

Schools Forum
Wednesday, 21 September 2016 at 8.00 am
VENUE: Committee Room 1 - City Hall, Bradford

PLEASE NOTE

All meetings will be held in public; the agenda, decision list and minutes will be publicly available on the Council's website and Committee Secretariat, Room 112, City Hall, Bradford.

The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Forum Clerk Asad Shah - 01274 432280 who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions should be aware that they may be filmed or sound recorded

1. APOLOGIES FOR ABSENCE

The City Solicitor will report apologies and the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

To receive disclosures of interests from Members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it only becomes apparent to the member during the meeting.

3. MINUTES OF 20 JULY 2016 AND MATTERS ARISING

1 - 30

Recommended –

That the minutes of the meeting held on 20 July 2016 be signed as a correct record (previously circulated).



4. MATTERS RAISED BY SCHOOLS

Members will be asked to consider any issues raised by schools.

5. STANDING ITEM - DSG GROWTH FUND ALLOCATIONS (a)

There are no new allocations for consideration at this meeting. The Forum is asked to consider, under agenda item 12, matters relating to the allocation of growth funding in the secondary sector.

(Sarah North – 01274 434173)

6. STANDING ITEM - BRADFORD EDUCATION IMPROVEMENT COMMISSIONING BOARD (i)

As this is the first Schools Forum meeting of the new academic year, there is nothing further to report.

(Andrew Redding – 01274 432678)

7. SCHOOLS FORUM MEMBERS - ELECTION OF A CHAIR (a)

Members will be asked to approve the proposed approach to the election of the Chair of the Schools Forum for the 2016/17 academic year.

(Andrew Redding – 01274 432678)

8. SCHOOLS FORUM ADMINISTRATION 2016/17 ACADEMIC YEAR (a) 31 - 42

The Business Advisor (Schools) will present a report, **Document GF**, which asks Members to review the Forum's administrative and membership arrangements for 2016/17.

Recommended –

That the Schools Forum is asked to review the Forum's Conduct of Meetings and Procedural Matters document, to note the recalculation of membership according to pupil numbers, and to agree the proposal interim arrangements for the 2016/17 financial year.

(Andrew Redding – 01274 432678)



9. EARLY PROJECTION OF THE 2017/18 POSITION AND COST PRESSURES (i) 43 - 48

The Business Advisor (Schools) will present a report, **Document GG**, which provides an early indicative view of the 2017/18 Dedicated Schools Grant position and identifies the cost pressures, which the Forum will have to consider in making final recommendations in January 2017.

Recommended –

The Schools Forum is asked to consider and to note the overview provided.

(Andrew Redding – 01274 432678)

10. NATIONAL FUNDING FORMULA SCHOOLS AND HIGH NEEDS BLOCKS (i) 49 - 52

The Business Advisor (Schools) will present a report, **Document GH**, which provides an overview of the latest information from Government, on the introduction of a National Funding Formula for the Schools and High Needs Blocks, in announcements made since the Forum meeting in July.

Recommended –

The Schools Forum is asked to consider and to note the overview provided.

(Andrew Redding – 01274 432678)

11. REPORT ON EARLY YEARS BLOCK FUNDING MATTERS AND DFE CONSULTATION (i) 53 - 66

The Business Advisor (Schools) will present a report, **Document GI**, which provides an update on Early Years DSG funding matters, including the DfE's consultation on the proposals for a National Funding Formula. The report asks for the Forum's view about areas of consensus that should be included in the Authority's response to this consultation. Feedback from the Early Years Working Group (which met on 19 September) will be presented verbally to the meeting. This report is presented in advance of asking the Forum to agree its consultation on Bradford's Early Years Single Funding Formula for the 2017/18 financial year, which it is anticipated will be presented to the 19 October meeting.



Recommended –

The Schools Forum is asked to consider and to note the matters raised in the report and also to recommend areas of consensus that should be included in the Authority's response to the DfE's consultation.

(Andrew Redding – 01274 432678)

12. HIGH NEEDS BLOCK - FUNDING ADDITIONAL SEND PROVISION (a) 67 - 70

Using the reports presented under agenda items 9, 10 and 11, as well as the additional **Document GJ**, the Business Advisor (Schools) will explain the planned creation of additional SEND places (an additional 120 places in each of the next 3 academic years), how these are to be funded from the High Needs Block and the wider implications on the DSG. It is understood that the Schools Forum will wish to fully consider all implications of what has been presented and will make final recommendations on the allocation of the 2017/18 DSG in January 2017. The Schools Forum is asked to give its outline agreement now however, for the first set of 120 places to be funded from the High Needs Block, to enable these places to be established for January 2017.

Recommended –

The Schools Forum is asked for its outline agreement for the first tranche of additional SEND places to be funded from the High Needs Block, from January 2017 and on an on-going basis.

(Andrew Redding – 01274 432678)

13. CONSULTATION ON THE PRIMARY AND SECONDARY SCHOOL FORMULAE 2017/18 (a) 71 - 106

The Principal Finance Officer (schools) will present a report, **Document GK**, which asks the Forum to consider the consultation document, which outlines the proposals for the formulae to be used to calculate budgets for Primary and Secondary schools (and academies) for the 2017/18 financial year and the criteria that will form the basis of the allocation of additional funding to schools (and academies where appropriate) from DSG centrally managed funds. If agreed, the responses from the consultation will be presented for consideration to the 19 October meeting.

Recommended –

The Schools Forum is asked to agree that the consultation (Document GK Appendix 1) is published.

(Sarah North – 01274 434173)



**14. WORK PROGRAMME AND SCHEDULE OF MEETINGS 2016/17
ACADEMIC YEAR (i)**

107 -
108

The Business Advisor (Schools) will present a report, **Document GL**, which outlines the School Forum's 2016/17 Academic Year work programme.

Recommended –

The Forum is asked to note the proposed programme and to consider whether any additional items should be added at this stage.

(Andrew Redding – 01274 432678)

15. SCHOOLS FORUM STANDING ITEMS (i)

Updates on the following Forum standing items will be provided verbally where these have not been covered within other agenda items:

- Update on Single Status
- Update from the Schools Financial Performance Group (SFPG)
- Update from the Early Years Working Group (EYWG)
- Update from the Formula Funding Working Group (FFWG)
- Update on Primary School Places
- Update on Academies & Free Schools

Recommended –

The Forum is asked to note the information provided.

(Andrew Redding – 01274 432678)

16. AOB / FUTURE AGENDA ITEMS

Members will be asked for any additional items of business, for consideration at a future meeting.

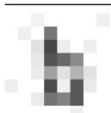
17. DATE OF NEXT MEETING

Please see the published schedule of meetings – the next Forum meeting is scheduled for Wednesday 19 October 2016.

(a) Denotes an item for action

(i) Denotes an item for information





**City of Bradford
Metropolitan District Council**





MINUTES OF THE MEETING OF THE SCHOOLS FORUM HELD ON WEDNESDAY 20 JULY 2016 AT CITY HALL, BRADFORD

Commenced 0810, Adjourned 0955
Reconvened 1010, Concluded 1130

PRESENT

SCHOOL MEMBERS

Bev George, Brent Fitzpatrick, Chris Quinn, Dianne Rowbotham, Dominic Wall, Ian Morrel, Kevin Holland, Nick Weller, Nicky Kilvington, Sami Harzallah, Sue Haithwaite, Tahir Jamil and Trevor Loft

NOMINATED SUB SCHOOL MEMBER

Irene Docherty

NON SCHOOL MEMBERS

Donna Willoughby

LOCAL AUTHORITY (LA) OFFICERS

Andrew Redding	- Business Advisor (Schools)
Angela Taylor	- 14-19 Lead Officer, Vulnerable Children
Dawn Haigh	- Principal Finance Officer (Schools)
Jane Arundale	- Primary Achievement Officer
Jenny Cryer	- Assistant Director Performance, Commissioning and Partnerships
Raj Singh	- Business Advisor
Sarah North	- Principal Finance Officer (Schools)
Stuart McKinnon-Evans	- Director of Finance

OBSERVER

Councillor Ward

APOLOGIES

Members: Dwayne Saxton, Gareth Dawkins, Helen Williams, Ian Murch, Leslie Heathcote, Nigel Cooper and Ray Tate. Officers: Michael Jameson, Strategic Director of Children's Services. Judith Kirk, Deputy Director of Education, Employment and Skills. Regular Observer: Lynn Murphy, Business Manager, Feversham College

DOMINIC WALL IN THE CHAIR

164. DISCLOSURES OF INTEREST

A declaration was received from the Chair for agenda item 6 "Standing Item - Bradford Education Improvement Commissioning Board" (New to English Hubs), (minute 166).



