based on 100% of a particular faith. What the diocesan authorities were seeking was the flexibility to amend a percentages of the faith depending on what community a school was set up to serve. So the previous figure of 50% maximum was an inhibiting factor for some dioceses. Whilst they sought greater flexibility, in terms of community cohesion it would appear that in the North Yorkshire context, at least, the concept of faith school

selecting 100% of their pupils with reference to faith is not what the diocesan authorities either sought or would expect.

- 4.7 In North Yorkshire we have schools that perform excellently – of all types, local authority maintained schools, central government maintained academies, selective and non-selective and overall more than 91% of secondary school pupils attend good or outstanding schools. The vast majority of pupils attain good outcomes. Where there are issues of underperformance these are being tackled on a system-wide basis with programmes such as “Achievement Unlocked” and the Scarborough Pledge. The latter has been a precursor to the Government’s Opportunity Area approach and is being cited by Government as good practice.

The selective schools in North Yorkshire are not seeking to expand, nor is there need for them to do so.

The question is; what will make the greatest difference for the greatest number of children? The answer to that is providing coherence, positive challenge and effective support to the system as a whole, not seeking to create further division and instability. The unintended consequences of the largely unregulated expansion of both selective places and new free schools will most likely be the increasing unviability of other schools that have existed for a long time, have provided and continue to provide good education, but which are already on the cusp of viability. In an area such as North Yorkshire with the challenges it has of distance and geography, it is hard to see how such a situation could result in improved provision and outcomes for children.

Appendix 1 to this report is the Executive Summary from a recent research report published by the Education Policy Institute Grammar schools and social mobility. It too makes the point that “any Government wishing to significantly raise social mobility needs to do much more to raise attainment in the early years of life and in primary schools. Selecting at age 11 is unlikely to help many poor children to attain higher grades and to succeed in life.”

5.0 RECOMMENDATIONS

The Partnership is asked for its views, to enable officers to see whether there is a consensus which would enable a composite response to be made to the consultation in time for the 12 December deadline.

Pete Dwyer

Corporate Director of Children and Young People’s Services

November 2016

Author of report: Carolyn Bird Assistant Director: Strategy and Commissioning

Executive summary

Introduction

International evidence (PISA 2012) shows that academic selection in school systems is associated negatively with equity; and students in highly stratified systems tend to be less motivated than those in less stratified systems. This international evidence suggests that schools which select students on academic performance tend to show better school average performance, even accounting for the socio-economic status and demographic background of students and schools, on average, across OECD countries. **However, a school system's performance overall is not better if it has a greater proportion of academically selective schools.** And in systems with more academic selection, the impact of socio-economic status on student performance is greater.

England: latest Education Policy Institute analysis

The Education Policy Institute has this year looked at the impact of academic selection in grammar schools on attainment and social mobility in England, using data from the school Performance Tables, the School Census and the Department for Education's National Pupil Database.

When considering the intakes of grammar schools our analysis shows that:

- **Pupils travel, on average, twice as far to attend a selective school as a non-selective school** and a quarter of pupils in grammar schools cross local authority boundaries to attend (compared to 9 per cent in non-selective schools.) Whilst grammar schools are only found in 36 of 152 local authorities, over 40 per cent of pupils are within a reasonable travel distance of at least one grammar school.

- The characteristics of pupils who attend selective schools do not reflect either national patterns or the areas in which they are situated. Some ethnic groups such as Indian and Chinese pupils are over represented in grammar schools. **Pupils who are eligible for free school meals are notably under-represented in grammar schools, with only 2.5 per cent of grammar school pupils entitled to these free meals, compared with 13.2 per cent in all state funded secondary schools, and 8.9 per cent in the areas that they are situated in.**

- This under-inclusion of poorer children in grammar schools is unsurprising. EPI research indicates that **around 40 per cent of the gap in attainment between advantaged and disadvantaged pupils emerges before children start attending school, and by the time the '11 Plus' entry exam (or equivalent) is taken, 60 per cent of the large disadvantaged attainment gap – equivalent to almost 10 months of learning by this**

stage – has emerged. Therefore, it is simply less likely that poorer children will attain highly in tests taken at age 11, compared with pupils from more affluent family backgrounds.

When considering measures of performance and progress our analysis shows that:

- **Grammar school pupils score highly in raw attainment terms, with 96.7 per cent of their pupils achieving five A*-C GCSEs, versus the national average in all state-funded schools of just over 57 per cent.** This is not, however, evidence of better grammar school performance

– it is likely to be driven by the very high prior attainment and demographics of pupils in grammar schools.

- **At a national level, and adjusting for pupil characteristics, there appears to be no overall impact of selective schooling, either positive or negative.** Taking selective areas as a whole, this conclusion applies on average both to children from low and high income backgrounds. This conclusion is likely to disappoint both the advocates of more grammar schools and the critics of selective schools expansion (for example, the present Leader of the Labour Party has claimed that “Grammar schools depress overall educational achievement”¹). **This result suggests that additional grammar schools are not a good intervention for raising average standards across a schools system.**

¹ Jeremy Corbyn, The Mirror, 10th September 2016.

- However, we do find positive attainment effects for pupils attending grammar schools (adjusting for pupil characteristics). **Pupils attending grammar schools achieve, on average, an estimated one third of a GCSE grade higher in each of eight GCSE subjects, compared with similar pupils in non-selective schools in comprehensive areas.**

- This positive attainment effect varies by socio-economic background. **For children entitled to free school meals and attending grammar schools the estimated effect is larger than for non-FSM children – at around half a grade higher in each of eight GCSEs.** However, it is important to note that this is based on just 500 grammar school pupils out of almost 90,000 FSM pupils in any one year group. And the characteristics of typical FSM pupils who gain admittance to grammar schools are extremely different from FSM children who do not gain admittance to grammar schools. It is therefore probable that this positive effect is an over- estimate and that the real effect of grammar schools on FSM pupils is smaller.

- **At a national level, and given the current numbers of grammar schools, there**

does not appear to be a significant attainment penalty from not attending a grammar school, for those children who applied and were not selected or did not apply. Such children achieve similar results as those with the same characteristics in non-selective areas.

When considering the gap between children on free school meals and other children:

- **The gap between all children on free school meals (attaining five A*-C GCSEs, including English and Maths) and all other children is wider in wholly-selective areas than in non-selective areas - at around 34.1 per cent compared with 27.8 per cent.** This is not surprising because grammar schools attract a larger number of high-attaining, non-FSM pupils from other areas and so, in selective areas, we have a disproportionately large number of high-attaining, non-disadvantaged children, who we then compare to disadvantaged children from across the attainment distribution.
- In addition, we find that **only 30.1 per cent of pupils on free school meals in wholly-selective areas achieved 5 A*-C grades (including English and Maths) compared to 33.3 per cent in non-selective areas.**
- Taken together, the large proportion of high-attaining non-FSM pupils in grammar schools, combined with the lower attainment of FSM pupils in grammar school areas, contribute to a wider gap in selective areas than in non-selective areas.
- Superficially, grammar schools appear to do well in closing gaps – with a small 4.3 percentage point gap between the proportion of FSM and non-FSM children securing the 5 good GCSE standard, compared with a 25.5 percentage point gap in all non-selective schools. The Prime Minister appeared to claim that this constitutes a social mobility argument for more grammar schools. But this is a weak argument - the gap is narrow because grammar schools only select pupils who have high attainment on entry. Adjusting for prior attainment eliminates much of the difference.
- It appears to be more difficult for poor children to access grammar schools, even when prior attainment is taken into account. **Pupils eligible for free school meals make up 6.9% of those with high prior attainment near selective schools, but only 2.4% actually attend selective schools.**

When considering high and low selection areas:

- **We find that positive grammar school effects on attainment decline as the proportion of pupils attending grammar schools rises.** In the most selective areas, pupils

attending grammar schools achieve an average of 2.3 grades (or a third of a grade in each of eight GCSE subjects) higher than similar pupils in non-selective schools elsewhere. But, for those in extremely selective areas, the positive impact of attending a grammar school reduces significantly as the proportion of grammar school places increases, falling to 0.8 of a grade (or 0.1 of a grade in each of eight GCSE subjects) in areas where the grammar school places outnumber the proportion of high-attaining pupils.

- Importantly, **in the most selective areas we find a small negative effect of not attending grammar schools** - an average of 0.6 grades lower per pupil across all GCSE subjects (or just below 0.1 grade per subject). Furthermore, **in areas with a high level of selection, pupils eligible for free school meals who did not attend grammar schools achieved 1.2 grades lower on average across all GCSE subjects** (just below 0.2 grades lower per subject).
- **For pupils who live in the most selective areas but do not attend a grammar school, negative effects are estimated to emerge at around the point where selective places are available for 70 per cent of high-attaining pupils.**
- **So, an expansion of grammar schools in areas which already have a large representation of selective schools is likely to be associated with lower gains for grammar school pupils, and small but growing attainment losses for those not attending selective schools - losses which will be greatest amongst poor children.**
- In areas with large numbers of pupils attending grammar schools, poorer children are likely to be net losers from additional grammar school places - there are around 7,000 FSM pupils in the areas of highest grammar school coverage. Based on our estimates, 300 of these pupils could be expected to gain an average of 3 grades in total each, summing to a gain of almost 1,000 grades. But the remaining 6,700 FSM pupils would lose just over 1 grade each on average - summing to 8,000 lost grades. **So this would amount to a net loss of around 7,000 grades for FSM pupils in areas of concentrated selection.**
- The Government has indicated that it intends to implement some type of quota system for increasing the proportion of poorer students in any new grammar schools. But our analysis suggests that **in the most selective areas, government would need to expand the number of selective school places by a fifth and move 1,600 additional FSM pupils into grammar schools to try and offset the negative effect experienced by these pupils.** In doing so, this expansion of selective places would result in a diminished 'bonus' for those who attend grammar schools and a net loss would persist.
- A quota system could also present a political challenge, as well as a practical

challenge in terms of defining a new group of "just about managing" households. The Government would also need to consider steps to ensure that children from lower income working households did not simply displace children from the poorest non-working households.

When considering high-attaining pupils in high-performing non-selective schools:

- We have compared high prior attaining pupils in grammar schools with similar pupils who attend high quality non-selective schools. These are schools which are in the top 25 per cent based on value-added progress measures, and represent good quality schools operating at large scale. **There are five times as many high quality non-selective schools as there are grammar schools, based on this measure.**
- **These schools are much more socially representative than grammar schools,** admitting close to the national rate of FSM pupils (12.6 per cent versus 13.2 per cent nationally, and just 2.5 per cent in grammar schools). They also admit close to the national share of children with special educational needs.
- **Compared with these high-performing non-selective schools, we estimate that there is no benefit to attending a grammar school for high-attaining pupils, measured by "best 8" GCSE grades.** There could be some gains in post-16 outcomes such as A-level grades and university entry, or relating to the difficulty of GCSE subjects studied, but these are not assessed in this report.
- We can also now compare the impact of grammar schools with that of other interventions such as the sponsor academy programme. Research commissioned by the Education Policy Institute from the LSE showed that for the 203 sponsored academies opened before 2010, there were average attainment gains of one grade in each of five subjects. The pupil intakes of grammar schools and sponsored academies are clearly very different in terms of prior attainment, but it is notable that these early sponsored academies educate around 50,000 FSM entitled pupils compared to around 4,000 such pupils in grammar schools. **The sponsored academies programme has therefore had a much more positive impact on the attainment of disadvantaged pupils compared with the present grammar school system.**

Conclusions

We find no evidence to suggest that overall educational standards in England would be improved by creating additional grammar schools. At a national level, more grammar schools would likely lead to small gains in attainment for the minority of children attending such schools, including the small number of children from low income backgrounds. But,

additional grammar schools would be likely to lead to increases in the aggregate attainment gaps between rich and poor children. It would be very challenging to significantly improve grammar school access for poor children given that 60 per cent of the attainment gap arises by the time grammar school entry takes place.

In areas of the country where there is already a high proportion of selection, extra grammar school places are likely to lead to small but increasing attainment losses for all pupils who do not attend grammar schools - and net negative attainment effects for the poorest children.

The resources which might be used to create additional grammar schools could be deployed to help create high-attaining non-selective schools. High ability pupils entering such schools do as well as they would in grammar schools, up to GCSE level. They also cater for many more disadvantaged pupils.

In any case, any Government wishing to significantly raise social mobility needs to do much more to raise attainment in the early years of life and in primary schools. Selecting at age 11 is unlikely to help many poor children to attain higher grades and to succeed in life.

The Education Policy Institute intends to undertake further work to consider if these conclusions are maintained at Key Stage Five.