ACTION: *City Solicitor*

165. MINUTES OF 18 MAY 2016 & MATTERS ARISING

The Chair reported that he has written to the Education Funding Agency (EFA) on the issue of the funding of additional High Needs Block places (the additional 360 places) and additional free schools. In response, a seminar has been arranged with the EFA and the DfE on 22 September to discuss this further. He encouraged all that are interested (and interested in new free school provision) to attend.

The Chair also indicated to Members that, in his correspondence, he has detected that the DfE may be considering softening its position on the proposal for the ring-fencing of the Schools Block in transition to National Funding Formula arrangements.

In his introduction to the meeting, the Business Advisor (Schools) advised that a number of agenda items were to be reported verbally (rather than via written reports) due to fluidity and uncertainties e.g. with academy conversions and the timescales for publications, especially National Funding Formula.

The Business Advisor (Schools) then reported on progress made on “Action” items as follows:

- The Council’s National Funding Formula 1st stage consultation response was published on Bradford Schools Online, as agreed by Members.
- Vice Chair Election – Dianne Rowbotham was the sole nominee. Dianne therefore, is confirmed as Vice Chair of the Schools Forum for 2016-17.
- Report to Scrutiny Committee on the take up of 2 Year Old Places (purple document): The Business Advisor explained that the Forum has previously had sight of the annual reports to the Children’s Services Scrutiny Committee. The most recent report presents a 73% total take up of the 2 year old entitlement in spring 2016, up from 66% in spring 2015, with a target take up of 80% in the autumn term. The report states that the rate of take up varies by ward and that the Council’s support work and incentivisation strategy is now focused on lowest take up areas. The Forum was advised that, although this report is tabled primarily for awareness, Members should consider the position of the take up of the 2 year old offer under agenda item 8 and the Forum’s thinking about the use of DSG one off monies.
- Review of SEND – Following from the presentation of the Deputy Director Education, Employment and Skills presentation at the meeting of 18 May 2016, indicating 68 additional places for September plus a further 360 places by September 2018, the Business Advisor explained that he would provide a verbal update under agenda item 8 and that SEND review will also come up under agenda item 9 (National Funding Formula), focusing on cost pressures. He reported that the Forum’s SEN Reference Group has met since the last Forum meeting and that Members will also see, in the BEICB report under agenda item 6, that the SEND review is a strand of work to be financially supported by the BEICB monies.



- School's Outturn Revenue Balances – A verbal update will be provided under agenda item 10 on the budget positions of maintained schools and academy conversions, and a report back from the meeting of the Working Group, which was brought together following the request made by Member at the last meeting. The Business Advisor reported that 6 primary schools had converted to academy status since the last Forum meeting on 18 May 2016; 2 on 1 June and 4 on 1 July. Members were reminded that the Authority currently expects somewhere in the region of 34 schools to convert between 1 August and 1 September.

Resolved –

- (1) That progress made on “Matters Arising” be noted.
- (2) That the minutes of the meeting held on 18 May 2016 be signed as a correct record.

ACTION: *City Solicitor*

166. MATTERS RAISED BY SCHOOLS

The Business Advisor (Schools) reported that a letter to the Schools Forum has been received from the Chair of Governors at Oastler School, which asks the Forum to provide financial support for the school's cumulative deficit balance, setting out the reasons why support should be given. Members were referred to a copy of the letter in their paper packs.

The Business Advisor recommended that the Forum considers this letter and request under agenda item 10 and in the context of the report back on the recommendations of the Working Group, which met to discuss academy conversion financial matters on 15 July. The Business Advisor reported that this Working Group, as well as recommending general approaches and principles, also considered the letter from Oastler School.

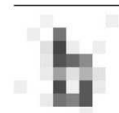
Resolved –

That the letter to the Schools Forum from the Chair of Governors of Oastler School be considered under agenda item 10 (2016/17 School Budget Positions and Academy Conversions – Update).

167. STANDING ITEM - DSG GROWTH FUND ALLOCATIONS

No allocations from the Growth Fund were proposed to this meeting.

No resolution was passed on this item.



168. STANDING ITEM - BRADFORD EDUCATION IMPROVEMENT COMMISSIONING BOARD (BEICB)

Document GB was presented, to update Members on the activities of the Bradford Education Improvement Commissioning Board (BEICB); the financial allocations agreed with objectives and impact so far.

The Forum also received PowerPoint presentations from representatives of 2 of the recently established New to English hubs (Southfield Grange and Bowling Park Primary School), which have been funded in their initial start up periods by the BEICB. The Primary Achievement Officer reported that 6 hubs have now been established, each having identified their programmes and outreach support offers and developing and employing expertise in e.g. pastoral support, language provision, and community support / engagement. She stated that presentations are taking place in forums across to District to further advertise the support services available for schools and that each hub has a space on Bradford Schools Online.

Forum Members made the following comments and asked the following main questions:

- The Vice Chair stated that she was very impressed with the provision at Bowling Park following a tour
- It was confirmed that the hubs can help schools to correctly complete the language assessment elements of their censuses.
- What additional value is expected to be delivered by the hubs by the end of the investment period (what return will be had on the BEICB's investment)? The Primary Achievement Officer stated that each hub uses a Gantt chart to record impact and that each will be required to present case study evidence back to the BEICB. So far, the hubs have had 3 times the contact with schools and pupils than previous support services.
- Understanding that the first 2 lots of £20,000 start up monies have been allocated by the BEICB to each hub, is it the case that by the time the 3rd lot of £20,000 is required the hubs will be in a position to trade services to generate this? The Primary Achievement Officer responded that this is the expectation (that the hubs will be self sustaining).
- A number of Members commented that impact is crucial to future success and sustainability (schools will buy in if the services add value). A Member identified that, if this strategy has an impact but is not financial sustainable through a trading model, the Authority and the Forum should consider how it can be financed rather than losing the value through the cessation of services.

Resolved –

That the information in Document GB be noted.

169. SOCIAL IMPACT BOND BUSINESS CASE AND PROPOSAL

The Business Advisor (Schools) introduced this item by explaining that the Council is seeking to secure the Forum's approval to progress an application to enter into a Social



Impact Bond. It was reported that the Council's Corporate Management Team has approved the application and that approval is now being sought from education (the Schools Forum) and from health.

Using the PowerPoint, the 14-19 Lead Officer Vulnerable Children and an analyst from Social Finance Ltd presented the proposal and the business case. It was explained that the Social Impact Bond would finance a new service to help young people with learning disabilities and behaviours that were at high risk of residential education and / or care entry to achieve better outcomes by supporting these young people to remain at home. It was explained that this will also help control the increase of / reduce the Council's spending on these placements. The education element of the cost of the Bond would be financed from the High Needs Block, but with savings achieved also benefiting this Block.