**Implications of the Education White Paper
“Educational Excellence Everywhere” and
subsequent announcements**

Date of meeting:	Wednesday, 16 th November 2016
Title of report:	Implications of the Education White Paper “Educational Excellence Everywhere” and subsequent announcements
Type of report:	For decision and information
Executive summary: Including reason for submission	<p>This report informs the Partnership of the actions taken following publication of the White Paper and the likely timetable for any legislative changes. It invites Partnership discussion and views</p> <p>(a) on the potential for the development of a North Yorkshire Learning Trust and</p> <p>(b) on how the work of the Education Partnership might be taken forward in the changed context.</p>
Budget / Risk implications:	
Recommendations:	<p>That a workshop on the potential for development of a North Yorkshire Learning Trust take place in January/February 2016.</p> <p>That further work is taken forward as appropriate to feed into decision making for September 2017.</p>
Voting requirements:	
Appendices: To be attached	Appendix 1 – ADCS briefing on White Paper “Educational Excellence Everywhere” Executive Summary from a recent research report published by the Education Policy Institute
Report originator and contact details:	Carolyn Bird, email: Carolyn.bird@northyorks.gov.uk
Presenting officer: If not the originator	As above

Implications of the Education White Paper “Educational Excellence Everywhere” and subsequent announcements

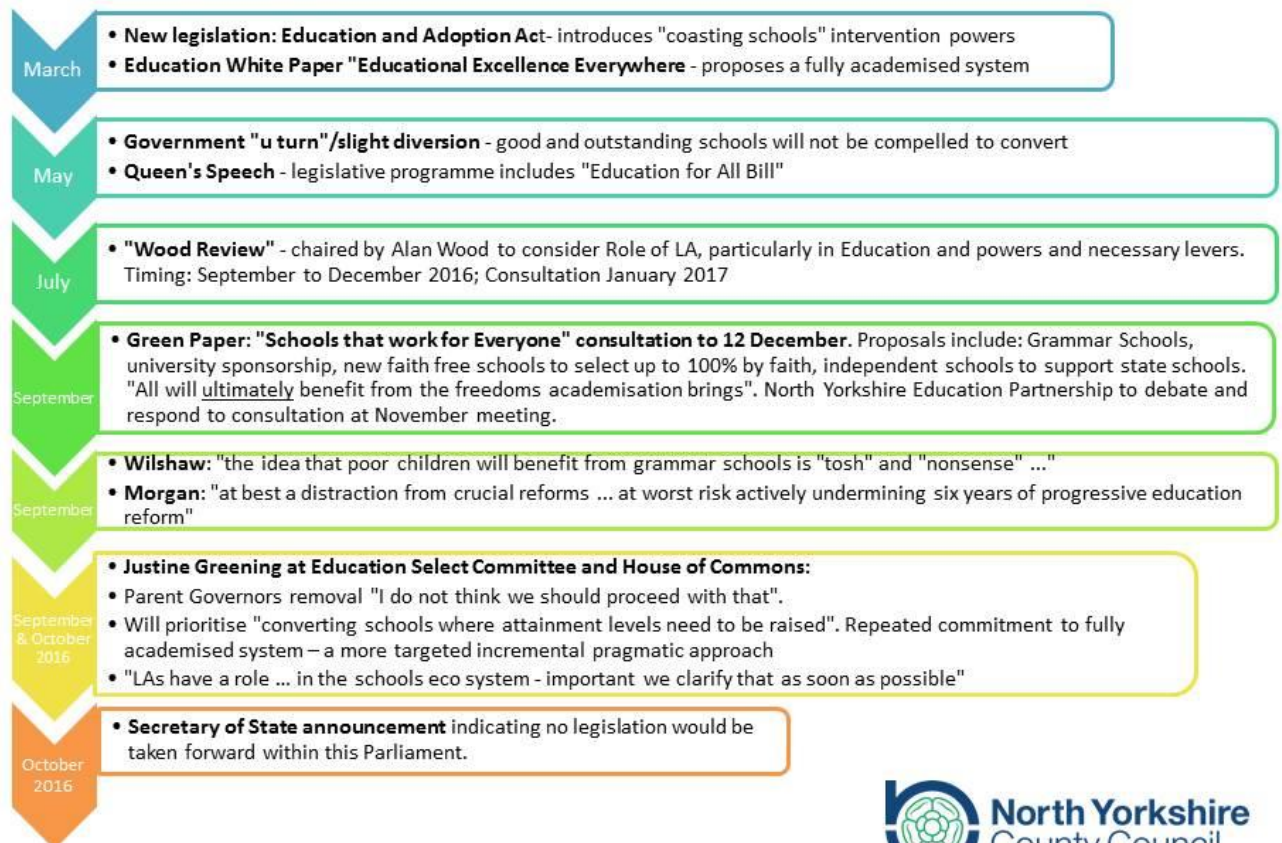
1.0 PURPOSE OF REPORT

- 1.1 To inform the Education Partnership of the actions taken following publication of the White Paper “Educational Excellence Everywhere” , and the likely timetable for any legislative changes.
- 1.2 To initiate discussion with members of the Partnership on the potential for the development of a North Yorkshire Learning Trust and how the work of the Education Partnership might be taken forward in the changed context.

2.0 BACKGROUND

- 2.1 There has been a high level of debate both nationally and locally about the White Paper “Educational Excellence Everywhere” and so this paper will not rehearse the detail. Appendix 1 is a quick guide to the contents, produced by the Association of Directors of Children’s Services
- 2.2 That national debate, together with the changes in Government, have resulted in a number of linked announcements and delays to anticipated legislation. These are summarised below:

Education reform



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- 2.3 On 27 October, Justine Greening announced in a written statement to Parliament that there will be no changes to education legislation in this parliamentary session and indeed there may not be any legislation required as a result of the White Paper.
- 2.4 Associated announcements regarding funding are expected. At the very least, if there is not to be a requirement for all schools to become academies by 2022, there will need to be a change to the proposals Government was making for the removal of the Education Services Grant, so that local authorities can continue to support those schools which wish to benefit from that. We await announcements on the funding position.
- 2.5 The publication of the green paper “Schools that work for everyone” has potentially far-reaching consequences for education locally and nationally; a report elsewhere on this agenda covers the detail of that. There are, clearly, linkages between the two.

3.0 ANTICIPATED DIRECTION OF TRAVEL

- 3.1 Whilst pre-empting controversial legislative or advisory change can be risky, certain elements of the government’s plans seem clear and do provide some scope for planning.

The Secretary of State’s announcement to parliament on 27 October stated that “Our ambition remains that all schools should benefit from the freedom and autonomy that academy status brings”.

It would now appear that there is to be no element of compulsion, other than when schools are in an Ofsted category. Nor is there likely to be blanket academisation in areas of underperformance.

From statements made by a variety of sources, including the National Schools’ Commissioner, it would appear that the concept of a fully academised system is no longer seen as a short or even medium term national priority. The language is increasingly returning to a focus on the quality of provision.

In terms of school improvement, whilst the general direction is towards a school led system, which in North Yorkshire has been the desired outcome following the work of the Schools’ Commission in 2013, local authorities are still seen as having a role.

- 3.2 There are some “known unknowns” in a state of increasing (if not wholesale) academisation
- How the national multi-academy trust capacity will develop.
 - In the light of the question above, whether local authorities will be able to play any role in sponsoring academies.
 - What role Regional Schools’ Commissioners will be able to take, realistically, in overseeing standards and improvement across their large territories.

4.0 THE NORTH YORKSHIRE PERSPECTIVE

- 4.1 Whilst it is inevitable and entirely appropriate that schools are looking at all possibilities, and the local authority continues to state its long held view that schools are better and stronger working in partnership with others, there is as yet in North

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Yorkshire no marked move to academisation. There have been a small number of recent applications and the position currently is:

Total number of schools: 370

Total number of academies: 35 (9%)

So whilst clearly there is interest, there is at present no great momentum to change status.

The local authority view remains that it is quality of education and not structure that is of primary importance. Community of place is also of considerable significance in an area such as North Yorkshire where schools tend to want to be in partnership with others in the vicinity rather than in competition.

- 4.2 There is known activity from the Diocese of Leeds to form at least two multi-academy trusts to ensure that voluntary aided schools that fall into a category requiring intervention have an appropriate destination. The Diocese has indicated to its schools that they are only able to join multi academy trusts that are either church run MATs or which have a majority of church trustees.
- 4.3 Schools that are good or outstanding cannot be obliged to become academies or join a multi-academy trust. Currently 88.72% of North Yorkshire primary schools, 75.76% secondary and 100% nursery schools are good or outstanding.
- 4.4 The local authority has put out advice to governing bodies on forming or joining a MAT [<http://cyps.northyorks.gov.uk/index.aspx?articleid=17584>] and is supporting groups of schools, where required, to look in more depth at collaborative, partnership or MAT working.

Whilst this support appears to be appreciated it is the case that some schools – perhaps many, want to retain close links with the local authority which has supported them for many years, and we are frequently asked whether NYCC will be able to sponsor academies.

The answer to that is that we do not know. It is possible that when the Wood Review on the future role of local authorities in education is published, and the government has responded, that this and other issues will be clearer. At the time of writing it seems unlikely; nor have any other authorities as yet put proposals forward that have been agreed, decision makers currently being Regional Schools Commissioners. We now anticipate the Wood review consulting on these issues early in the new year.

- 4.5 Working on the basis of those few academy proposals in the pipeline it is anticipated that there may be 11% of North Yorkshire schools as academies by the end of 2016. So for the medium term there will continue to be a substantial number of maintained schools in North Yorkshire and therefore a mixed economy of schools and academies (and independent schools) which will need to work with some measure of collaboration to ensure continued quality and equity of provision.

5.0 EDUCATION IN NORTH YORKSHIRE: A STRATEGIC ALLIANCE?

- 5.1 As described earlier, it is clear that there are far-reaching changes ahead for the role of local authorities in education. That is not necessarily problematic; but it is complex.

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It is decades since local authorities “controlled” schools. They have had, however, very specific responsibilities around monitoring, challenge and support for schools, in addition to the many duties around resourcing, place planning and of course safeguarding of children.

5.2 In the current debate, it is frequently forgotten that the majority of local authority functions in relation to children – their education, safety and wellbeing, will remain. There were three key responsibilities outlined in the White Paper, which remain a good descriptor :

- **Ensuring every child has a school place.** The Government will continue to provide ‘substantial funding’ to councils to do this. Councils will keep a duty to work with schools and parents on home to school transport; giving schools the opportunity to provide school transport services where that makes sense locally. Councils will take a lead in crisis management and emergency planning.
- **Ensuring the needs of vulnerable pupils are met.** This includes retaining current responsibilities for pupils with Special Educational Needs and Disabilities (SEND) and looked-after children; school attendance and tackling persistent absence; alternative provision for excluded children; safeguarding, radicalisation and extremism.
- **Acting as champions for all parents and families.** This includes a continuing role in coordinating admissions; supporting parents to navigate local SEND arrangements and provision; and championing high standards locally for all pupils and, where necessary, calling for action from the Regional Schools Commissioner to tackle underperformance

5.3 The area where even without legislation there will without doubt be the greatest change is that of school improvement. The direction of travel nationally and within North Yorkshire has for some time been towards school-led school improvement and the work of the North Yorkshire Schools’ Commission, setting up the School Improvement Networks and devolving £1.65 million by 2018 to them for sector led improvement evidences that commitment.

North Yorkshire recognised the direction of travel some time ago and put forward a supported structure of school improvement partnerships, in the knowledge that over time they would evolve to become more autonomous of the local authority.

In the eyes of the government the ambition of a school led school improvement system is inextricably bound up with their belief in academies (and particularly Multi Academy Trusts) as being the appropriate delivery mechanism for higher standards. Whilst that is open to debate, the government’s expectations that there will be more multi-academy trusts will certainly come about.

5.4 So in terms of the components of school improvement in the future, there will be a number of interested parties; teaching school alliances, multi-academy trusts and standalone academies, NYCC core school improvement service (for maintained schools), Smartsolutions as traded school improvement, and the Improvement Partnerships (Early Years, Special, Primary and Secondary) who will broker and commission school improvement. Any North Yorkshire Learning Trust would not have a direct role in the provision of school improvement services but would have an interest in educational outcomes for children and young people and in how the

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entirety of the education and skills “market” in the county operates – particularly in terms of the pathways through that for the most vulnerable.

This picture will evolve over time.

- 5.5 Another area where there will be change to the manner in which business is conducted, rather than specifically change to duties, is that of school place planning. The responsibility for the provision of new school places will continue to be held by the local authority, whilst the method of procurement of those places will, to a large extent, be governed by the Regional Schools’ Commissioner.
- 5.6 Funding decisions are increasingly going to be constrained by the decisions of central government and the reducing flexibility for local authorities to fund in imaginative and flexible ways to meet the needs of local populations.
- 5.7 So there are several aspects of the work of the Local Authority itself and the Education Partnership that are likely to change as a result of the impending legislation. We need therefore to look strategically to ensure that the education, skills, attributes, safety and wellbeing of children and young people in North Yorkshire are nurtured, supported and celebrated. This will require taking a fresh look at the way in which we do things.
- 5.8 Various partnerships currently exist which together cover the duties and interests of the Local Authority and its partner organisations:
- The Education Partnership
 - The Children’s Trust (as a constituent part of the Health and Well Being Board)
 - The Local Safeguarding Children Board
 - The Local Enterprise Partnership (North Yorkshire/York and East Riding)

All of these groupings have key points of interest in terms of the Children and Young People’s agenda. Some – such as the Children’s Trust and the Local Safeguarding Children’s Board are both iconic and essential in holding partners to account for their activity and challenging each other as to whether progress for children and young people in the county is as it should be.

Others, such as the LEP have potential to be even more influential and supportive than they currently are. For instance, the LEP has a key role in bringing together the economic and skills agenda for the wider York and North Yorkshire area, and opportunities to engage further with the wider education community should not be missed.

The Education Partnership itself has certain statutory requirements placed upon it to be a consultee to proposals for school funding made by the Authority, and in North Yorkshire the Partnership has recently taken a more focused interest in matters such as school place planning and performance. It is a useful touchstone for the authority to seek views of the wider education community of schools and early years settings and creates a forum for strategic dialogue between keenly interested parties.

- 5.9 There is one thread running through all of these partnerships, which is that they do not consistently or sometimes at all, enable the views of the independent schools, FE and HE sector to come through. Nor do they readily enable wider agendas such as

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housing, infrastructure and skills to come through consistently and to that wider education audience.

There is potential now to reconsider the membership and constitution of these partner arrangements and reshape them for what we anticipate will emerge through the Education for All bill. In doing so we would collectively, be building on the strengths of existing partnerships whilst at the same time both rationalising and streamlining arrangements.

In doing this North Yorkshire would be in keeping with a number of other authorities who are reassessing their relationships of interest to ensure that a more diverse educational sector holds together on the strategic issues that make a difference for children and young people.

- 5.10 The following section outlines one possibility for the future. It is put forward as the basis for potential future developmental work, should the Education Partnership agree.

6.0 A NORTH YORKSHIRE LEARNING TRUST: a unifying presence for learning and skills in North Yorkshire

VISION

High quality education transforms lives. It brings to life knowledge and skills; and ignites enterprise and endeavour. It liberates the talent and ingenuity of everyone it touches.

Education is the driving force at the heart of our communities. As educators, we are determined that every child and young person must have access to the right opportunities, experiences and support that they need to succeed.

PURPOSE/OBJECTS

The North Yorkshire Learning Trust exists to promote and support the education community in North Yorkshire; to inform, enable and on occasions offer constructive challenge to system leaders, whether in schools/academies, private providers of childcare, education or work based learning, colleges or higher education, or the local authority.

It will provide a means for the sector both to influence and be influenced by wider agendas such as economic development, regeneration and planning

It will carry out the statutory functions of the Education Partnership (formerly the Schools' Forum).

It will inherit and champion the collective ambition of the North Yorkshire Commission for School Improvement

It will advise the local authority and other constituent organisations on matters relating to education and childcare, providing an informed voice of the sector in response to consultations and requests for information. In particular, it will seek, through sustained effort, shared enterprise and a view that concentrates on the pathways open to young people as they progress through education into the world of

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training and work, to address the increasing fragmentation of the education community.