Forum Members made the following comments and asked the following main questions:

- That the emphasis of rationale for the Bond needs to be on improving outcomes for young people, not financial affordability.
- That the Bond needs to be joined into a wider District strategy (part of a holistic sustainable strategic approach, not just a single initiative). The Director of Finance responded that the Bond is a targeted experiment that the Council is very keen to try.
- How significant is the High Needs Block element in the Bond? The Business Advisor (Schools) clarified, using estimates, that the bigger elements were health and social care; the DSG currently spends c. £4.5m on out of authority provisions (of which £220,000 of spend would be affected by the Bond). The analyst from Social Finance Ltd clarified the rough % splits of contributions: 10-15% lottery funded, 60% Council social care, 5% each of the CCGS (health) and 10% High Needs Block.
- Who would be the commissioner of the education element if the Schools Forum was not to exist in the future? The Business Advisor clarified that the Authority is actually the commissioner of the education element (as it is the decision maker on the High Needs Block) and that the Forum is being consulted on this.
- Would the referral process be specific to Bradford? The analyst from Social Finance Ltd confirmed that this would and that the details of the process would be worked out locally.
- Is the Bond's target group young people with learning disabilities? The analyst from Social Finance Ltd confirmed that this is the case.
- That the measure of success will be simply whether an identified young person stays out of residential care? Yes
- Would 3 young people from 1 family be seen as 1 or 3 separate units?

Resolved –

- (1) That the Schools Forum gives its support, in principle, to the Council's application to enter into a Social Impact Bond, where a proportion of the contribution to the successful outcomes payments for the proposed service will be met from the High Needs Block as indicatively set out in the PowerPoint presentation.**



- (2) **That the School Forum's final agreement on the detail of the Social Impact Bond (and funding from the High Needs Block) is subject to consideration of the confirmed Social Impact Bond contract.**

170. UPDATE ON 2016/17 DEDICATED SCHOOLS GRANT MATTERS

An update was presented to the Forum verbally on Dedicated Schools Grant matters, including the reconciliation of the 2015/16 DSG spending position (and available one off monies) and the forecasted spending position of the High Needs Block in 2016/17. This updated incorporated discussions at the SEN Reference Group on 29 June, which followed from the presentation made to the Schools Forum on 18 May about the requirement to increase SEND places provision from September 2016 and to fund these from the 2016/17 DSG.

The key matters that were reported verbally on the 2015/16 one off monies reconciliation were:

- Following the close down of accounts, the confirmed value of the DSG's underspend at 31 March 2016 is £1.6m higher than estimated; £0.4m from additional general underspends across DSG headings, but an additional £1.2m underspend specifically within the DSG's earmarked budget for 2 year old places (where the DfE has previously allocated to the DSG sizeable sums to support the introduction and development of 2 year old places, where we have earmarked this budget for this purpose but have not fully spent it and not yet released it).
- The Forum has a fund of £750,000 in 2016/17 to continue to support the development and take up of 2 year old places, in addition to the £1.2m. Referring to the Scrutiny report tabled for the Forum under matters arising, there is work to do to raise the take up of the 2 year old offer in certain parts of Bradford, and the £750,000 is being used for this.
- Critically then, the Forum will need to take a view on whether the £1.2m additional monies should continue to be held for the 2 year old offer or whether it can now be released back to the DSG for re-allocation, including to other pressures. Having discussed this with the Council's Early Years strategic leads, their advice is that the £750,000 is sufficient and that the £1.2m should be released back to the DSG to support other pressures.
- The Forum is not asked to take decisions on the use of reserves at this meeting. This item is just flagging up that an additional £1.6m of one off monies is available from the reconciliation of the 2015/16 accounts and that recommendations on the use of this should be taken 'in the round'.

Members responded to recommend that the position of the £1.2m under spending in the DSG's 2 year old budget be referred to the Early Years Working Group for consideration. It was also identified that a piece of strategic work should be carried out to look at the impact of the 2 year old offer on the mainstream sector (including the affordability of the offer at current funded rates and the funding of SEND).

The key matters that were reported verbally on the High Needs Block spending position in this current financial year were:



- Members were reminded of the presentation to the last meeting from Judith Kirk, which stated that a further 68 places are needed from September 2016 to meet demand, plus a further 360 places by September 2018 to keep up with growth in demand from demographic growth. For financial planning purposes, it is currently estimated that an additional 120 places will be needed in each of the next 3 years to deliver the 360 places at September 2018. Prior to the opening of new schools, these places will have to be delivered in interim provision.
- Work is currently taking place to forecast the spending position of the High Needs Block in this current financial year and then in 2017/18. A rough forecast has been shared with the Forum's SEN Reference Group and with the Academy Working Group. This will firm up over the next few months.
- Key areas of pressure are special school places, out of authority provision and home tuition.
- The current rough forecast suggests, based on funding 68 + 120 places filled from September 2016, and meeting other pressures, a total overspend of £2.7m this year in the High Needs Block vs. the Forum's planned budget set back in January. The full year impact in 2017/18 of the 68 additional places, plus a further 120 places at September 2017, suggests a High Needs Block spending requirement in 2017/18 of £61.8m, which would require a further £4.67m of budget. If sufficient further income is received into the DSG we would be looking for a fairly significant additional contribution from the other Blocks within the DSG to the High Needs Block, subject to this being permitted (under the 1st stage NFF proposals, a contribution from the Schools Block would not be permitted), but also possibly from reserves.
- These forecasts will continue to be developed and confirmed and we expect to have more detailed conversations with the Schools Forum in autumn term.

Members responded to ask whether the £2.7m anticipated overspending this year is just from the revenue cost of places, not including additional capital costs. It was clarified that the £2.7m is just the revenue cost of places and that further work is taking place to look at how provision can be made before new schools can be established (September 2019) and the capital costs of this. Members stressed again that the correct location of new schools is critical and that the Authority's planning data on which decisions on schools will be made (locations and types of need) must be accurate. Members expressed concern about some inconsistencies in this data currently. It was reported that a lot of work is going on behind the scenes on the data.

Resolved –

- (1) **That the information provided be noted.**
- (2) **That the position of the £1.2m unallocated sum within the DSG allocation, previously earmarked for the development of the 2 year old free entitlement offer, be referred to the Early Years Working Group for consideration.**

ACTION: Business Advisor (Schools)



171. NATIONAL FUNDING FORMULA CONSULTATION

The Business Advisor (Schools) reported that the Department for Education's 2nd stage consultation has not yet been published and therefore, there was little further to report at this stage. It is believed that the EU referendum and receipt of more than 6,000 responses to the 1st stage consultation are behind the delay.

The Business Advisor expressed his concern about the difficulties that further substantial delay in announcements may cause especially in taking decisions about our funding of high needs places. He also expressed concern that nothing has yet been announced on early years funding reform or how the new 30 hours entitlement from September 2017 is to be financed.

Member asked that they be informed of announcements if these come over the summer break.

Resolved –

- (1) That the information provided be noted.**
- (2) That Members are kept informed (by email) over the summer break should further announcements be made on the National Funding Formula.**

ACTION: Business Advisor (Schools)

172. 2016/17 SCHOOL BUDGET POSITIONS AND ACADEMY CONVERSIONS - UPDATE

The Business Advisor (Schools) explained that the purpose of the item is to provide an update verbally on discussions around the financial implications of conversion of maintained schools to academy status, including the Working Group meeting, and also to provide some re-assurance about the position of maintained school budgets in 2016/17 and the Authority's tracking, support and challenge of budget issues in schools. In this context, the Business Advisor reminded Members of the Financial Classification of Schools, which is presented under agenda item 12.

The key matters that were reported verbally on the budget positions of maintained schools in this current financial year were:

- At March 2016, as reported to the last Forum meeting, 6 schools held cumulative revenue deficit balances, with a gross total value of £1.13m, of which we reported the deficit of one secondary school accounts for £0.8m. The remaining schools held gross surpluses of £20.0m.
- At March 2017, for the same set of schools (remembering that not all will still be maintained by the Authority at the end of the financial year), there are 9 schools currently forecasting revenue deficit balances, with a gross value of £3.56m. The remaining maintained schools forecast gross surpluses of £12.88m, which is (as per the normal pattern of how forecasted balance increase during the year) probably significantly pessimistic (in the 2015/16 financial year, schools predicted to hold £12.3m in their initial budgets at 31 March 2016 and actually closed with £18.9m).