It will, through collective ambition, promote a vision for education and training in North Yorkshire, the largest county in England, one that is diverse and which presents particular challenges in terms of access to sustainable high quality education and training.

OPERATING PRINCIPLES

The North Yorkshire Learning Trust commits to:

Partnership: a shared understanding of the priorities, issues and concerns of schools, academies and the local authority, and an active facilitation of collaboration across sectors

Effective Support: the business of the North Yorkshire Learning Trust being supported by the local authority in an efficient and professional manner;

Openness: the principle of open and honest dialogue between partnership organisations in the pursuit of improved outcomes for children and young people

Strategic vision: members of the North Yorkshire Learning Trust will consider the needs of the whole of the educational community and do not use their position to advance their own sectional or specific interests;

Challenge and Scrutiny: members of the North Yorkshire Learning Trust will challenge and scrutinise proposals that would have an effect on some or all schools, academies and learners within the County and in turn will expect to be challenged if their organisations have such proposals to bring forward.

6.0 MEMBERSHIP

The Membership of a North Yorkshire Learning Trust could comprise

- Representative headteachers (LA Maintained, MAT CEOs, Independent schools)
- Representative governors
- Principal/s of local FE Colleges
- Principal/s of local HE institutions
- Representatives of local Teaching School Alliances
- Civic leaders – Executive Member for Schools (NYCC)
- Corporate Director of Children and Young People’s Service NYCC
- Representative of the Director of Adult Services NYCC
- Regional Schools’ Commissioner: North
- Representative of the board of the Local Enterprise Partnership

7.0 INTERRELATIONSHIPS

The work of the Education Partnership, as realised through the agenda of the former Schools Forum, would continue as a component of the NY Learning Trust.

Similarly the various Schools Improvement Partnerships, put into place following the outcomes of the North Yorkshire Schools’ Commission, would remain as key aspects

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of a school led school improvement system. They would form a conduit for the local authority to maintain contact with school improvement and to challenge progress, where appropriate, and for the North Yorkshire Learning Trust to be able to see, understand and support school improvement in the county.

The Children’s Trust and the Local Safeguarding Children Board would remain as the main partnerships concerned with the wider wellbeing and safeguarding agendas, the Trust maintaining system-wide oversight of progress against “Young and Yorkshire”.

8.0 POTENTIAL FUTURE DEVELOPMENTS

It is understood that many schools in North Yorkshire would like the local authority to be able to develop multi academy trusts, thereby retaining the relationship of trust between the authority and schools, and the level of services that schools have grown to expect and appreciate. Whilst this view is welcomed, at present there does not appear to be scope for the local authority to sponsor academy trusts. Nevertheless, this is a question being asked nationwide, and eventually must be clarified.

Conceptually it might be feasible, over time, to have an arm of the North Yorkshire Learning Trust which was structured in such a way as to enable it to sponsor academies. This would need to be considered later.

9.0 COMMENT

9.1 It now seems an appropriate time to reconsider the mechanisms for shaping and holding together the wider education and skills community in North Yorkshire. The Education Partnership, as a key player, is asked for views on the way forward, and specifically whether a wider workshop session independently facilitated, might be an appropriate next activity.

9.2 At the same time, the local authority will be looking at how it will adapt positively and creatively to a changing environment, bearing in mind that it is likely to have for some years a substantial number of schools that wish to remain maintained and supported by the authority. A range of possibilities have emerged around both how the LA will adapt and how schools might meet the demands of academisation.

These are:

- Adopting a position of minimal change, enabling existing structures and systems to emerge and evolve organically.
- Facilitating the establishment of the following by approving, supporting, informing, influencing or controlling their formation and governance
 1. Traditional MATs
 2. Co-operative MATs
 3. School partnerships, federations and/or co-operative Trusts
- Developing a county-wide network of collaborative partnerships for schools and academies regardless of governance

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- Establishing a company or companies. This has been done in some local authorities for school improvement services eg Liverpool, Hertfordshire, Kent, Camden and the joint venture between Richmond and Kingston

Officers are working on a risk analysis of all these possibilities.

10.0 RECOMMENDATIONS

- 10.1 That a workshop on the potential for development of a North Yorkshire Learning Trust take place in January/February 2016.
- 10.2 That further work is taken forward as appropriate to feed into decision making for September 2017.

PETE DWYER

CORPORATE DIRECTOR OF CHILDREN AND YOUNG PEOPLE'S SERVICE

Report prepared by Carolyn Bird, Assistant Director Strategy and Commissioning

November 2016

Education White Paper - Initial Summary

The White Paper covers teaching and leadership in schools, (Chapters 2 and 3), preventing and tackling underperformance in academies (Chapter 5), curriculum reform (Chapter 6), governance and standards (Chapter 7), and fair funding for schools (Chapter 8), which is the subject of a separate consultation.

Every school to become an academy by 2022

Most schools will be expected to form or join multi-academy trusts (MATs): "Apart from in exceptional circumstances, the smallest schools will have to form or join a MAT." Other successful, sustainable schools will still be able to: "continue as single academy trusts if they choose to do so."

The government will create new powers to direct schools to become academies in local authority areas which are underperforming or where the local authority no longer has capacity to maintain its schools or where schools have not started the process of becoming an academy by 2020.

In order to speed up the process of and reduce the barriers to conversion to academy status for all schools the government will seek to agree a new MoU with the Church of England and the Catholic Education Service which will include clear protocols for agreeing the requirements when Church schools become academies.

Schools will continue to get financial support to become academies.

To ensure land issues do not get in the way of improving schools, "when a local authority's community schools convert to academy status, land held by the authority for those schools will transfer to the Secretary of State, who will then grant a lease to the academy trust." Where a school converts to academy status, the government will not take ownership of any land owned either by schools themselves or any charitable trust. However, the ability for maintained schools to convert to foundation status will be removed.

The government will establish a MAT support fund to enable groups of schools to join together.

Free schools and UTCs

500 free schools and UTCs will be opened by 2020. The government hopes to see "a UTC within reach of every city."

To ensure sufficient new schools can be established where they are needed the government will continue to work with local authorities and other public sector bodies to secure sites for new free schools and introduce new measures that will enable the Secretary of State to require the use of local authority land for new free schools.

Parents and pupils

The government plans to launch a new portal for parents in 2017 to help them understand and navigate the schools system. This will work alongside a new performance tables website which will launch in March 2016.

If parents and pupils feel their voices aren't being heard, they need clear and appropriate channels for complaints. The government will make it simpler for parents to escalate complaints to the DfE. Consideration will also be given as to how parents might be able to petition RSCs for their child's

school to move to a different MAT where there is underperformance or other exceptional circumstances.

Local authorities

In the short term local authorities will continue to have responsibilities which include: employment of staff in community schools; ownership and asset management of school buildings etc. These responsibilities will shrink as each school in their area becomes an academy; when every school in their area has done so, they will fade away.

In the future local authority education duties will focus on three main areas:

1. Ensuring every child has a school place including that there are sufficient school, special school and AP places to meet local demand. Local authorities will also work with schools and parents in developing local school transport policies, giving schools the opportunity to provide these services where it makes sense locally.
2. Ensuring the needs of vulnerable learners are met by identifying and making provision for children with SEND or with looked after status. Local authorities will also promote school attendance, tackle persistent absences and lead on safeguarding responsibilities for all children excluded or otherwise unable to attend mainstream school e.g. Those educated at home.
3. Act as champions for all parents families by supporting them to navigate the system through a continued role in admissions, for example.

In light of the policy changes set out in the white paper the government intends to review the responsibilities of local authorities in relation to children, including the implications for the roles of the director of children's services and the lead member for children.

The government is considering extending legislation to extend the role and responsibilities of virtual school heads so that they can continue to support children who have left care under an adoption order.

The government will seek views on a number of changes to the school admissions system to make it simpler and clearer, including "requiring local authorities to coordinate in-year admissions and handle the administration of the independent admission appeals function".

Academy trusts will no longer be required to reserve places for elected parents on governing boards.

A self-improving system

From September 2017, school improvement funding will increasingly be routed through Teaching Schools. The government will ensure all schools in all areas can access support, collaboration and best practice by ensuring full coverage of system leaders across the country with up to 300 more Teaching Schools and 800 more NLEs targeted where most needed.

An innovation fund for RSCs to commission school improvement support from within the system for failing and coasting schools will be established.

The government will engage MATs, sponsors, academies, diocese and the wider schools sector to ensure that the legal framework for academies is fit for purpose in the long term.

"In the rare scenario that a trust stops operating an academy at short notice (and there is no immediate alternative provider) the Secretary of State will be responsible for the running of the school.

To retain the expertise in the system and ensure that children still benefit from the best talent in local authorities, the government expects some individuals working in local authority teams will leave to set up new trusts or join existing ones and become academy sponsors.

Mainstream schools will support AP providers to deliver a broad and balanced curriculum and high quality teaching by sharing subject specialists and facilities that smaller APs would otherwise find hard to access. Schools will be responsible for the budgets from which AP is funded. As they will also be responsible for commissioning and accountable for education outcomes, they will have stronger incentives to take preventative approaches and achieve value for money.

The government will consider how parents may be able to petition Regional Schools Commissioners for their school to move to a different MAT "where there is underperformance or other exceptional circumstances".

To launch new accountability measures for MATs, publishing MAT performance tables in addition to the continued publication of, and focus on, inspection and performance data at individual school level.

Inspection

The government will work with Ofsted to ensure the inspection regime is fair, increasingly proportionate and focussed on underperformance. Outstanding schools are already exempt from routine inspection.

To introduce an "improvement period" of 30 months, during this time schools won't be inspected in order to allow leaders to put in train sustainable improvement.

Teaching and curriculum

The government plans to replace the current Qualified Teacher Status with a stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools.

To reform the National College for Teaching and Leadership "ensuring that in addition to delivering our leadership remit, we are better able to design and deliver well-targeted incentives, teacher recruitment campaigns and opportunities that attract sufficient, high-quality new entrants to the profession."

The government will establish a College of Teaching, this will be a professional body like those in other high status professions such as law and medicine. It will be a voluntary membership organisation, run by teachers, for teachers. The government will also support the establishment of a new, peer reviewed British Education Journal by the College of Teaching, to help spread cutting edge national and international research.

The government will continue to equip schools to embed a knowledge-based curriculum as the cornerstone of an excellent, academically rigorous education to age 16. The national curriculum will no longer be a decree, but a benchmark.

The government will work with a group of leading headteachers and practitioners to produce an action plan for improving PHSE provision.

Governance

The government plans to establish a database of everyone involved in governance, they intend to legislate so that “unsuitable individuals” can be barred from being governors of maintained schools.

The government will work with schools and MATs to develop a competency framework defining core skills and knowledge needed for governance in different contexts.

The government will create stronger expectations on governing bodies to fill skills gaps, including through training, with help to recruit skilled people. The government will also develop a new competency framework or governance in different contexts.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Wednesday, 16 November 2016
Title of report:	Report of the North Yorkshire Improvement Partnership Boards
Type of report: Delete as required	For information only
Executive summary: Including reason for submission	To provide an update of the priorities, activity, early impact and funding for the four Improvement Partnerships
Budget / Risk implications:	N/A
Recommendations:	For the NYEP to note and approve
Voting requirements:	N/A
Appendices: To be attached	Reports on funding and its impact from <ul style="list-style-type: none">• Early Years Improvement Partnership• Primary Improvement Partnership• Secondary Improvement Partnership• Special Improvement Partnership
Report originator and contact details:	Jill Hodges – Assistant Director, Education and Skills 01609 532166 Jill.hodges@northyorks.gov.uk
Presenting officer: If not the originator	Chairs of the Improvement Partnerships Early Years – Jane Pepper Primary – Jill Hodges for Wendy Ripley Secondary – Rob Pritchard Special – Wendy Jemison for Diane Reynard

Early Years Improvement Partnership

Priority 15-16	Activity	Cost	Impact
Overall budget £150000			
Chair	Preparing for meetings, reports etc. Attendance at PIP, Early years leadership forums National conference presentation re EYPP	£8604	The Partnership board meetings run smoothly. High level of engagement in leadership events. EY is strongly represented at County level and NY participation at National level.
Running costs	Admin/business support, travel expenses, supply, refreshments at meeting	£7008	Smooth running, enabling participation from across the EY sector. Minute taking approved by auditors (recommendations acted upon)
High Quality Training	Pedagogical mediation Training – for EY leads Ofsted Training -good to outstanding -getting to good For settings and child minders	£14904.62	Building capacity within the sector
Closing the Gap	Locality-based projects based on local data -Boys’ writing Ryedale and South - CLD, Early Maths East -Early Maths – Central and North -vulnerable learners and developing staff’s ability to identify needs early West	£11580.26	Locality reports show improvements in outcomes for target groups -boys gap closed at LA level due to this work - specific target children gap has closed in East projects, e.g. in CLD - EAL gap closed West - positive upward trend in GLD, faster rate of progress than national
EY Leads (including funding up to March 17)	Support for schools, settings and child minders, identified in LA support plans for RI and those at risk of being less than good. Developing “communities of practice”/sector-led support and local leadership	£98426 (allocated to school, setting, child minder budgets)	Upward trend in Ofsted inspections. Stronger peer networks and autonomy to improve.
ACTUAL cost		£140523	
Balance remaining		£9477	

Priority 16-17	Activity so far	Cost	Impact so far
Overall budget £150,000 plus £9477			
Chair	Summer term	£4302	See above
Running costs	Summer term	£743.07	See above
Closing the Gap	Summer term	£7614.70	Further develop evidence-based practice responding to local need
	Planned activity		
Chair	Spring term	£4302	
Running costs	Spring term	£743.07	
Closing the Gap	Sustain current projects and review in the light of locality data from July 2016		
High Quality Training “SSTEWS scales” Sustained shared thinking and emotional well-being scales	Training for EY leads and outstanding settings/EY teachers/child minders in using “STEWS scales” to support self-evaluation.	£10000	Build capacity for sector-led support in using “aspirational tool” to further develop the quality of teaching and learning in the EYFS
Total costs so far		£22659	
Balance remaining		£136818	Spring and summer 17 still to be confirmed and entered

Primary Improvement Partnership

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	£31000	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.
	Running costs	£1100	Chair likely to be from within from January 17
	Planned activity		
	Building Capacity Grant for TSAs	£251000	Depending on impact of first tranche and final amount tbc. Possibly £200k

	Peer Review Project	£20000	Skipton Area Primary Schools/ISOS/NET
	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)	£35000	'Maths No Problem' – targeted schools with large cohorts given access to Singapore maths approach.
	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	£200000	
	Leadership Support	£18000	1:1 coaching for HTs re SEF.
	Website compliance	£20000	All schools compliant for Ofsted inspections
	Running costs	£14000	
	Total spend	£626100	
	Balance	£546381	Still spring and summer 17 to be entered

Secondary Improvement Partnership

Priority 15-16 Secondary IP	Activity	Cost	Impact
Overall budget £396430			
Every secondary school a good school	£15k support to identified schools including all schools with a double RI judgement (7 schools in total)	£105,000	<ul style="list-style-type: none"> • Additional leadership support commissioned to target particular identified vulnerabilities (eg English, Maths, Finance/ curriculum) • Impact on pupil premium planning and on disadvantaged outcomes • Impact on policy development • Coaching support for new heads of department – more clearly prioritised development planning/ understanding of staff development and PM • Impact on target setting • Impact on behaviour and reward systems • Evidence of improved pupil progress in specific areas/ subjects (English, maths, science, EBacc) • GCSE results in 4 of the schools stabilised • GCSE in 2 of the schools improved • GCSE results in 1 school declined
	<p>School to school support Lead Practitioner English (Selby area)</p> <p>Lead Practitioner English (North)</p> <p>Developing school to school support capacity</p>	<p>£25,000 part funding to host school (post filled from April 2016) £1600</p> <p>£8000 part funding to host school (post filled from January 2016)</p> <p>£25,000 to one school to release capacity for support to</p>	<ul style="list-style-type: none"> • Too early to cite specific impact from LP post in Selby, but regular area HoD English meetings set up and support given to specific schools in the area. • LP North – coaching support given to identified teachers on the coast and other schools • Schemes of learning in place for KS3, with a focus on KS2/3 transition in line with new NC • Leadership support released to schools for 2 days per week – impact on data analysis and use of tracking data by middle leaders • Project completed successfully

	DHT support (4 days to specified school)	other schools Support given to specified school for particular project	
	Additional Lead Adviser post	£71,000	<ul style="list-style-type: none"> • Lead Adviser to 8 secondary schools – support and challenge to schools • Give intensive support and challenge to named schools causing concern (Priority 1 schools) • QA impact of IP and LA financial support to schools • Carry out school reviews as required • Draw up SCC action plans, with named schools • Support HT appointment processes • Work closely with governing bodies of SCC
	Consultancy (HMI) support and monitoring	£7700	<ul style="list-style-type: none"> • Support to 2 vulnerable schools awaiting Ofsted inspection – series of visits working with SLT and middle leaders. School self- evaluation much sharper as a result, at all levels. All leaders understand Ofsted expectations and more confident in presentation of impact of improvement strategies
	Research project: why do some NY secondary schools sustain strong outcomes	£10,000	<ul style="list-style-type: none"> • Findings of research have influenced IP development plan for 2016/2017 – focus on ‘good to great’ strategy, continued focus on recruitment, structured support for new Headteachers • Data findings fed back to Headteachers February 2016 – underachievement of particular groups of pupils
Develop leadership capacity	Peripatetic senior leader post (deployed to 2 schools January – July)	£58,600	<ul style="list-style-type: none"> • Line managed key departments causing concern • Supported governors with HT appointment process and fed back to governors on a regular basis eg regarding 6th form issues • Supported the school with key recruitment issues • Working with the HT, redefined SLT job descriptions • Coaching support for SLT • Undertook trails to analyse factors

			<p>affecting performance of different groups of students in specific year groups</p> <ul style="list-style-type: none"> • Participated in 6th form review • Acted as an objective 'sounding board' for HT and CoG
	Mentoring for new Headteachers	£3,000	<ul style="list-style-type: none"> • Mentoring support provided for new Headteachers in challenging situations: ongoing series of meetings across the year to give professional and confidential support
	School partnerships support (ISOS)	£1700	<ul style="list-style-type: none"> • Partnership event held February 2016, for secondary Headteachers and chairs of governors. Gave an opportunity to enhance awareness of different types of partnership, strengths and opportunities of partnership working, context of different types of partnership. Event facilitated by ISOS.
Secondary school recruitment	<p>Post funded in HR to focus on secondary school recruitment to increase the number of applicants for vacancies and improve the quality of applicants for vacancies. Activities including:</p> <ul style="list-style-type: none"> • Development of dedicated NY secondary website – Inspire, Lead, Teach • Bespoke support and action plans for selected schools • Liaison with ITT providers and universities • Get into Teaching in NY events • Support with advertising, negotiation of terms • Focus groups 	£25,000	<ul style="list-style-type: none"> • Reduction in numbers of vacancies in secondary schools September 2016, as compared with September 2015, particularly in key areas of English and maths • Schools report improved quality of applicants over the past year, with a greater number of applicants from outside North Yorkshire (37 teachers from outside North Yorkshire appointed to 13 secondary schools in North Yorkshire January – July 2016) • From 1 January 2016 – 30 August 2016, 2,236 users visited the Inspire, Lead, Teach website. Views to the site are increasing as it becomes better known. • Work with named schools to reduce agency costs successfully • Ongoing liaison with SCITTs and university ITT departments, to encourage postgraduate students to train to teach in North Yorkshire. • Ongoing liaison with Teach First and Future Leaders • Ongoing liaison with Troops into Teaching and other organisations focused on people who wish to return to teaching after a break. • Setting up focus groups of teachers, to analyse factors that will support recruitment to NY secondary schools • Support for secondary schools with advertising and recruitment issues. Action plans drawn up with named

			secondary schools – case studies evidence impact on recruitment of the improved recruitment strategies.
	Associated costs (advertising, publicity, website etc)	£6100	<ul style="list-style-type: none"> See above
Secondary IP running costs(from April 2015)	Payment for 1 day per week, Chair of partnership SIP Chair travel Admin Venue costs	£39,800 (4 terms) £800 £4100 £450	
Total cost		£392850	
Balance remaining		£3580	

Priority 16-17	Activity so far	Cost	Impact so far
Overall budget £396430 plus £3580			
Running costs	2016 – 2017 full year Chair of IP Admin Travel Venues	£27900 £3900 £900 £450	
Recruitment	Recruitment post in HR Associated costs	£40,000 £5000 (estimate)	<ul style="list-style-type: none"> Support for a different cohort of schools with up to date recruitment practice/ action plans Recruitment event held at County Hall – 30 different organisations represented
Develop leadership capacity	Peripatetic senior leader post (part funding) Lead Practitioner English (North) Lead practitioner Selby Mentoring new Headteachers	£9000 (September – December 2016) £12000 (full year) part funding to host school £25000 part funding to host school £3000	<ul style="list-style-type: none"> Peripatetic Senior leader deployed to 2 different schools in challenging situations
	Additional Lead Adviser post	£71.000	Please see comments from 2015-2016
Brokering School to school	Funding to schools for additional capacity to release staff	£50,000	<ul style="list-style-type: none"> Senior leader deployed to SCC 2 days per week since September – data analysis, support for school data team

support			
<p>'Good to great' strategy</p> <p>Peer review pilot</p>	Double RI school support funding	£15000	<ul style="list-style-type: none"> Funding to one school <p>Strategy not yet in place</p>
	Support from Manchester University – plans in early stages, to involve up to 12 schools	Not yet fully costed	
	6 secondary identified to pilot the framework	£10000	Training for pilot schools to take place 6 December 2016.
	Total cost	£270150	

Special Improvement Partnership

Priority 15-16	Activity so far	Cost	Impact so far
Overall budget		£44,272	
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 	£16,299	<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 Headteacher and Lead Adviser: SEND • Schedule of peer reviews compiled – all schools 	£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
Total Cost		£18,276	
Balance remaining		£25,996	

Priority 16-17	Activity so far	Cost	Impact so far
Overall budget (inc. c/f)		£73,722	
On-going meetings of the SSIP	<ul style="list-style-type: none"> • One meeting held in October 16 • Development plan priorities & actions firmed up – yet to be finalised/costed out • Strategic plan for raising special school concerns with regard to health provision established 		<ul style="list-style-type: none"> • Enhanced awareness of Ofsted safeguarding focus as a result of discussions
Provide targeted mentoring or coaching to newly appointed Headteachers and senior leadership – school to school support (from SP3) Create an induction package that is consistent (from SP3)	<ul style="list-style-type: none"> • Enhanced induction programme developed for new Headteacher at School B – September 16 (new to LA and first headship) to supplement the standard Headteacher induction programme • summary contact information produced • focused meetings with key professionals • allocation of peer mentor – telephone support, 2 days for visits • allocation of peer mentor telephone support, 2 days for visits for Headteacher new to LA January 2016 	<p>£800 (peer mentor) School B</p> <p>£800 (peer mentor) School C</p>	<ul style="list-style-type: none"> • Feedback from Headteacher (School B) ‘...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.’
Complete the peer review cycle	<ul style="list-style-type: none"> • Programme finalised to involve all schools/ headteachers – scheduled to take place Autumn, 	£23,000	

	Spring and Summer terms 16-17		
Priority 16-17	Planned Activity	Cost	Impact so far
SP1: 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:	<p>Establish clarity around how these trusts' provision for health care needs in special schools compare with the national or regional trusts. Why is the NY special school offer as it is? Why does it differ from school to school?</p> <ul style="list-style-type: none"> • Health focus SSIP meeting: • Establish key lines of enquiry • Invite Peter Dwyer – corporate director for CYPS, • Identify key partners from health and social care who can provide answers to questions 		
SP2: To ensure our schools can evidence all aspects of progress for 2-19	<ul style="list-style-type: none"> • Good and outstanding schools • Measures – attainment - health, wellbeing, wider/soft area skills – assessment and accreditation • Post-school destinations <p>(Specific detail/actions/costs yet to be agreed)</p>		
SP3: To develop leadership capacity and sustainability, including governance, to promote school improvement and tackle educational challenges	<ul style="list-style-type: none"> • Develop school led systems/outreach support • To be active members with Teaching School alliances and maximise opportunities for which they provide • Develop leadership capacity and governance 		

	<ul style="list-style-type: none"> • QA Procedures • Engage with governing body representative groups to determine how expertise can be shared effectively and support is required to help them tackle specific LA challenges such as sustainability and performance. <p>(Specific detail/actions/ costs yet to be agreed)</p>		
<p>SP4: To explore the position of special schools within the context of academisation.</p>	<p>(Specific detail/actions/ costs yet to be agreed)</p>		
<p>SP5: To recognise the growing complexity of pupils and explore initiatives that will help meet their educational and well-being needs.</p>	<ul style="list-style-type: none"> • Sharing of expertise/good practice e.g. Thrive • Invite key speakers • Implementation of identified systems <p>(Specific detail/actions/ costs yet to be agreed)</p>		

Opportunity Areas

Opportunity Areas are areas of England where the Department for Education will focus its energy, ideas and resources on providing children and young people with the chances and choices to fulfil their potential. The primary purpose of Opportunity Areas is to focus local and national resources on a common goal – to increase social mobility.

Fixing social mobility won't happen overnight. Ensuring children in every area can access high quality education at every stage is critical. We need to do more to reach the most disadvantaged children and those from families who are just managing.

We will start work initially with six areas across England – West Somerset, Norwich, Blackpool, Oldham, Scarborough and Derby. We have selected areas which have the greatest challenges and fewest opportunities based on the Social Mobility Commission's index; and combined with the school standards / capacity to improve data published alongside March White Paper. The first six areas cover a range of different types of area (rural, urban, coastal) and geographical spread.

The DfE wants to prioritise programmes on the areas of greatest need across the country. In return, we will ask Opportunity Areas to commit to driving this work locally, including working with us on which local partners should be involved and who will be accountable. We will also:

- Listen to the views of the local community who know the area best and take advice from those who have already led on successful schemes to improve social mobility. This way we can focus on what works.
- Harness the collective power of other approaches such as the devolution deals and the Northern Powerhouse to help us achieve maximum results in the quickest time possible.

Examples of activity Opportunity Areas will benefit from are:

- Early Years – ensuring that all young children are able to access high quality early years' education by attracting and retaining a high quality early years' workforce and by supporting the sector to engage parents in their child's learning and development.
- Schools – attracting good teachers and leaders into these areas, as well as developing existing talent, and incentivising support from successful academy sponsors.
- Further Education and skills – introducing a framework of clear, employer-led technical routes to skilled employment and helping adult learners develop the skills they need in the workplace.
- Higher education – encouraging young people with the ability to go on to higher education make the leap and aspire to do so through supporting collaboration across higher education colleges, FE colleges and schools in areas of disadvantage.

We will publish further details of future Opportunity Areas in the coming months. We will make available up to £60 million of new funding to support targeted, local work in Opportunity Areas to address the biggest challenges each of these areas face.

...Being ambitious for children and young people in Scarborough.

North Yorkshire have three priorities within their plan for [children and young people](#):

- *Ensuring that education is our greatest liberator*
- *Helping all children enjoy a happy family life*
- *Ensuring a healthy start to life*

On almost every measure related to the above priorities, children and young people (and communities) in Scarborough fare less well than others in North Yorkshire. In common with many other Coastal areas around the country, wide-ranging outcomes for children and young people are frequently poor.

In March of this year an Education Summit was held in Scarborough to discuss the opportunities and challenges on the Coast and what more could be done to improve outcomes and life chances for young people in terms of their experiences and achievements. As a result, the **Scarborough Pledge** was created to engage the local community in an upwards shift of perception and ambition for children on the Coast – it is not just a range of initiatives but it will be brought about by integrated practical measures, radical new ideas and strong cohesive messages delivered over the next three years to bring about lasting change.

Challenging objectives are being determined to be measured and reported on so that within the next three years we will make good progress towards, for example:

- The education attainment of children in Scarborough will improve – development in Early Years; levels of reading, writing and maths at the end of primary school; and the number of students attaining 5 GCSE A* - C, will be above well national averages.
- The health and well-being of children in Scarborough will improve enabling them to achieve and thrive – measured by improving health and social deprivation indicators especially for vulnerable young people, and children reporting that they are listened to.
- Young people in Scarborough will be better prepared for and able to take advantage of the increasing job and training opportunities on the Coast - the number of young people who are not in education, employment or training will be the same as North Yorkshire as a whole and better than the national average. Employer perceptions of the work-readiness of new entrants to the labour market will improve.

Objectives and related measures together with key priorities for action are being developed by work groups (with support provided by the University of York to ensure we capture evidence of what works and map real progress).