- The Business Advisor stressed that these are only forecasts of balances based on information from schools. Both schools and the Authority are working to minimise deficits where these have been initially predicted. We are currently collecting quarter 1 budget monitors and continue to have detailed discussions with schools.
- This gives a general picture of financial stability in the vast majority of schools. However, there are challenges. Members will see this simply in the revised Financial Classification, where the number of Category C schools (indicating future year budget issues) has increased from 46 to 53. This is 30% of schools.

The key matters that were reported verbally on the budget positions of maintained schools that are planned to or may convert to academy under sponsored arrangements were:

- The Authority has identified that possibly 69 schools currently maintained may be considered to be 'sponsored academies' by the DfE should these convert. These are our priority 3 and 4 schools under the School Improvement Classification system. Members are reminded that the financial risk, including deficit, is mostly present in sponsored academies. This is only a rough guide, as there are priority 3 and 4 schools that are being treated by the DfE as converter academies. However, this identification helps us with our tracking / prioritisation of support and challenge of budget issues.
- At March 2016, 1 of these 69 held a cumulative deficit revenue balance. The rest held cumulative surplus balances.
- At March 2017, based on original budget submissions (as reported above), 4 of these 69 forecast to hold a cumulative revenue deficit balance. The gross total forecasted value of deficit is £2.75m. The Business Advisor stressed again that these are only forecasts of balances based on information from schools. Both schools and the Authority are working to minimise deficits where these have been initially predicted.

The key matters that were reported verbally on the position of the conversion of maintained schools to academy status were:

- We currently have a view of 64 academy conversions, and are expecting as many as 34 conversions to take place between now and 1 September. There are split:
 - 49 primary
 - 9 secondary
 - 3 special
 - 3 prus
- We also expect 2 nursery schools to enter into SLA with new MATs (these schools will remain maintained)
- Of the 64, approximately 19 may be considered sponsored conversions. Of the 34 we expect to take place imminently, 8 of these may be sponsored academies.
- The position is very fluid and is adjusting all the time, in terms of our view of which schools are progressing conversion and the timetable for this.

Members made the following comments and asked the following main questions in response to this information:

- How has the Local Authority permitted one secondary school to accrue such a large deficit balance? A Member stated strongly their view that the Authority has not acted sufficiently and has not taken ownership of this situation. The Business



Advisor (Schools) responded to say that he accepted the criticism that comes from presenting such a position. He explained that the financial position of this school is more complicated however, including a number of contractual issues. He reminded Members of the previous discussions in the Forum about these and that the Forum set aside a few years ago a sum of £650,000 to provide financial support, which is still available. The Business Advisor also stressed that the figures stated in this meeting are forecasts only and that work is taking place to minimise the school's deficit budget.

- It will be helpful for the Authority to provide further guidance on what collective purchasing options are available to schools and academies through the Council.

The Business Advisor reported that the Working Group, convened to discuss academy conversion financial matters, met on 15 July. He reported that:

- The purpose of the meeting was to have an initial 'scoping' discussion, using information about the academies landscape and current conversations with the Regional Schools Commissioner (RSC), with a view to thinking about some guiding principles going forward for what 'collective' contribution to financial issues may look like.
- The Working Group was supportive of the line that the Authority is currently taking with the RSC about specific financial issues present in current conversion projects.
- The Working Group outlined the following guiding principles for consideration of requests for financial support:
 - That any decisions (about financial support from the DSG) must only be taken on a case by case basis.
 - That the implications for such decisions must be tested to their 'furthest point' i.e. whether a decision:
 - is equitable (would stand up to external challenge)
 - could set a dangerous future precedent, or
 - could be challenged because similar circumstances have previously been settled in a different way.
 - Decisions must not actively open the door to claims from the general schools and academies estate (past, present and future). The likelihood then is that the exceptional nature of the circumstances that are being supported would need to be proved.
 - Decisions must not incentivise, and must not be perceived to incentivise, poor financial management or behaviour.
 - That 'unblocking' barriers does not simply mean allocating sums of money without recovery. The Authority / the Schools Forum have mechanisms in place and have previously taken decisions to avoid incurring additional cost to the DSG, for example, in using the licensed deficits framework so that deficits are repaid, in providing loans for capital works, in requiring contractual costs to be met from delegated budgets. This may mean that the DSG is used initially to provide financial assistance, but that the cost of this assistance is repaid over time.



- That requests for financial support are subject to a rigorous process of scrutiny by a delegated panel of the Schools Forum.

Members gave their agreement to these principles, subject to seeing them recorded in the minutes of the meeting. Members made the following comments and asked the following questions:

- What would happen if the DSG ‘ran out of money’? The Chair responded to explain that, at the beginning of the Working Group meeting, the Business Advisor presented the indicative High Needs Block spending position, so that the context for decisions about the provision of financial support from the DSG was understood.
- The Director of Finance expressed his concern to the Forum about the current incompatibility between government policies regarding academies, fiscal stability and his responsibility as the Council’s S151 officer. He stated that we are currently learning about the processes and expectations associated with academy conversion. A Council motion on academies has been agreed and we are making representations to the DfE. The Director also stated that his counterparts regionally and in Met Districts are saying they are not facing the same scale of pressure (in terms of numbers, timing and contractual complications).
- The Chair stated that we are current in an exceptionally fluid period of government policy. He suggested that a meeting with the RSC, the Authority and headteachers may be useful in furthering discussions on conversion matters.

Members were then asked to consider the letter that has been received from the Chair of Governors at Oastler School. Following a short discussion, in which views both for and against the request were expressed, Members agreed to refer the letter to a panel to be established and that the Chair of Governors be invited to attend the panel meeting. Members agreed that the panel should have representatives from all sectors, and should include a representative of governors. The panel will report a recommendation back to the Forum.

Resolved –

- (1) That the information provided be noted.**
- (2) That guidance be provided, for the Forum’s consideration, on the options that are available to schools and academies for collective purchase of services and buy-back from the Council.**
- (3) That the Schools Forum agrees with the principles proposed by the Working Group for the assessment and management of the financial implications of the conversion of maintained schools to academy status, including the assessment of requests for financial support from the DSG, subject to seeing a written recorded version of these principles in the minutes.**
- (4) That a formal ‘Panel’ of Forum Members be established with the remit to discuss in detail the financial implications of academy conversions and requests for financial support from the DSG that may be made. That this Panel includes Members representing governors. That this Panel makes recommendations back to the full Schools Forum.**



- (5) That the letter to the Schools Forum from the Chair of Governors at Oastler School be referred to this Panel. That the Chair of Governors be invited to the address the Panel to discuss the request. That the Panel's recommendation on financial support for the school's deficit budget be presented back to the Schools Forum.

ACTION: Business Advisor (Schools)

173. SCHOOLS' FINANCIAL VALUE STANDARD

The Business Advisor (Schools) presented a report, **Document GC**, which provided the Forum with an update on the compliance of maintained schools with the Schools' Financial Value Standard (the SFVS) at 31 March 2016. This was presented for information and Members did not ask any questions and did not make any comments.

Resolved –

That the information presented be noted.

174. FINANCIAL CLASSIFICATION OF MAINTAINED SCHOOLS 2016/17

The Business Advisor (Schools) presented a report, **Document GD**, which provided the Forum with a summary of the categorisation of maintained schools within the Local Authority's Financial Classification of Schools for the 2016/17 academic year. The content of this report was referred to and considered under item 172.

Resolved –

That the information presented be noted.