Progress to date:

- NYCC have committed to invest £250K per year for the next three years to fund enhanced activity to add value to current work, introduce new activity and drive change.
- A communication plan has been developed to keep everyone informed of progress and galvanise the local community to support the Pledge. This includes initial branding to raise the profile and recognition of the Pledge.
- The steering group has now met twice to help shape work-streams to deliver specific activities with measurable outcomes.
- The Institute of Effective Education from the University of York are on board to evaluate progress and measure the success of different approaches.

Work will now be taken forward by smaller groups to focus on specific activity and ensure we start to make an impact, building on existing effective practice on the Coast and from farther afield.

The three main work-streams are:

1. **Early help** – enhancing prevention measures to ensure that potential difficulties are identified early and that children and their families don't get 'left behind' – this may include targeting work with children in their early years.

Parental engagement will also be a focus for this group - supporting parents and carers to help their children to succeed.

2. **Improving schools** – ensuring that we enhance measures to provide a high quality of learning for all children enabling them to achieve and thrive. This will include tackling teacher recruitment difficulties on the Coast and enhancing training which enables all teachers to achieve the quality of the best.

Development of the wider professional community will also be a focus for this group.

3. **Raising Aspirations** – ensuring that young people in Scarborough have high aspirations to achieve and have fulfilling lives. This will include providing experiences to broaden their horizons and build their resilience and confidence.

Community engagement and support will also be led by this group – securing involvement from the business, cultural and wider community on the Coast.

Next steps:

1. Work groups are being formed with relevant membership to:
 - Map existing relevant initiatives, gaps and barriers
 - Scope clear, detailed objectives and related indicators so we can measure our progress
 - Identify immediate priorities for action and resourcing

They will report to the steering group by the end of November.

2. Pledge objectives, measures and actions plans will be brought together and published to the wider community before Christmas to provide a vision of what the outcomes and experiences for children in the Scarborough area will be by 2018; what their entitlement is and also what their responsibilities are. This is the Scarborough Pledge. (See page 4)
3. Wider communication roll-out, including key messages to the Scarborough community as well as relevant education, health, employer and voluntary sector forums. This will include the development of a digital/web presence to keep everyone informed of progress.
4. An early dissemination event is planned for early 2016.

Work-streams and themes will be led as follows:

Work-stream	Cross-project theme	Lead person/organisation
Early Help	Engaging Parents	Barbara Merrygold NYCC Prevention Service
Improving Schools	Training and development	Jane Pepper/Barry Evans Scarborough Teaching Alliance
Raising Aspirations	Community Engagement & communication (businesses and employer engagement)	Rebecca McCleary/ Sue Gradwell NYBEP
Evaluation		Peter Rudd University of York

If you would like to join a group or contact someone from the Scarborough Pledge project group please contact:

Rebecca McCleary at NYBEP rebecca@nybep.org.uk

What the Scarborough Pledge will mean for Children and Young People:

All Pledge activity will aim to achieve a learning entitlement which will enable young people to take responsibility for realising their potential.

As children grow up and progress through their education in Scarborough they will:

- Receive consistently high quality teaching
- Be treated as individuals and encouraged to aspire and achieve
- Know they will be given help, support and encouragement to achieve
- Achieve at least, and aim to exceed, expected progress in literacy, numeracy and science
- Have access to high quality residential experiences away from home
- Have access to cultural experiences
- Have access to experiences that help them to understand and develop skills needed for the workplace and develop ambitious ideas for their own future

All children and young people will:

- Take responsibility for their own learning
- Exercise leadership
- Be responsible for their own physical and mental well-being
- Relate positively with adults
- Make ambitious plans for their future
- Understand what is expected of them at school, in their community and at work
- Be enterprising
- Try new things and take measured risks without fear of failing

Scarborough Pledge Steering Group

October 2015

Date of meeting:	Wednesday, 16 th November 2016
Title of report:	2017-18 School Funding Update
Type of report:	For decision and information
Executive summary: Including reason for submission	<p>This report provides an update on the school funding position for 2017-18 in relation to:</p> <ul style="list-style-type: none"> • Requests for exceptions to the formula • IDACI (Income Deprivation Affecting Children Index) formula developments • Prior Attainment formula developments • School budget pressures for 2017-18 <p>The Partnership is asked to approve a number of requests for exceptions to the formula and it is also asked to decide on formula developments in relation to IDACI and Prior Attainment.</p> <p>In addition, noting the absence of any further updates from the DfE since July, it seeks the views and appropriate approvals, for certain budgets in 2017-18 in the Schools Block.</p>
Budget / Risk implications:	The potential risk to school funding levels for 2017-18
Recommendations:	<p>The Partnership is asked to approve the 2017-18 exceptions to the formula which will be submitted to the DfE for approval</p> <p>The Partnership is asked to decide on whether to use un-weighted pupil numbers for the calculation of primary prior attainment funding in 2017/18 or to retain the current approach of using weighted numbers</p> <p>The Partnership is asked to decide on whether to change or to retain the current deprivation funding band values for the calculation of the 2017-18 school budgets.</p> <p>The Partnership is asked to note the budget pressures facing schools in 2017-18.</p>
Voting requirements:	Schools members only
Appendices: To be attached	Appendix 1 – 2017-18 School Funding – IDACI Modelling Options
Report originator and contact details:	Anton Hodge, Sally Dunn
Presenting officer: If not the originator	

1.0 Purpose of the report

- 1.1 This report provides an update on the work that has been completed to date in relation to school budgets for 2017-18 and highlights the decisions required, at this point, by the Partnership for the 2017-18 school funding process.

2.0 Background

- 2.1 At the meeting in September, the Partnership noted a paper which set out the following:

- In March 2016, the Government consulted on proposed changes which would lead to a National Funding Formula (NFF) for schools. The details of this consultation can be found at <https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula>
- The County Council's response noted that while we welcomed the move to have more equitable school funding across England. We had some concerns regarding
 - the proposals to remove funding for mobility
 - the lack of progress and understanding on the impact of sparsity and how to deal with this
 - the removal of schools and local authorities from local decision-making
- In July 2016, the new Secretary of State announced that although the Government remained "*firmly committed to introducing fairer funding for schools, high needs and early years,*" the intention to introduce changes from April 2017 was now being dropped. Stage two would now take place in the autumn, with a view to changes from April 2018.
- There would therefore be no change to the per pupil funding rates in the Schools Block DSG for April 2017
- Although the July announcement confirmed a pause in the implementation of new arrangements, it also suggested that the proposed restrictions on local-decision making regarding non-delegated budgets would begin to take effect from next April. The July announcement noted that the EFA would be in touch with Local Authorities "in due course" – although that has not yet happened

- 2.2 There have been no further announcements from DfE about funding for 2017-18 (other than the consultation on Early Years) which has delayed the normal budget planning process.

- 2.3 This paper therefore makes some assumptions about what the DfE might or might not announce over coming weeks and months as we need to begin preparations and calculations for the 2017-18 budget.

- 2.4 With regard to the funding formula, the following areas of work have been progressed and are presented in this report:

- Requests for exceptions to the formula (section 4)
- IDACI (Income Deprivation Affecting Children Index) formula developments
- Prior Attainment formula developments
- School budget pressures for 2017-18

3.0 DSG 2017-18: Initial Allocations

3.1 In preparation for the expected introduction of funding changes from April 2017, the DfE has produced new baseline figures for the 2016-17 DSG. The DSG is made up of three main blocks (Schools, High Needs and Early Years) and allocations to Local Authorities have been based for a number of years on historic spend. Over time the actual spending of the three blocks has understandably varied from the original figures and the new baselines show the updated figures. The baseline exercise has not resulted in any reduction in the overall DSG allocation, but with two additions.

3.2 The first of these is to allocate the “retained duties” element of the Education Services Grant to the Schools Block DSG and in North Yorkshire this equates to £1,215k. This is explained further in section 8.5. The second is an additional allocation of £762k for post-16 High Needs. This is a transfer of place funding in FE colleges and post-16 charitable and commercial providers. These institutions currently receive £6,000 per place from the Education Funding Agency (EFA) as part of their post-16 allocations, although any increases during 2016-17 have had to be funded from LA DSG budgets. From 2017-18 all of these places will have to be funded from the initial High Needs Block allocations to LAs. Deductions will then be made to fund institutions directly as a result of information collected from LAs before this part of the DSG is finalised in March 2017. Funding for specialist post-16 institutions and Non-Maintained Special Schools will continue to be allocated by the EFA and will not pass through the DSG.

3.3 The revised DSG Baseline is therefore as below. These figures do not include 2-year old funding:

	2016-17 Allocation	2016-17 Re-based	ESG RD ¹	Post-16	2017-18 Base
Schools	326,792	325,506	1,215		326,721
Early Years	20,816	20,426		762	21,188
High Needs	44,400	46,182			46,182
Other	106	0			0
	<u>392,114</u>	<u>392,114</u>	<u>1,215</u>	<u>762</u>	<u>394,091</u>

¹ Education Services Grant Retained Duties

- 3.4 Final allocations for the Schools Block will follow in December on the basis of pupil numbers in the October census.
- 3.5 The July announcement confirmed that local formulae would continue to operate as currently. This was expected – the stage one consultation proposed that changes from April 2017 would principally be around the amount of funding available in each area and not about how this funding would be allocated. The pause in arrangements therefore should mean little change in school budgets in 2017-18 with the confirmation of the same per pupil rate as 2016-17.
- 3.6 The list of allowable factors in each LA formula remains the same for 2017-18 with the exception of the post-16 support factor which has been removed. This factor was not used in the North Yorkshire formula.

4.0 Exceptions to the Formula

- 4.1 Local authorities are able to submit a request to the Secretary of State for exceptional circumstances where the 'normal' operation of the formula would not be appropriate or does not recognise a particular scenario. Requests for exceptions to the formula for 2017-18 need to be submitted to the DfE by 30th November 2016
- 4.2 A number of exceptions are already in place for schools where their rent costs are in excess of 1% of their delegated budget. Analysis has been undertaken as to whether exceptions need to be requested for any additional schools for 2017-18. No further schools have been identified.
- 4.3 Within North Yorkshire local sparsity criteria have been agreed and a number of schools have exceptions in place in relation to the local threshold. At this stage no further schools have been identified as meeting the criteria, however it has not yet been possible to analyse the October 2016 pupil census data. Further schools may be identified once this analysis has been completed.
- 4.4 An exception has previously been approved with regard to Staynor Hall Community Primary Academy, which opened in September 2016. The school will not be operating a full number of year groups until September 2018. In this regard it is proposed to submit a request to the DfE to vary the pupil numbers for calculating funding in order to reflect the impact (5/12^{ths} / 7/12^{ths}) of the additional year group from September 2017. The estimated funding will be adjusted in the following year to represent the actual pupils on roll as at October 2017.
- 4.5 Eskdale School has applied to extend its age range with effect from September 2016 to become an 11-16 school. Whilst the school is now an 11-16 school, the admission of Year 10 pupils will not commence until September 2017. This will impact on the pupil numbers of both Eskdale School and Caedmon College from September 2017. In this regard it is proposed to submit a request to the DfE to vary the pupil numbers for calculating funding in order to reflect the impact (5/12^{ths} / 7/12^{ths}) on the Year 10 pupil numbers at both schools from September 2017.

5.0 Prior Attainment

- 5.1 For the 3 year period from 2014-15 to 2016-17 it has been agreed to apply a weighting to the Early Years Foundation Stage Profile (EYFSP). A new EYFSP was introduced in Summer 2013 and under these new arrangements significantly more pupils were identified as not achieving a good level of development than under the previous arrangements. Due to initial concerns about the robustness of the data the DfE allowed Local Authorities to weight the data which allowed the number of children counted under the new profile to be adjusted to a level more closely representing the number of children eligible under the old profile.
- 5.2 Summer 2016 is now the fourth year of the EYFSP with the majority of pupils (Year 1 -4) in Primary schools now having been assessed under the new framework. In this respect it is felt appropriate to review whether the weighting should continue to be applied?
- 5.3 The modelling undertaken has focused on retaining the current quantum of primary prior attainment funding and applying this to the increased number of pupils identified through the new EYFSP as not achieving a good level of development without any downwards weighting. In order to achieve the same quantum of funding the funding rate per child needs to reduce from the current rate of £509 per child to £261.80 per child. Table 1 below summarises the impact of the revised rate at individual school level prior to the application of the Minimum Funding Guarantee (MFG) and the Funding Cap.

Table 1:

Gain / Loss	Primary
	No. Schools
>£10K	0
£5K : £10K	8
£1K : £5K	90
£0 : £1K	83
0	1
£0 : -£1K	65
-£1K : -£5K	51
-£5K : -£10K	13
>-£10K	2
	313

The application of the MFG and Funding Cap will reduce the extent of the losses and gains in the short term. The modelling undertaken is based on current pupil information and the rates may need further refinement once actual data is available.

- 5.4 The Partnership is asked to decide on whether an approach of using unweighted pupil numbers for the calculation of primary prior attainment funding for 2017-18 should now be adopted or whether the current use of weighted pupil numbers should be retained for a further year
- 5.5 The 2016 KS2 assessments are the first which assess the new more challenging national curriculum. At a national level, a higher number of the Year 7 cohort in the 2017-18 financial year will be identified as having low prior attainment. The DfE therefore intends to use a national weighting to ensure that this cohort does not have a disproportionate influence. The weighting will not be confirmed until December 2016. The weighting cannot be changed, but Local Authorities will be able to adjust their secondary low prior attainment unit value if deemed appropriate. The impact of this change will be reported to the January 2017 meeting of the Partnership.

6.0 **Index Of Deprivation Affecting Children Index (IDACI)**

- 6.1 The IDACI dataset is updated every five years and the update undertaken last year showed a markedly different distribution to the previous 2010 dataset. The DfE has considered the turbulence this caused and has decided to update the banding methodology to “a roughly similar size (in terms of the proportion of pupils in each band) as in 2015-16.” The data showing pupils matched to the new IDACI bands will not be available until December 2016. The impact of this change will be reported to the January 2017 meeting of the Partnership.
- 6.2 The values of the different IDACI bands used in North Yorkshire were determined a number of years ago, at a time when the “Least Worst” formula option was adopted in order to minimise the overall turbulence in school funding. This approach created some anomalies which resulted in funding values attached to the IDACI bands that do not necessarily correlate to the level of deprivation.
- 6.3 Any future nationally imposed formula change may require a correlation between the IDACI band funding values and the levels of deprivation which is not the approach in the current North Yorkshire values.
- 6.4 Modelling has been undertaken to look at possible options for achieving a correlated approach in the North Yorkshire values. This modelling has had regard to:
- Maintaining the current overall funding levels in the Primary and Secondary phases
 - Minimising the level of turbulence to funding at individual school level in amending the bandings, whilst achieving a more logical correlation to deprivation levels
 - Considering the impact of retaining the current quantum of deprivation funding or using a more blended approach which moves funding in the formula between deprivation and AWPU funding

Appendix 1 to this report provides detailed information of the modelling undertaken and the associated results.

- 6.5 ‘Model 10’ is considered to be the option which best achieves a correlated approach whilst minimising funding turbulence at individual school level. The Model uses a

combined approach of amending both deprivation and AWPU funding with £495k moving from deprivation funding to AWPU funding.

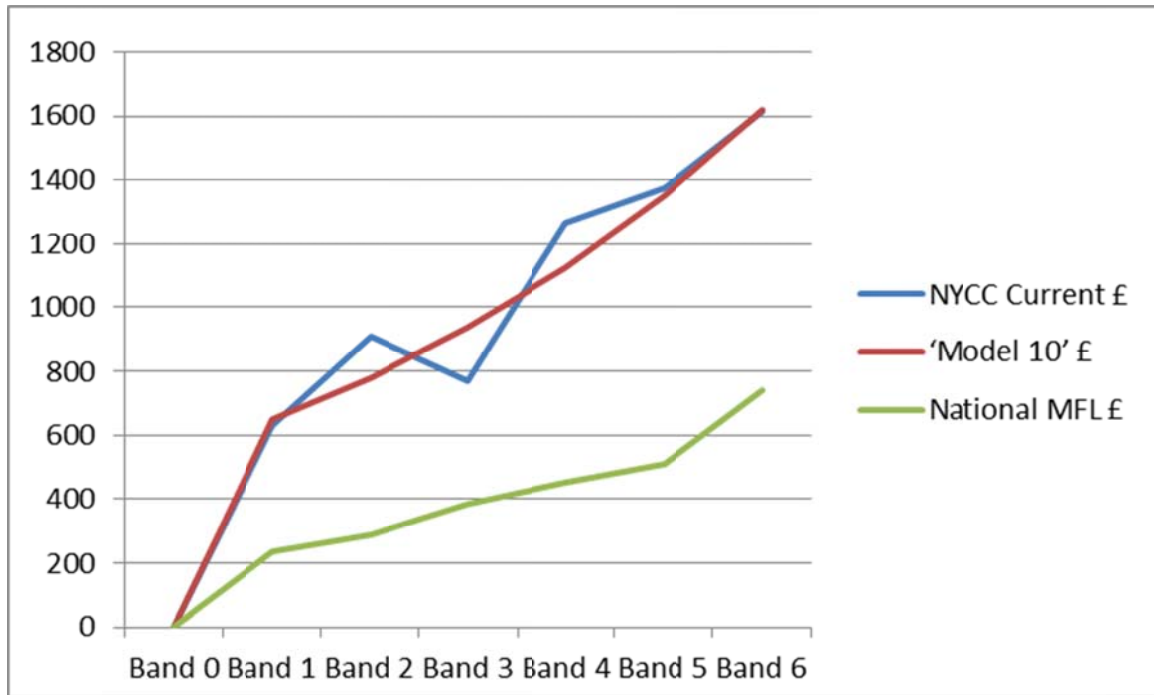
- 6.6 Table 2 and Graph 1 and Graph 2 below provides details of the 'Model 10' deprivation band values, the current 2016/17 deprivation funding band values used in North Yorkshire and, for illustrative purposes, the national average deprivation funding band values published by the DfE in 2014/15 as part the Minimum Funding Level analysis work.

Table2:

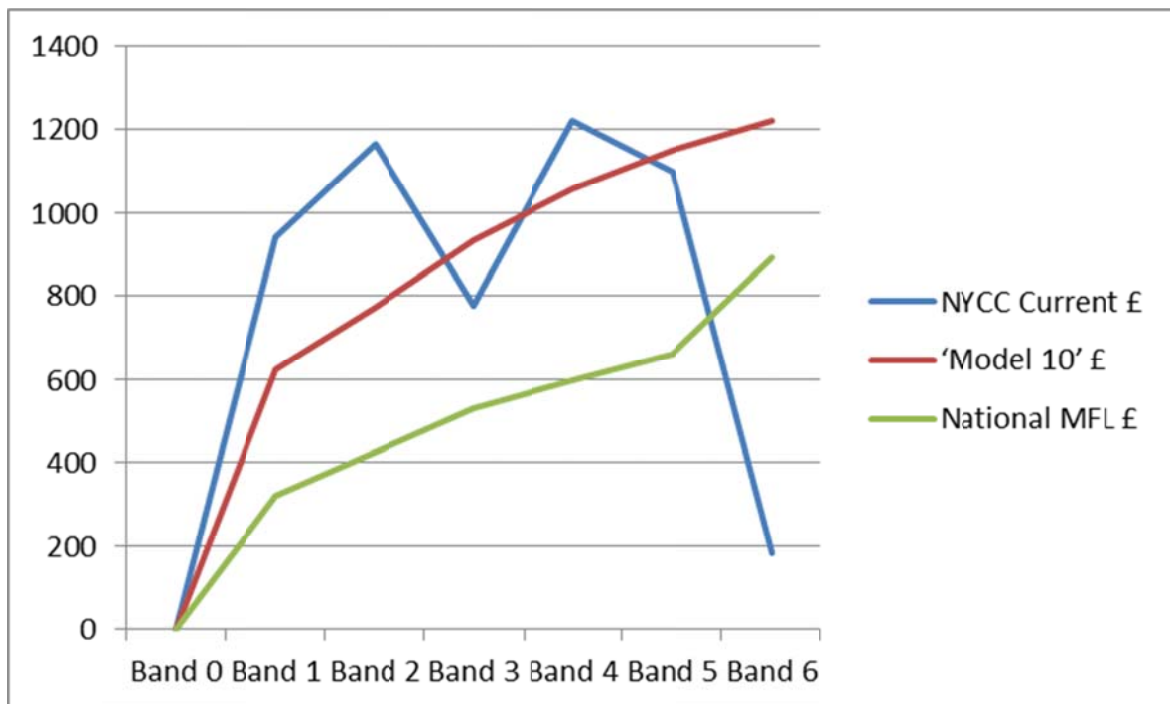
	Primary			Secondary		
	NYCC Current £	'Model 10' £	National MFL £	NYCC Current £	'Model 10' £	National MFL £
Band 0	0.00	0.00	0.00	0.00	0.00	0.00
Band 1	629.61	650.00	236.53	939.85	623.00	320.72
Band 2	906.30	780.00	290.18	1166.00	772.52	423.48
Band 3	768.50	936.00	386.69	774.84	934.75	530.21
Band 4	1263.96	1123.20	452.65	1220.55	1056.27	596.17
Band 5	1375.35	1347.84	510.74	1096.99	1151.33	659.21
Band 6	1612.30	1617.41	740.88	182.82	1220.41	894.00

Graph 1:

Primary Deprivation Band Values



Graph 2:
Secondary Deprivation Band Values



6.7 The impact of 'Model 10' at individual school level is summarised in Table 3 below. Table 4 provides details of the potential impact once the Minimum Funding Guarantee (MFG) and the resultant updated Funding Cap have been applied for 2017/18:

Table 3:

'Model 10' Gains and Losses **prior to** application of MFG / Funding Cap

Gain / Loss	Primary	Secondary	Total
	No. Schools	No. Schools	No. Schools
>£50K	0	0	0
£30K : £50K	1	0	1
£10K : £30K	5	15	20
£0 : £10K	56	9	65
0	0	0	0
£0 : -£10K	247	9	256
-£10K : -£30K	4	5	9
-£30K : -£50K	0	3	3
>-£50K	0	1	1
	313	42	355

Table 4:

'Model 10' Gains and Losses **after** application of MFG / Funding Cap

Gain / Loss	Primary	Secondary	Total
	No. Schools	No. Schools	No. Schools
>£50K	0	0	0
£30K : £50K	0	0	0
£10K : £30K	4	7	11
£0 : £10K	114	20	134
0	77	7	84
£0 : -£10K	118	2	120
-£10K : -£30K	0	5	5
-£30K : -£50K	0	1	1
>-£50K	0	0	0
	313	42	355

6.8 The Partnership is asked to decide on whether the 'Model 10' approach to deprivation band funding values should be adopted for the calculation of school funding in 2017-18 or whether the current band values should be retained for a further year. If 'Model 10' is adopted further work may be required to the actual band values when the outcome of the DfE banding methodology change has been assessed.

7.0 School Budget Pressures

- 7.1 The national announcements from the DfE in Summer 2016 confirmed that the funding rate per pupil for 2017-18 will be the same as 2016/17. This freeze in funding levels compounds the impact of the number of increasing cost pressures which schools will experience in 2017-18.
- 7.2 Schools will experience increases in their employee costs in 2017-18 with regard to pay awards with a 1% pay award for support staff already agreed from April 2017 through the agreed multi-year pay award. The impact of the increase in the 'living wage' in 2017-18 will also add to this cost for some support staff on the lower pay grades. Whilst the 2017-18 teaching staff pay award has not yet been agreed, it would be realistic to anticipate at least a 1% increase from September 2017.
- 7.3 A revaluation of the North Yorkshire Local Government Pension Scheme is undertaken every 3 years. The initial indications from the revaluation for the period 2017-18 to 2019/2020 is that there will be an increase of approx. 1.6% in the employers contribution rate from April 2017.
- 7.4 The latest announcement from the Bank of England indicates a rise in the general inflation rate from 1.3% in 2016 to 2.7% in 2017. ICT costs are forecast to increase significantly as a result of the weakening position of the pound in the global currency exchange rate. The leading ICT suppliers have or are planning to introduce price increases for equipment, software and cloud based services e.g. Microsoft is planning to introduce a 22% price rise in their cloud based services from 1st January 2017.
- 7.5 A revaluation of business rates is usually undertaken nationally every five years and this has recently been completed for implementation in April 2017. Initial analysis for North Yorkshire schools and academies indicates an average 5%-6% increase in rates costs at individual school level for 2017-18. The impact of this increase on the formula funding is partially offset by the reduction in the rates funding required to be allocated to academies. In this regard the impact on the formula funding is an increase in the rates formula funding allocation of approx. 1.4% (£72k) which will need to be reallocated from AWPU funding.
- 7.6 First announced in the 2015 Summer Budget, the Apprenticeship Levy is to be introduced on 6 April 2017 and will be payable by employers with pay bills in excess of £3m per year. The Levy will be charged at a rate of 0.5% of an employer's total pay bill with each employer receiving an allowance of £15,000 to offset against their Levy payment. HMRC will be responsible for its collection and management. At this stage, there is uncertainty as to exactly what pay counts towards the levy in the context of schools. The latest information from the Society of County Treasurers is:

It is the Technical Support Team's current understanding that all academies will not be included in a local authority's levy payments as they are entirely separated from the local authorities' pay bill. On the other hand, the Team understands that Community schools and Voluntary Controlled schools will be required to be included in local authorities' levy payments.

Regarding Voluntary Aided and Foundation schools however, the understanding is less clear. At the time of writing, it is unknown to the Team as to what decision will be made regarding whether Voluntary Aided and Foundation schools will be included in authorities' levy calculations and it remains possible that these could be excluded.

The argument for local authorities being able to exclude at least some of their schools as far as levy payments are concerned is made because despite the fact that Voluntary Aided and Foundation schools are linked to their local authorities as far as

PAYE references are concerned, their staff aren't always actually employed by the local authority.

Further information will be provided to schools once a definitive position has been announced.

8.0 Impact On Centrally-Managed Funds

8.1 Although the July announcement confirmed a pause in the implementation of new arrangements, it also suggested that the proposed restrictions on local-decision making regarding non-delegated budgets would begin to take effect from next April. However in the absence of any further information for the DfE since then, the following proposals are made.

8.2 This refers to the de-delegated and centrally-managed budgets which are agreed by each Schools Forum. Following the Stage One consultation, each Local Authority has had to justify using DSG funds to support services. In our response to the DfE we have pointed out that this is not about local authorities top-slicing school budgets; the services were previously funded by Council budget and became part of the DSG when that grant was first introduced and created from local authority funding. We have also pointed out that it should be schools in North Yorkshire (through the Education Partnership) who make decisions about these services and not civil servants who have simply looked at paperwork from the Forum/Partnership without any discussion with those schools.

8.3 Despite assurances from the DfE in July that LAs would receive further information about these budgets "in due course," no further information has been made available. It is therefore proposed that the treatment of these budgets continues in 2017-18 now, although this decision may have to be revisited at a later date should DfE change regulations between now and April 2017. Should the DfE decide that the funding cannot be used as it has been there could be real implications for these services and staff from that date.

8.4 The budgets concerned are shown below:

a) **De-delegated budgets.** This funding is allocated to academies via the formula but for LA-Maintained schools is "pooled." The amounts in 2016-17 are:

	£000
Schools in Financial Difficulty	655
Unreasonable School Expenditure	85
Behaviour Support Services	199
Ethnic Minority Support	942
Free School Meals Eligibility	18
Trade Union Costs	80

1,978

b) Historic Commitments. These budgets fund services which support all publicly-funded schools in North Yorkshire (LA maintained and academies).

£000

Prevention Service	1,788
Outdoor Learning	389
Finance Team	29
Arboricultural Service	89
Property Service	243
Asbestos Removal	261
IT Systems (principally Broadband support)	860
Operational overheads associated with these	84
	<hr/> 3,743 <hr/>

Education Services Grant (ESG)

8.5 As stated in section 3.2 above, funding previously allocated through the ESG retained duties will be transferred to the Schools Block in 2017-18. The ESG has to date contained two elements. The retained duties is a flat rate of £15 per pupil and covers funding for the responsibilities set out below at all schools (including academies). The descriptions which follow are from the DfE:

- **Asset management:** The retained duties ESG rate that local authorities currently receive is in part intended to reflect the fact that they hold responsibilities under this heading for all schools. These include expenditure in relation to the management of the authority's capital programme and negotiation and management of private finance transactions.
- **Education welfare:** Local authorities currently receive ESG funding for education welfare services. This includes attendance services and prosecutions, tracking children missing education, and undertaking licensing and registration responsibilities in respect of child employment and engagement in performances. Local authorities will continue to have a strong and important role in ensuring educational needs are catered for, and acting as champions for parents, families and vulnerable pupils.
- **Statutory and regulatory duties:** The LA must appoint a Director of Children's Services (section 18, Children Act 2004) and strategically plan for its education service (sections 13 to 15B, Education Act 1996). It must also prepare revenue budgets: information on income and expenditure relating to education, for incorporation into the authority's annual statement of accounts; and the external audit of grant claims and returns relating to education (Local

Government Act 1972); and perform internal audit and other tasks necessary for the discharge of the authority's chief finance officer's responsibilities under section 151, Local Government Act 1972. There are also responsibilities relating to the provision of information to or at the request of the Secretary of State (section 29, Education Act 1996). Although the March consultation talked about reducing some of these roles, it also noted that

"Many of these statutory duties, however, remain an ongoing part of the local authority's role."