175. OTHER SCHOOLS FORUM STANDING ITEMS

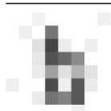
No further updates were presented on the Forum's standing items.

No resolution was passed on this item.

176. ANY OTHER BUSINESS (AOB); FUTURE AGENDA ITEMS

No additional items of business for consideration were tabled.

No resolution was passed on this item.

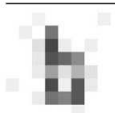


177. DATE OF NEXT MEETING

The next meeting of the Schools Forum is Wednesday 21 September 2016.

committeeseecretariat\minutes\SF\20July

THESE MINUTES HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



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A joint approach to post-16 education improvement in Bradford and the need for change



Bradford Council's position on post-16 education improvement

Foreword from
Cllr Susan Hinchcliffe and
Michael Jameson



This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all. This report sets out a new approach outlining how we can work together to set a direction that drives up post-16 education standards and extends choice for young people.

At the heart of this must be our collective desire to work together to provide the best possible start for our young people by delivering education that inspires them to fulfil their potential.

Bradford Council want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. The Council view is that collectively we must provide excellent learning pathways so young people can progress into employment and further and higher education.

Our approach must reflect the New Deal reforms that are taking place to build Bradford as a place where everyone is able to maintain stable employment, earn a family-supporting wage, enjoy a good quality of life, and contribute to their local community. It must also take account of the challenges presented by a changing national context.

The Council commissioned review of post-16 education was the start of this new approach. It enabled partners to consider together the direction we need to take. Headteachers, principals of further education, businesses, and the local authority have been able to consider ways to improve education standards together, in a spirit of genuine openness and partnership.

As a local education and business community, we all agreed on the content of the Review. Bradford Council knows that this is only the first staging post in

a wider debate that must now engage both education and business leaders across the District.

We welcome the recommended framework for collaboration that employs sector-led education improvement, a shift towards a Careers Pathway model, and deeper education-industry partnerships. This is important because it means that our local education will be directly linked to employers' talent needs.

The move towards a more autonomous education system means that the role of the Council has changed to one of enabling, brokering and challenging. For an enabling environment to be effective we, the Council, need to take a clear view on what we consider to be in the best interests of Bradford.

We, the Council, also see our role as championing the needs of young people, families, schools and colleges. There are some important decisions that need to be made if Bradford is to deliver the post-16 education that young people need and the Council and its partners cannot shy away from making them.

The current pattern of schools' sixth form provision is not sufficient to realise our collective ambitions. Evidence suggests that in its current form it is not financially sustainable and offers a limited curriculum for our young people. Moving forward the Council wants to see a reduction in the number of school sixth forms and the development of a small number of large school sixth colleges. The Council view is that these need to be located in areas of demographic demand: in Bradford city centre, in the Shipley/Keighley area, and in the north of the District, how this happens is down to our partners.

Alongside this, the Department for Education and Department for Business Innovation and Skills are undertaking a 'West Yorkshire Area Based Review of Further Education' as part of a national programme which will, "...move towards fewer, often larger, more

resilient and efficient providers". Our local approach and the Area Based Review must align to ensure that the young people of Bradford have access to a coherent offer of high quality academic and vocational pathways.

This report is driven by the overriding common purpose to enable every young person to achieve their best regardless of where they start. Bradford Council believes that this demands a transformational approach to raise educational standards and the way we work together. That means every stakeholder has an important role to play.



Cllr Susan Hinchcliffe
Leader of Bradford Council



Michael Jameson
Strategic Director of Children's Services



Acknowledgements

This report has been produced under the governance of the post-16 review steering group. The group is made up of the following members.

Cllr Susan Hinchcliffe

Leader of Bradford Council and Chair of the West Yorkshire Review of Further Education steering group

Michael Jameson

Bradford Council's Strategic Director of Children's Services and Chair of the Post-16 Review steering group

Judith Kirk

Bradford Council's Deputy Director of Education, Employment and Skills

Dr Phil Hunter

Bradford Council's Interim Head of Education, Employment and Skills

Matt Findull

Bradford Council's 14-19 Lead Officer - Funding & Sufficiency, Education, Employment & Enterprise Team

Andy Welsh

Chief Executive Officer, Bradford College

Don Brearley

Chief Executive, West Yorkshire Learning Providers

Frank Clayton

Chair, Workforce Development Advisory Committee

Peter Thompson

Director of Operations, Bradford Diocesan Academies Trust

Nicki Flynn

Assistant Partnership Operational Director, Bradford Partnership

Professor Gwendolen Bradshaw

Pro-Vice Chancellor for Learning, Teaching and Quality, University of Bradford

Adrian Kneeshaw

Headteacher, Carlton Bolling College

Andy Taylor

Headteacher, Parkside School

Liz Hart

Headteacher, Queensbury School

Helen Williams

Headteacher, Ilkley Grammar School

1.1 One District working together for our young people

The improvement of post-16 education standards and achievement is critical to ensuring that all of our young people in Bradford are able to achieve their potential and take advantage of the higher education, career and life opportunities on our doorstep and beyond. This report delivered under the governance of the post-16 review steering group outlines a new approach. It is an outcome of a detailed review of our post-16 education landscape. It has enabled us to consider the future of post-16 education improvement in Bradford from a fresh perspective. Senior leaders from schools, colleges, independent learning provider, the voluntary and community sector, the Council, Bradford University, and business have all had the opportunity to evaluate how we can best raise post-16 education standards together, in a spirit of genuine openness and collaboration.

Over the course of the review, we have closely examined the evidence, considered the different ways forwards and developed clear options for change for how best to work together to improve outcomes for our young people as an education and business community.



Through the course of the review our discussions about how to ensure post-education improvement have been thorough and robust. We have identified that there is a common purpose that unites us as an education and business community: to contribute and support our young people to achieve much more throughout their education, careers, and life.

Whilst the Council took the lead in commissioning the Review, it was produced and agreed by partners working across the post-16 sector. The role of Bradford Council in a collaborative post-16 education approach was also examined. The steering group is clear that the primary responsibility of post-16 education improvement rests with providers. But the Council has a key leadership role in developing effective partnership working, building relationships, sharing knowledge, facilitating peer learning, and upholding accountability. Indeed, we all share a common purpose.

As an education and business community, we have much more to do and we are developing a clear action plan with appropriate outcomes, timescales and measurements to achieve this. This report sets out the collaborative approach we want to take towards post-16 education improvement.

1.2 Our starting point

Over the course of the Review a shared story has been developed among our local education and business community about the current education and employment outcomes for Bradford's young people. The starting point is quite simple the education and employment outcomes for our young people are not yet good enough. From our Review, it is clear that our young people understand the value of remaining in education and training up to the age of 18. Whilst our young people are remaining in education in greater numbers than ever before their educational attainment is below the level of their national and international peers. This then is our starting point; the challenge is how we work together to deliver our common purpose.

As an education and business community we have achieved a lot and have a strong partnership ethos to build from. Yet we recognise that we still have much more to harness the strong collaborative spirit to deliver rapid improvement, and a high quality and sustainable post-16 education offer to our young people.

Overall results in our colleges, schools, and other post-16 setting are significantly below national performance levels at both level 2 and level 3. On average our young people take longer to achieve their qualifications, achieve at a lower level, and hold fewer qualifications than elsewhere in the country. And in our colleges, schools, and other post-16 settings, students from poorer backgrounds achieve less than their peers from more affluent homes.

To ensure that in the future all our young people have the best possible start to life the review emphasised the need to reinvigorate and reshape the current pattern and organisation of post-16 provision. Currently, the majority of post-16 providers in Bradford are not rated as good or outstanding, and whilst we have seen improvement in some post-16 settings others have fallen into difficulties. One of the peculiarities of the pattern of post-16 provision in Bradford is the high number of small school sixth forms. Typically, across the county, smaller institutions have poorer outcomes for post-16 and under the current funding arrangements it is difficult to see how small sixth forms can be sustained financially. Realistically financial viability for these settings can only be achieved by offering a limited range of courses in areas that traditionally attract high volumes. This approach can only serve to limit the opportunities for our young people in terms of the coherency of their post-16 programme of study and their transition to the labour market and/or higher education.