- 8.6 The July announcement has confirmed that the full retained rate will continue to be allocated to LAs for now but also that the continued treatment of this element will then be subject to the approval of the Education Partnership.
- 8.7 The second general element is an amount of £77 per pupil which is allocated to academies or LAs (to cover services for LA-Maintained schools). This is funding to cover the following:
- School Improvement, including monitoring national curriculum assessment
 - Education Welfare: in addition to those for those duties relating to all schools set out above, the LA also has the right to inspect school registers (Education (Pupil Registration) (England) Regulations 2006).
 - Asset Management: The current ESG general funding rate is intended to include expenditure on asset management responsibilities that authorities hold only for maintained schools, such as contracts and landlord premises functions.
 - Statutory and regulatory duties: in addition to those for all schools, set out above, the LA also has certain responsibilities around Finance, Human Resources, Religious Education, Equalities, Health and Safety and School Companies
 - Premature Retirement/Redundancy Costs
 - Other Central Support Services, including music, outdoor education and pupil support
- 8.8 In last year's autumn statement, the Chancellor announced that the general element would end (for both academies and LAs) and the July 2016 announcement confirms this to be the case. A reduced ESG general funding rate will be paid for the first 5 months of the 2017-18 financial year. The general funding rate will then be removed completely for both academies and maintained schools from September 2017.
- 8.9 The DfE notes that:
- "We recognise that local authorities will need to use other sources of funding to pay for education services once the general funding rate has been removed. As proposed in the first stage of the national funding formula consultation, we will amend regulations to allow local authorities to retain some of their schools block funding to cover the statutory duties that they carry out for maintained schools which were previously funded through the ESG. Further detail of the duties to be included under this arrangement will be included in our forthcoming consultation on changes to the School and Early Years Finance Regulations."*

- 8.10 This is another area where we continue to await DfE further information on how this will operate. In the meantime however, and in preparation for later announcements, the Partnership is asked to agree in principle that any residual ESG funding allocated now through the DSG, continues to be earmarked to support the responsibilities as set out in paragraph 8.5 above.

9.0 Recommendations

9.1 The Partnership is asked:

- a) To note the update on school funding, but also that important information which will impact on school and LA budgets from April 2017 has not yet been made available
- b) To approve the 2017/1/8 exceptions to the formula which will be submitted to the DfE for approval
- c) To decide on whether to use un-weighted pupil numbers for the calculation of primary prior attainment funding in 2017/18 or to retain the current approach of using weighted numbers
- d) To decide on whether to adopt the 'Model 10' or to retain the current deprivation funding band values for the calculation of the 2017-18 school budgets.
- e) To note the budget pressures facing schools in 2017-18.
- f) Pending on any further information – that the budgets set out in 8.4 above continue to be supported in 2017-18
- g) Similarly, in the absence of further information from DfE at this stage, to agree that any residual ESG funding allocated through the DSG is used to support the responsibilities set out in 8.5

PETE DWYER

Corporate Director – Children and Young People's Service

2017/18 School Funding - IDACI Modelling Options

IDACI Rates:

Model		Primary							Secondary						
		Band 0 £	Band 1 £	Band 2 £	Band 3 £	Band 4 £	Band 5 £	Band 6 £	Band 0 £	Band 1 £	Band 2 £	Band 3 £	Band 4 £	Band 5 £	Band 6 £
1	Current Rate	-	629.61	906.30	768.50	1,263.96	1,375.35	1,612.30	-	939.85	1,166.00	774.84	1,220.55	1,096.99	182.82
2	+25% each Band – Quantum Maintained	-	589.46	736.82	921.03	1,151.29	1,439.11	1,798.89	-	670.85	838.56	1,048.20	1,310.25	1,637.81	2,047.26
3	Weighted to Lower bands – Quantum Maintained	-	1,026.30	912.27	798.24	494.15	342.10	228.07	-	1,142.94	1,015.95	888.96	550.31	380.98	253.99
4	Weighted to Higher bands – Quantum Maintained	-	447.09	670.64	968.70	1,564.82	1,788.37	2,011.92	-	510.28	765.42	1,105.61	1,785.99	2,041.13	2,296.27
5	Increments Weighted to Lower bands – Quantum Maintained	-	641.31	795.22	962.22	1,087.31	1,185.17	1,256.28	-	725.04	899.05	1,087.85	1,229.27	1,339.90	1,420.29
6	+25% incr each Band – Min Std Dev. / AWPU	-	579.60	724.51	905.64	1,132.05	1,415.06	1,768.83	-	617.81	772.26	965.33	1,206.66	1,508.33	1,885.41
7	Weighted to Lower bands - Min Std Dev. / AWPU	-	1,228.71	1,092.19	955.67	591.61	409.58	273.05	-	1,128.00	1,002.66	877.33	543.11	376.00	250.67
8	Weighted to Higher bands - Min Std Dev / AWPU Re-Alloc,	-	394.83	592.24	855.46	1,381.90	1,579.31	1,776.72	-	345.00	517.50	747.50	1,207.50	1,380.00	1,552.50
9	Increments Weighted to Lower bands – Min Std Dev AWPU	-	664.63	824.14	997.21	1,126.85	1,228.27	1,301.97	-	623.00	772.52	934.75	1,056.27	1,151.33	1,220.41
10	+20% incr each Band Primary/Model 9 Secondary	-	650.00	780.00	936.00	1,123.20	1,347.84	1,617.41	-	623.00	772.52	934.75	1,056.27	1,151.33	1,220.41

IDACI Model Rates Impact:

Model		Pri Std Dev £	Sec Std Dev £	All Std Dev £	All Min £	All Max £	All Pos+ No.Schools	All Neg- No. Schools
1	Current Rate	-	-	-	-	-	-	-
2	+25% each Band – Quantum	4,908	34,992	12,888	(55,174)	131,369	72	161
3	Weighted to Lower bands – Quantum Maintained	23,753	26,685	24,119	(245,307)	98,775	188	45
4	Weighted to Higher bands – Quantum Maintained	11,270	50,286	20,277	(79,671)	218,531	73	160
5	Increments Weighted to Lower bands – Quantum Maintained	6,142	25,328	10,448	(47,503)	73,979	144	89
6	+25% incr each Band – Min Std Dev. / AWPU	4,844	28,092	10,679	(58,086)	101,413	221	134
7	Weighted to Lower bands - Min Std Dev. / AWPU	24,968	26,799	25,192	(226,780)	145,291	108	247
8	Weighted to Higher bands - Min Std Dev / AWPU Re-Alloc,	9,336	36,534	15,322	(87,973)	67,565	273	82
9	Increments Weighted to Lower bands – Min Std Dev AWPU	5,966	19,547	8,752	(50,394)	52,366	90	265
10	+20% incr each Band Primary/Model 9 Secondary	4,034	19,547	7,717	(50,394)	37,992	86	269

Date of meeting:	Wednesday 16 th November 2016
Title of report:	Early Years Funding Update
Type of report: Delete as required	For decision and information only
Executive summary: Including reason for submission	This report provides an update on the work that has been undertaken to date in relation to the proposals contained within the DfE Consultation 'An Early Years National Funding Formula'. The report also considers possible options for the implementation of the new early years funding rate and the potential use of the early years' reserves to support this process.
Budget / Risk implications:	The proposals are based on the recent DfE Consultation and are subject to change. These proposals suggest 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. The proposals will also impact on services provided by the council and will have staffing implications
Recommendations:	The Education Partnership is asked to note the work that has been undertaken to date in response to the proposals contained within the DfE consultation 'An Early Years National Funding Formula' The Education Partnership is asked to comment on the options for the implementation of the new early years funding rate.
Voting requirements:	
Appendices: To be attached	N/A
Report originator and contact details:	Sally Dunn, Head of Finance – Schools & Early Years sally.dunn@northyorks.gov.uk
Presenting officer: If not the originator	Anton Hodge, Sally Dunn and Andrea Sedgewick

Early Years Funding Update

1.0 PURPOSE OF THE REPORT

1.1 This report provides an update on the work that has been undertaken to date in relation to initial planning for the proposals contained within the DfE Consultation 'An Early Years National Funding Formula'.

2.0 BACKGROUND

2.1 The DfE launched the consultation 'An Early Years National Funding Formula' on 11th August 2016 with responses required by 22nd September 2016. The key consultation proposals were:

- A universal hourly LA base rate of funding which reduced the funding rate for North Yorkshire from £4.31 per hour in 2016/17 to £4.09 per hour in 2017-18 to £3.97 per hour in 2018/19
- 93% of LA funding to be 'passed through' to providers in 2017-18 and 95% in 2018/19. The cost of central services provided to early years providers in 2016/17 for North Yorkshire is £2.17m and this equates to 10.6%
- Local authorities are required to set a universal base hourly funding rate for all providers by 2019/20. North Yorkshire currently has differential funding rates for the various categories of early years' providers.
- The minimum funding guarantee protection which ensures that providers cannot currently lose more than 1.5% in their hourly funding rate will be removed.
- Funding for supplements e.g. deprivation, is deducted from the provider hourly funding base rate and is limited to 10% of the overall base funding rate.
- The proposals are to be implemented from April 2017.

2.2 The consultation proposals, their potential impact and the draft consultation response were reported to the North Yorkshire Education Partnership on the 15th September 2016. The response to the consultation was submitted by the LA to the DfE by the required deadline of 22nd September 2016.

2.3 The key concerns in relation to the impact of the proposals for North Yorkshire are:

- The NYCC historic spending priority on early years and the associated DSG funding level is effectively being redistributed to other parts of the country
- The proposed LA national funding formula does not reflect the factors impacting on the cost of early years provision in a large, rural area
- The impact of the reduced funding on the financial viability of providers against a background of significantly increasing costs
- The impact of reduced funding on provider engagement with the free early years education and childcare agenda
- The potential reduction / loss of central LA service provision to early years providers
- The impact on the quality of early years provision of reduced funding and reduction in free support from the LA
- The impact on Maintained Nursery Schools

2.4 Within North Yorkshire Early Years Providers, Elected Members and LA Officers have made significant representation to the DfE, to local MPs and to the local and national

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media with regard to their concerns about the impact of the proposals on the early years sector within the County.

- 2.5 At the time of writing this report the DfE has not provided a response to the consultation and no definite timescale has been given as to when the response and further guidance will be received.
- 2.6 However, to ensure that work continues at the required pace, the following proposals have been drawn up as a basis for discussion and agreeing principles. While we certainly hope for a change in the proposals, the figures below represent a model based on that consultation.

3.0 MODELLING OF POTENTIAL FUNDING RATES FOR EARLY YEARS' PROVIDERS

3.1 The lack of information from the DfE is unhelpful and concerning given that the proposed date of implementation for the reduced funding rate is 1st April 2017. The level of the proposed funding reduction will have a significant impact on both the business operations and the financial viability of early years providers within North Yorkshire and on the centrally managed early years services provided by the LA. In recognising the short timescale and the level of impact some initial financial modelling has been undertaken to consider possible options for provider funding in 2017-18.

3.2 Consideration of possible funding models has had regard to:

- Affordability, given the constraints of the significant funding reduction which is proposed for 2017-18.
- The possible use of Reserves to delay the implementation of the funding reduction until September 2017.
- The timescales required for businesses to restructure their operations, if deemed possible, in order to respond to the funding reduction.
- The level of disruption caused for children and parents if providers close or stop delivering funded provision mid academic year
- The expectation from providers that the minimum funding guarantee mechanism would protect their funding levels.

3.3 In considering possible funding models, a base provider funding rate has had to be assumed. The provider base funding rate for modelling purposes has been assumed at £3.60. This assumption is based on the retention of 7% in 2017-18 and 5% in 2018-19 for centrally managed service provision and 5% retention for funding supplements. This would reduce central budgets from £2.170m currently to £1.631m in 2017-18 (after making assumptions around the additional 15 hours) and £1.237m in 2018-19 – although as set out in the report to the Partnership in September, we have as yet no clarification about the central support of 2-year-old funding. A 5% retention for supplements would be higher than now and would equate to around £940k of funding (compared with £500k now) on current funding (i.e. excluding the additional 15 hours).