The post-16 education landscape is complex and the new reality is that post-16 providers are autonomous and responsible for their own planning, development and improvement. Taken together this context raises questions about how stakeholders from across the post-16 landscape can come together and best organise the current system to deliver rapid

improvement in educational standards, provide an offer to young people with path to employment, and meet the needs of local businesses.

This context sets our clear challenge to develop an approach that delivers long-term and sustainable improvement in post-16 educational standards which will enable every young person in Bradford to achieve more, regardless of their background or where they live. To this end, part of the solution is to make changes to the existing school sixth form organisation, moving to fewer and larger sixth form providers. This can be achieved in a number of ways that this may come about whether individual schools decide to close their sixth forms, groups of schools may decide to collaborate and consolidate their sixth forms through a multi academy trust, or a new schools sixth form centre or college may be developed. Whilst we recognise the autonomy of individual providers, we believe that outcomes can be better improved and more sustainable with mediating arrangements which offer both accountability and co-ordination. In other words, any proposals for new provision needs to be undertaken in a considered and planned way to understand and ensure that it adds value both individually and collectively to our current pattern of post-16 provision.

In the time available for the review it was not possible to address in detail every aspect of the question of how to make a step change in the improvement of post-16 education standards. Consequently, we have focused on those areas that were felt to be most important to create a culture and infrastructure for collaboration in Bradford, which has the power to transform post-16 education and ensure that every young person achieves to their full potential. We are clear on our starting point, and this is an important first step on a journey to build a high quality and sustainable post-16 system.



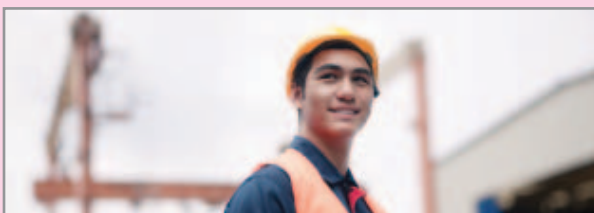
1.3 Our vision for post-16 education – working together to deliver quality and choice

Vision

A sustainable, responsive and co-ordinated post-16 education system that provides a high quality and broad range of pathways, that evolves based on evidence and best practice, which achieves successful outcomes for our young people, employers, and local community.

Our mission

To liberate the talents and ingenuity of all of our young people.



Principles

Our underlying principles are:

- **Common Purpose.** Our collaboration is founded on a compelling common purpose: To ensure our young people achieve all that they are capable of throughout their education, career, and life.
- **Rigour.** Effective collaborative working must involve evaluation and challenge. We will strive collectively to deliver this.
- **Transformative.** Our overall approach to collaboration must be transformative for every young person, for every school, college and private training provider, and across the whole post-16 education and training system.
- **Sustainable.** The collaborative approach must seek sustainable solutions for the District that optimise current and planned estates, facilities and investment.
- **Evidence-driven.** We must focus on excellence through continuous improvement, innovation and risk management with on-going monitoring, measuring, evaluation and public reporting with clear lines of accountability
- **Outcome-based.** Outcomes and performance must deliver our common purpose.

Objectives

We will work together to:

- **Deliver the right opportunities and experiences for every young person.**
Ensure all young people access pathways that offer them the right opportunities and experiences for personal fulfilment. Support young people with transition between settings to enable a continuous high quality education experience and drive up post-16 education standards.
- **Create a shared culture of professional development, innovation and transformation.**
Sharing know-how and excellent practice to create opportunities for professional learning. Transform education settings into dynamic, exciting places to work and study.
- **Build an environment of trust for effective challenge and support.**
Support reciprocal collaboration with the aim of supporting improvements to young people's education and training. Honesty and openness underpin this approach.
- **Put the right skills in the right place.**
Respect the professional skills of staff and leaders of those staff to make sure the best people transform the learning experience and outcomes for young people.



2.1 A sector-led improvement approach

We believe every post-16 education and training provider in Bradford should be an active member of the post-16 education improvement collaboration.

An effective collaborative approach to post-16 education improvement may take many forms. It is important that there is a coordinated approach. More organic collaborations through local school to school support or Multi Academy Trusts are powerful but not every provider across the system enjoys the benefits of being part of an effective collaboration. We need to put in place a partnership that empowers alliances to grow stronger and transform performance.

We believe that there must be a more formal mechanism to connect intelligence and insights gathered from different improvement activities with strategic decision making at a District level. To achieve this we will develop a sector-led post-16 education partnership which brings together local leaders of education and business.

This partnership will be a catalyst for change and ensure the principle of a sector-led approach is applied to the whole system, locating the post-16 education agenda within wider partnership arrangements. Critically it will build coherence into the collective approach to education improvement, post-16 organisation and sustainability.

It is not intended that the partnership become a separate legal entity or a Council committee, it would instead be an autonomous organisation accountable to the whole education and business communities of Bradford. As such the partnership is the natural body to inherit the work of the review and implement this plan. It will continue to champion a spirit of collaboration and keep alive our collective moral purpose.

The potential functions of the partnership include:

- Building capacity in the system for innovation in post-16 education, embracing and generating opportunities for peer support
- Monitoring progress in achieving our collective ambitions for our young people and our common purpose
- Approval of strategic plans for post-16 education improvement

It is important to stress that this model is the starting

point only. The partnership must be dynamic and as concepts of collaboration mature, develop, and become more sophisticated roles within the system must change.

2.2 Bradford Pathways: local pathways to global opportunity

Overall, we want to equip our young people to compete with the best across the UK and beyond. We want to set their ambition as global citizens of the future, confident and with skills they need to look beyond Bradford to seize opportunity wherever that may be.

We need to offer our young people a range of high quality pathways through post-16 education including apprenticeship, academic and technical routes. Young people need to make informed decisions on how their learning choices connect to lifelong learning, the world of work and their career ambitions, and they need to have access to personalised programmes of study that support them to realise their ambitions.



It is our belief that the post-16 education system would be greatly strengthened if pathways to all major occupations are clearly outlined from the beginning of Key Stage 4 so young people and their families are able to clearly see how their decisions on their learning options and other extended learning experiences that would best position them for entry for their chosen field. Young people would not be locked into one career at an early age rather Bradford Pathways would expand their horizons and the knowledge of the range of opportunities available to them. Furthermore, it will better engage and support young people to achieve much more in their education, careers, and lives.

Bradford Pathways will be the new system-wide framework that aligns education and training with specific progression opportunities for a broad range of major occupations and work. Through all partners working together to re-orient their provision to enabling lifelong education and career progression young people will better prepared to make successful transition into adult life. This effort will include re-imagining sector-focused bridge programmes, skills training, job-relevant curricula, and work-based learning opportunities and credentials. (See Appendix A Shipley College Centre of Excellence case study.)

2.3 An expanded role for employers

Our effort to provide a more effective network of pathways for our young people will require an expanded role of business and other employers. Local business leaders certainly understand the need to improve our post-16 education and have worked with us to this end over the past few years. But the pathways model we envision will require them to become deeply engaged in multiple ways at an earlier stage. In helping to set standards and design programmes, in advising young people, and most importantly providing greatly expanded opportunities



for work-related learning. Employers are full partners in our common purpose to prepare young people to achieve.

Our goal is from the beginning of secondary school all students have access to this system of employer involvement and assistance. This will include career counselling, job shadowing and opportunities to work on projects or problems designed by industry. From Key Stage 4 it will include programmes of study designed in collaboration with business leaders in our priority economic sectors through Industrial Centres of Excellence, see case study above. The ICEs are active collaborations between business and education that specify and give the knowledge and experience that young people need to work in that sector. We envisage that Bradford Pathways create a much tighter link between a student's programme of study and their career ambitions. It enlists the employer as a partner in both training students, and encouraging them to succeed and progress in their studies.

2.4 A new social compact for our young people

Developing a system that provides every young person with high quality pathways will require that we all take a collective moral purpose we assume for the education and training of our young people. Whilst educators will still obviously play a central role, to meet our common purpose will also require major contributions from parents, employers, the Council, and young people themselves.

To this end the Education Covenant (see Appendix B) articulates our new social compact with Bradford's young people. This clearly spells out what the Council, educators, employers, parents, communities, and government will do to provide pathways, and how they will support young people as they navigate them. And it clarifies what we expect from young people.

In broad terms, the Education Covenant's overarching goal is that by the time they reach adulthood, every young person will be equipped with the education and experience he or she needs to lead a successful life as an adult.

The challenge to meet our common purpose will require an enormous expansion of our existing efforts. We must rethink and reform the roles that employers and the public sector play in youth development, and we must create a new collaborative culture that works together to encourage and enables young people to achieve. It may seem daunting. Yet few other efforts have more potential to help Bradford realise its true promise in the 21st century.

Section 3

The road map for improvement

To achieve our vision and objectives for the post-16 education system the table below sets out the immediate next steps and areas of activity to put in place the foundations we need to make a step change in post-16 education standards and attainment.

Aspect	Description	Comments
Strand 1: Completion of post-16 review process	<p>Further work needs to be completed as part of the review process –</p> <ul style="list-style-type: none"> i. Post-16 mapping ii. Data analysis iii. Learner consultation 	<p>Strong message from stakeholders that mapping of post 16 provision needs to be implemented (and findings shared) in order to provide a district wide perspective on opportunities for young people (mapping should include current thinking on future plans for post-16 provision and strengths/weaknesses of the existing offer). Mapping should be initiated as part of the review process but be delivered in collaboration with providers. Mapping should draw on pre-existing centrally held information so as to minimise the burden on individual providers. Mapping of provision should be assessed to establish how effectively it meets the needs of the local economy.</p> <p>Further work on data analysis is also recommended (see 4.2), although the review group should identify priority lines of enquiry . There is suggestion that consultation with learners (and possibly parents) should form part of the review. Both qualitative and quantitative work with learners through individual providers and/or Prospects could be considered.</p>
Strand 2: Development of post-16 strategic and operational action plan to improve standards	<p>Once further work undertaken a post-16 strategic action and operational plan with a focus on improving post-16 standards should be developed in collaboration with stakeholders.</p>	<p>Strategic action and operational plan with clear measurements, timescales and lines of accountability needs to be in place to drive change forward and to assist in monitoring of progress. There needs to be agreement as to how stakeholders are engaged in this process. A vision for post-16 provision should be developed to underpin the agreed action plan. The vision should build upon the New Deal for Bradford but provide a clear direction of travel. Needs absolute focus on education improvement particularly on Level 3 outcomes.</p>
Strand 3: Development of structures for post-16 partnership working and sharing of effective practices	<p>3.1 Recreate, extend or adapt the Bradford Partnership and sector-led education improvement model to work across the post-16 sector.</p>	<p>The partnership should be inclusive and should ensure representation from the voluntary and community sector, charitable and commercial providers, FE, school, IAG contractor (s), work based learning providers. Particular thought should be given to the engagement of the MATs. A key role of the partnership is to support the implementation of the post-16 strategic action plan. Other opportunities exist for the partnership to focus on:</p> <ul style="list-style-type: none"> ● Development of post-16 education improvement plan(s) ● Sharing of specialist post-16 teaching resource

Aspect	Description	Comments
	3.2 Develop an effective KS4-KS5 transition process.	<ul style="list-style-type: none"> ● Collaborative IAG provision, (including further development of Bradford Pathways) ● Sharing of specialist teaching facilities ● Sharing of good practice on collaborative provision across the District ● Joint work on English and maths Level 2 attainment ● Further developing partnerships between schools, FE and HE to engage learners in HE outreach/aspiration-raising activities ● Developing an effective transition process (detailed below) <p>There is demand from stakeholders for an improved transition process, particularly (but not exclusively) to support sharing of information in relation to English and maths skills/attainment. Suggestion that an electronic system is already in place and this should be reviewed/reinstated. Clear plan needs to be in place to inform providers of its use and purpose.</p>
Strand 4: Ensuring capacity to deliver improvements and financial viability/sustainability	<p>4.1 Develop a financial modelling tool to enable sixth forms to stress test their provision.</p> <p>4.2 Use of financial modelling to inform decisions on sustainability of provision.</p> <p>4.3 Assess the scope and viability of collaborative delivery and models and disseminate learning to stakeholders.</p> <p>4.4 Full audit of sixth form and colleges future plans for post-16 provision disseminated to stakeholders across Bradford.</p> <p>4.5 Negotiate changes in post-16 provision for academic year 2017-18.</p>	<p>Building on work already started to model financial viability and to ensure the tool and any associated guidance are disseminated to all sixth form heads and governing bodies.</p> <p>Providers should be encouraged to stress test their provision prior to the post-16 mapping process (detailed in strand 1). Any decisions/ current thinking as a result of financial modelling to feed into mapping process.</p> <p>To support providers to develop collaborative delivery arrangements work should take place to examine the effectiveness of local, regional and national models. Examples of transferable practice to be shared. Examples to be considered include ICEs, Truro College, Ruth Gorse Academy Trust and Trafford College.</p> <p>We anticipate that clarifying the future plans of all providers will be an on-going process, kick started with the initial dissemination of the financial modelling tool and the mapping of provision. We suggest a full audit should be in place and extensively disseminated before the end of the academic year at the latest.</p> <p>The local authority needs continued communication with providers where change in post-16 provision is recommended or anticipated. In particular, detailed dialogue should take place between the local authority and school sixth forms where quality is low and there where sustainability issues have been identified. A clear understanding of likely provision in 2017-18 needs to be in place by the start of next academic year.</p>

Aspect	Description	Comments
Strand 5: Gathering and sharing of intelligence	Develop central intelligence business cycle, sets and products.	<p>Improved data analysis is crucial for taking a more evidence driven approach to planning of post-16 provision both at institutional and district wide level. There is clear demand from stakeholders for improved access to data analysis and for opportunities to discuss data and agree the implications for the post-16 sector. The local authority have identified the following issues for consideration:</p> <ul style="list-style-type: none"> ● Monthly, quarterly and annual cycle of reports and communication ● Quality ● Demographic ● Labour market information ● Destinations ● Participation <p>We would strongly recommend including data on apprenticeship vacancies and trends in unfilled opportunities.</p>
Strand 6: Increasing effectiveness of CEIAG in supporting post-16 choices	<p>6.1 Develop post-16 provision directory in collaboration with Prospects</p> <p>6.2 Central procurement of effective IAG provision</p> <p>6.3 Maximising potential of Bradford Pathways approach by identifying opportunities for implementation in the post-16 sector</p> <p>6.4 Establish district wide 'think tank' to identify practical steps to improve the take up of Apprenticeship opportunities in Bradford.</p>	<p>Clear message from providers that reinstating/ updating existing database of provision would be of value to ensuring access to information about breadth of opportunities on offer. Consideration needs to be given to the process for updating, maintaining and promoting the database.</p> <p>Need to agree the scope of provision to be commissioned for September 2016 onwards. The re-commissioned service must reflect findings from the post-16 review.</p> <p>Bradford Pathways is currently an untested model but one which has generated a good deal of support since the initial launch in November 2015. Review of the five year implementation plan to identify opportunities for further alignment to needs of post-16 learners would appear appropriate.</p> <p>Work of Apprenticeship Hub and individual providers acknowledged but more work to be done to ensure apprenticeships are a viable opportunity for the young people of Bradford. A chance now exists to examine the current state of play in Bradford and ensure a post-16 strategic action plan is adequately focused on the work based learning sector.</p>
Strand 7: Monitoring of progress	Ensure milestones and outputs identified in the strategic action plan are met.	The local authority should retain oversight of the post-16 strategic plan. A clear process and timetable for how progress is reviewed needs to be agreed. Thought should be given to how progress can be communicated and celebrated and how poor performance can be challenged.