3.4 The following funding models are therefore shown for consideration:

Option 1

£3.60 per hour for all providers from 1st April 2017

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Option 2

Current differentiated provider funding rate reduced by 1.5% (previous minimum funding guarantee protection level) for the period 1st April – 31st August 2017 and then £3.60 per hour for all providers from 1st September 2017

Option 3

Current differentiated provider funding rate for the period 1st April – 31st August 2017 and then £3.60 per hour for all providers from 1st September 2017

- 3.5 The cost of the models based on the current estimated take up of the universal 15 hour free entitlement only for 2017-18 is as follows:

Table 1.0:

	Option 1	Option 2	Option 3	<i>Funding Requirement Based on 2016/17 Funding Rates (For Comparison Purposes Only)</i>
2017-18 Estimated 3 & 4 Year Old Hours	4,480,439	4,480,439	4,480,439	4,480,439
2017-18 Estimated Funding Requirement	£16,129.6k	£16,784.2k	£16,986.3k	£18,199.4k
Required Funding Contribution from Reserves	£0	£654.6k	£856.7k	

- 3.6 The proposals contained within the consultation require all providers to move to a universal base funding rate by 2019-20. Consideration has been given to the timescale for this to be implemented within North Yorkshire. The following factors influence this implementation:

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- The profile and level of the existing differential hourly funding rates and the significant reduction in the proposed level of the 3 & 4 year old hourly funding rate within North Yorkshire limits the scope for continuing with any form of differential funding rate
 - The equity for providers of the longer term continuation of differential funding rates
 - The decision by the Education Partnership in March 2016 to move towards a single hourly funding rate for all providers, albeit with the protection of the minimum funding guarantee
 - Research undertaken with other LAs in the Yorkshire & Humber Region indicates that the majority already operate a single provider funding rate.
- 3.7 Having regard to the above factors it is considered appropriate to recommend that, should the DfE press ahead with plans to introduce changes from April 2017, the universal funding rate is implemented in September 2017 as per Option 2.
- 3.8 The initial modelling work undertaken to date has focused on the base provider funding rate. At this stage, only limited work has been undertaken in relation to provider funding supplements. The work undertaken has sought to try and identify those providers where there is greatest vulnerability and potential sufficiency pressures on a geographical area basis. Any identified trends can be used to determine how funding supplements can be used to support the availability of early years' provision in a particular location. Deprivation is proposed to be a mandatory funding supplement.
- 3.9 There is also currently limited information on the likely level of take up of the additional 15 hours childcare for eligible children from September 2017. The latest information in relation to potential take up in North Yorkshire is:
- 77% of parents currently pay for extra childcare in addition to the current universal free 15 hour entitlement
 - 74% of parents would definitely use some or all of the additional 15 hours free childcare from September 2017
 - 21% would move to an alternative provider if the additional free childcare was not offered
 - The majority of parents would be willing to use more than one provider
- 4.0 OTHER AREAS OF WORK UNDERTAKEN
- 4.1 The proposals contained within the consultation have given rise to significant concerns for both the LA and providers within the early years' sector in North Yorkshire. These concerns have been voiced through a number of mechanisms including:
- Providers and Elected Members raising concerns with Local MPs
 - LA and provider responses to the consultation submitted
 - Providers obtaining local and national media coverage of the issues for North Yorkshire
 - LA officer feedback to DfE officials
- 4.2 A review has commenced of the centrally managed service provision currently provided free of charge to early providers by the LA in order to meet the limits proposed by the DfE of 7% in 2017-18 and 5% in 2018/19. The review will seek to identify:

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- Services which are required to deliver the statutory duties of the LA
 - Essential services which need to continue to be available free of charge to early years providers
 - Services which can be provided on a traded chargeable basis to early years providers
 - Services which will no longer be provided.
 - The timescale for the implementation of changes to the centrally managed service provision.
- 4.3 Initial discussions in relation to the delivery of traded services to early years providers have commenced with the SmartSolutions Team in order to look at service package options, service marketing and opportunities for selling services both within and outside of North Yorkshire boundaries.
- 4.4 Liaison is on-going with other Local Authorities at regional level both in relation to the implementation of the proposed early years' national funding formula and the implementation of the additional 15 hours of free childcare from September 2017.
- 4.5 The Early Years Business Support Team are running a number of financial management workshops during the Spring 2017 and Summer 2017 terms to support providers in cash flow planning, financial forecasting and financial break-even analysis.

5.0 RECOMMENDATIONS

- 5.1 The Education Partnership is asked to note the work that has been undertaken to date in relation to the proposed changes to Early Years Funding for 2017-18, while we await further information from the DfE.
- 5.2. The views of the Education Partnership are requested on the principle and possible options identified in section 3 of this report for providing additional financial support to early years providers in implementing the proposed funding rate reduction.
- 5.3 The views of the Education Partnership are requested on the timescale for the implementation of a universal hourly funding rate for providers as discussed in paragraphs 3.7 and 3.8 and with specific reference to the recommendation for Option 2.

PETE DWYER

Corporate Director – Children and Young People's Service

Date of meeting:	Wednesday 16 November 2016
Title of report:	High Needs Funding
Type of report: Delete as required	For information
Executive summary: Including reason for submission	This report sets out the background to High Needs Funding and the current position in North Yorkshire. It also highlights that although minimal changes are being requested for 2017-18 from the DfE, works needs to be completed to review the impact of the Resource Allocation System in order to agree the local methodology for next year. This will be completed during December and January before being brought back to the full NYEP for approval.
	Not yet known, although any change in the Top-up funding for 2017-18 would impact on individual school budgets
Recommendations:	That the North Yorkshire Education Partnership notes the content of this paper
Voting requirements:	N/A
Appendices: To be attached	
Report originator and contact details:	Anton Hodge – Assistant Director anton.hodge@northyorks.gov.uk 01609 532118
Presenting officer: If not the originator	

1 PURPOSE OF THE REPORT

- 1.1 This report sets out the background to High Needs Funding and the current position in North Yorkshire. It also highlights that although minimal changes are being requested for 2017-18 from the DfE, works needs to be completed to review the impact of the Resource Allocation System in order to agree the local methodology for next year. This will be completed during December and January before being brought back to the full NYEP for approval. It sets out the background to High Needs Funding and the current position in North Yorkshire. It also highlights that although minimal changes are being requested for 2017-18 from the DfE, works needs to be completed to review the impact of the Resource Allocation System in order to agree the local methodology for next year. This will be done through a series of meetings with the funding sub-group before being brought back to the full NYEP for approval.

2 CURRENT POSITION

- 2.1 The Education Funding Agency (EFA) allocates funding to local authorities for High Needs as part of the Dedicated Schools Grant (DSG). This “High Needs Block” is not based on any national assessment of resources required; it simply reflects historic decisions made by schools and councils in the past two decades, although additional funding has been made to councils recently to assist with financial pressures. The High Needs Block is not separately ring-fenced within a local authority’s DSG. This means that local authorities can decide to spend more or less of the funding than they have been “allocated.”
- 2.2 Local authorities decide how much to set aside in their high needs budget, for the place and top-up funding to institutions (except place funding to FE institutions, commercial and charitable providers (CCPs) and specialist Post-16 institutions (SPIs). Some of the place funding is included in local authorities’ initial DSG allocation and then deducted by the EFA so that it can pay the funding direct, for example to academies.
- 2.3 There may be instances where aspects of high needs provision are not allocated through place funding. For instance, specialist support for pupils with sensory impairments, or tuition for pupils not able to attend school for medical or other reasons. Local authorities may fund this provision from their high needs budget as a separate arrangement. Where such services are delivered by, or commissioned from, schools or other institutions, the authority may devolve funding from its high needs budget to that institution through a service level agreement.
- 2.4 Pupils and students who receive support from local authorities’ high needs budgets include:
- children aged 0 to 5 with SEN whom the local authority decides to support from its high needs budget. Some of these children may have EHC plans
 - pupils aged 5 to 18 (inclusive of students who turn 19 on or after 31st August in the academic year in which they study) with high levels of SEN in schools and academies, further education (FE) institutions, specialist post-16 institutions (SPIs) or other settings who receive top-up funding from the high needs budget. Most, but not all, of these pupils will have either statements of SEN or EHC plans

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- those aged 19 to 25 in FE institutions and SPIs who have a EHC plan and require additional support costing over £6,000 (if aged 19 to 25 without an ECH plan, local authorities must not use their DSG to fund these students)
- school-age pupils placed in alternative provision by local authorities or schools.

2.5 In its Operational Guidance for 2017-18, the DfE emphasises that:

“Local Authorities should use their High Needs budget to provide the most appropriate support package for an individual with SEND in a range of settings, taking account of parental and student choice, whilst avoiding perverse incentives to over-identify high needs pupils and students... Local Authorities should collaborate on all aspects of High Needs funding to develop more efficient ways of working and provide better outcomes for children and young people.”

2.6 A recent report by the F40 Group noted that:

“Most LAs have a deficit in the High Needs block which is being filled either by the last of reserves or movements from other blocks. The first consultation implied that movement from other blocks will be unlikely in the future. This is a worrying trend for our most vulnerable pupils.”

2.7 Members of NYEP will be aware of action undertaken in North Yorkshire to mitigate the risk of these pressures including transfer of additional funding from the Schools Block as well as the introduction of careful management of contingencies and more stringent conditions for the allocation of additional resources to schools and other providers from those funds.

2.8 Nevertheless the pressure on this budget remains and this needs to continue to be monitored carefully.

2.9 High Needs Funding system has two main components:

- **core funding** - included within mainstream schools' and academies budgets, derived from their local funding formula. Other institutions receive place funding (sometimes known as elements 1 and 2 for post-16).
- **top-up funding** (sometimes known as element 3).

High needs places

2.10 Place funding is allocated to an institution and includes the funding pupils and students attract for their core education and basic programmes and to provide a contribution to the additional costs associated with a support package. Most high needs places are typically funded at £10,000 per year in pre-16 settings, although this amount varies dependent on institution type. The following table sets out the responsibilities for funding high needs provision in different types of provider for both pre and post 16 students:

Pre-16			Post-16	
Type of provision	Core funding	Top up funding (real time)	Core funding	Top up funding (real time)
Mainstream schools Mainstream academies	Funding to meet first £6,000 of additional need delegated within school budget and academy grant derived from local formula (in addition to the age-weighted pupil unit (AWPU) funding).	LA can provide additional funds where it would be unreasonable to expect school to fund from within notional SEN budget. Agreed per-pupil top up paid by commissioning LA	Element 1 (based on 16-19 National Funding Formula (NFF)) plus Element 2 (£6,000) based on allocated place number	Agreed per-pupil top-up paid by commissioning LA
HN Units in mainstream schools HN units in mainstream academies	£10,000 per place based on agreed place number	Agreed per-pupil top-up paid by commissioning LA	Element 1 (NFF) plus Element 2 (£6,000) based on agreed place number	Agreed per-pupil top-up paid by commissioning LA
Maintained special schools Special academies Non maintained special schools	£10,000 per place based on agreed place number	Agreed per-pupil top-up paid by commissioning LA	£10,000 per place based on agreed place number	Agreed per-pupil top-up paid by commissioning LA
Independent Schools	N/A	Agreed per-pupil funding paid by commissioning LA	N/A	Agreed per-pupil funding paid by commissioning LA
Maintained pupil referral units (PRUs) AP Academies	£10,000 per place based on agreed places	Agreed per-pupil top-up paid by commissioning school or LA	N/A	N/A
Further education and sixth form colleges, Post 16 Independent Specialist Providers and CCPs	N/A	N/A	Element 1 (NFF) plus Element 2 (£6,000) based on places commissioned by LAs	Agreed per-student top-up paid by commissioning LA

High Needs Top-up funding

- 2.11 Top-up funding, sometimes known as element 3, is the funding required over and above the place funding to enable a pupil or student with high needs to participate in education and learning. This is paid by the local authority in which the pupil or student is resident or belongs (in the case of looked after children), from their high needs budget, in line with their place commissioning.
- 2.12 Top-up funding rates should mainly reflect the additional support costs relating to individual pupils and students, in excess of core funding, that the institution receives. Top-up funding can also reflect costs that relate to the facilities needed to support a pupil's or student's education and training needs (either for individuals or on offer to all), and can take into account expected place occupancy levels and other factors.
- 2.13 Top-up Funding in North Yorkshire is now allocated through the Can-Do Resource Allocation System (RAS) as agreed and finalised by the Schools Forum in November 2014 and March 2015. In March 2016, the Partnership agree to continue with transitional arrangements which resulted in the capping of gains at some schools and the minimising of losses at others. This was agreed in order to give some time for moderation to test the robustness of the system.
- 2.14 Evaluation of the system since its introduction has been done via sub groups made up of representatives from schools, educational settings and parents. These have looked at;
- a) The assertions on the form (the questions asked), including the appropriateness of the assertions for different age groups
 - b) Financial weightings and how these are interlinked to reduce over funding
 - c) Gaps in specific indicative funding the CAN-Do generates, in particular SEMH
 - d) Core purpose of the CAN-Do, i.e. to generate E3 only (rather than E2 as well in relation to the early years)
- 2.15 Work following on from the sub groups has centred on;
- a) Moderating the form assertions to check that they are right and some have been developed as a result.
 - b) Reviewing costs around support in school, EY settings and colleges
 - c) Working towards a more secure electronic platform/online system with planned online beta (user assessment testing) by December 2016 and an online final version by January 2017
- 2.16 Next phase developments consist of;
- a) Nov 2016; Retesting the CAN-Do to reflect new section regarding SEMH, which consists of a minimum of 300 re-tests to ensure validity
 - b) Dec 2016; Meeting of subgroups and of special schools
 - c) Jan 2017; Recommendations to NYEP
 - d) Jan/Feb 2017; Further meetings Jan/Feb to resolve any outstanding issues (with a view to ensuring budget allocations to mainstream schools are finalised by half term)

3. DfE PROPOSALS FOR 2017-18

- 3.1 The DfE has confirmed that the high needs funding system remains largely unchanged for 2017-18. No LA will see a reduction from their 2016-17 High Needs block and an uplift will be applied later in the year.
- 3.2 There has been one adjustment made to the High Needs Block so far. £125 million has been transferred from the department's post-16 budget to the high needs block baseline. This is a transfer of place funding for high needs places in FE colleges and post-16 charitable and commercial providers (CCPs). These institutions currently receive £6,000 per place from the EFA as part of their post-16 allocation. From 2017 to 2018 all of these places will be funded from the initial high needs block allocations to local authorities. Deductions will then be made to fund institutions directly, as a result of information collected from local authorities, before the high needs block allocations are finalised in March 2017. The EFA will continue to pay this place funding direct to institutions.
- 3.3 As is normal practice, there is a 2017-18 high needs place change request process which enables local authorities to notify EFA of changes to 2017-18 place numbers for academies and FE institutions. These place numbers will then be used as the basis for EFA funding direct to these institutions.
- 3.3 Work is underway with schools and other providers to establish any changes to places for next year

4 LOCAL ISSUES AND SUGGESTED WORKPLAN

- 4.1 There are a number of pieces of work which need to be carried out over the next two months to ensure that allocations are agreed and sent to schools and Pupil Referral Services in good time for the 2017-18 financial year. These include:
- the current estimate of budget pressures in the High Needs Block
 - allocations through the RAS for next year, including the findings of moderation and the continuation or otherwise of transitional funding next year
 - liaison with academies, UTCs, FE institutions and charitable and commercial providers (CCPs) in relation to 2017 to 2018 high needs place change request return (sign-off and submit to EFA by 25 November 2016)
 - submit funding change request for increases or decreases in hospital education to EFA by 25 November 2016
 - work with maintained schools and PRS to agree any pre-and post-16 high needs place funding (EFA does not need to be notified)
 - meetings with Dec 2016; Meeting of subgroups and of special schools
 - Jan 2017; Recommendations to NYEP
- 4.2 A number of dates have been arranged over the next few weeks for the Funding Sub-group and these will consider the issues raised above, with a report back to the Partnership in January.

5 Recommendations

5.1 The Partnership is asked to note the information included in this report.

PETE DWYER

Corporate Director – Children and Young People’s Service