Centre of Excellence for Business case study

Former Creative Media student Nicola, explains how Shipley College was the perfect fit for her journey towards university...

“Sixth form wasn’t for me, I didn’t feel independent, and I didn’t feel like I was taken seriously. I was really unsure as to what I wanted to do when I left. I looked into just getting a full time job straight away or getting an apprenticeship but I knew deep down that it wasn’t what I wanted to do. The posters and billboards dotted around my area really caught my eye, they were advertising Shipley College. I looked into all of the courses that were available and my first impressions of the College were that it was a small, inviting environment offering lots of exciting opportunities. I wasn’t wrong!

When I first started my course I realised immediately how approachable and encouraging all of the staff and students were. I was also treated like an adult, which I loved. Creative Media Level 3 was the course I had enrolled on and straight after my induction to the course, I knew it was the course for me. I really enjoyed learning about all the different software that was available and just being part of the College in general.

There were many opportunities I was encouraged to take part in at College. I had the chance to write for the College newspaper, have my picture in the full-time course guide, be involved in different projects with the College’s Centre of Excellence for Business and do a presentation in front of over one hundred people in a single day! These opportunities really helped to improve my confidence and have given me a wide range of skills and experience, which are great for my CV.

I would recommend Shipley College to anyone who wants to take part in an exciting, opportunity-packed, educational experience, but also because it is the smallest (General FE) college in the country – you are really made to feel part of a community.

I’ll be starting my degree in Journalism at Leeds Beckett University next week and it’s thanks to Shipley College that I’ve reached my goal. I can honestly say I am going to miss College a lot. Sounds silly, but I’m actually glad things didn’t work out for me at sixth form because otherwise I wouldn’t have discovered such an amazing College to study at. As I’m sure you can probably tell, I’ll never forget the time I’ve had here.”



Proud student Nicola passes her course with flying colours

A good school and a great start for all our children: The Bradford Education Covenant

We believe that every child in the Bradford District should have the chance to realise their full potential and that working together with determination, purpose and ambition we can achieve this.

Improving educational achievement and making sure all children can go to a good school are among the biggest and most important challenges we all face in the Bradford District. Providing young people with the right skills and knowledge within an excellent school system is crucial to their future success and wellbeing and that of the district.

In the past, improvement in education hasn't gone far enough, fast enough. We know we've got to do better, there are no excuses. We need urgent and sustained action to drive up education results.

Things have to change and together we all have to take responsibility to improve educational achievement in our district and give all our children a great start in life. The changes we need can't happen unless we all, public services, schools, parents, business and communities, work together.

We have to make sure that children are ready for school and ready to learn, to accelerate the rate of improvement in achievement and to ensure that young people leave school ready for work and life.

Achieving those outcomes is a joint responsibility with everyone involved having their part to play.

So we are setting out what the Council can offer but we are also asking families, schools, business and employers, the Government and young people themselves to work together with us to do all they can to create the best chance of success for all our children and young people.

The proposed Bradford Education Covenant will outline the action the Council will take along with what it is asking of others to ensure our young people get the best possible start in life.



The Bradford Education Covenant

What the Council will offer

Keeping schools and education as a top priority
Improving schools and educational attainment, so that all our children are able to achieve their potential, will stay at the top of our priorities. We will support all Councillors to be effective champions of children, parents and learning and work with schools and parents to develop a vision for education as we pursue our ambition of making all our schools good by 2018.

Driving school improvement

The Council will work to put schools themselves at the heart of driving improvement. We will challenge schools and governing bodies and hold them to account for their performance, taking rapid and robust action where there are issues that may be preventing a school from making progress, whatever type of school it may be.

Promoting learning from the very best

We already have some outstanding school leaders and teachers. We will work even harder with schools to identify, celebrate, promote and share best practice and support them to assist each other to accelerate improvement.

Attracting, retaining and developing the best school leaders and teachers

We will invest resources in attracting, retaining and developing the best school leaders, teachers and classroom assistants. We've already set aside £660,000 to do this. Part of this commitment will involve promoting Bradford District as an attractive career choice for the best teachers and school leaders. Government policy is to increase the numbers of Academies so we will be proactive in seeking out high quality academy sponsors to attract to the district.

Providing school places by working together with government

The Council will work with the Government to ensure the district gets the money it needs to provide enough school places and keep schools well equipped. We've invested £700,000 to match the Government's money for extra school places but we need more money and more places.

Helping to make sure children are ready for school

Support will be there for families and children through the 'early years' helping to make sure children are ready for school and can do their very best at school from day one.

Supporting children and young people to be ready for work and life

Working closely with the business community, the University and colleges, the Council will provide real opportunities for skill development and jobs when young people leave school. We'll continue, in partnership, to deliver the innovative Industrial Centres of Excellence, each covering a different economic sector, linking schools to employers' needs and we'll support business to get the right young person, with the right skills through our Apprenticeships Hub.

Raising aspirations through cultural opportunities

Providing chances for students to benefit from enriched cultural learning by maximising the District's unique local learning opportunities and facilities - for example, with the National Media Museum and City of Film. This will provide inspiration to our young people and stimulate creativity.



Bradford Council's Education Ask

Parents

- Access a nursery place – 15 hours a week is free and it can make a big difference to your child's development
- Involve yourself in your child's education, encourage and celebrate their learning
- Make learning fun at home, read, count and play every day with your young child
- Make sure your child is at school on time, attends regularly and doesn't take unauthorised absence
- Support your child to get their homework in on time
- Support your child to get involved in out of school activities

Parents need to do this because their involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Children and young people

- Make the most of opportunities for learning at school and at home
- Take responsibility for your own education, build your skills, ask questions, take notes in class and get your work in on time, discover your talents – it's your life, your future, your choice

Children and young people need to do this because motivated and responsible pupils have a better chance of achieving success.

Schools

- Put yourselves at the heart of driving school improvement, working together in partnership, recognising that all types of school are part of a wider education system and need to share solutions and ideas to raise education attainment
- Be active in the district's networks of schools, assist each other each other to challenge and address failure and support the lowest performing schools to learn from the highest performers
- Share resources and expertise to invest in teaching, learning and facilities
- Take timely and robust action to deal with performance, governance, attendance and any other issues in your school to provide the very best education experience and outcomes for your pupils

- Support students to identify future careers opportunities

All our schools need to do this to help us achieve our shared ambition of making sure every school is 'Good' by 2018.

Business and employers

- Support and become involved with an Industrial Centre of Excellence or Bradford Pathways
- Encourage your employees to volunteer for the reading in schools project and to offer mentoring for young people at school
- Provide meaningful work placements to your local schools and be an active partner in educating young people about potential careers
- Provide apprenticeships for local young people

Businesses need to do this because good education and good skills mean greater growth. In engineering alone the UK needs 1.82 million workers with relevant skills by 2022.

Communities

- Everyone in every community and neighbourhood to play their part in making a positive contribution to the growth, development and wellbeing of young people
- Get involved, for example as a volunteer reader

We need our communities to do this because everyone shares in the social and economic benefits of improving education and everyone can play a part in helping to achieve it.

Government

- Provide the funding for the district to have enough places for all our children
- Provide funding and support to help increase education achievement in the district, for example invest in a local programme to drive rapid and sustainable improvements
- Support us to attract outstanding teachers, leaders and, in line with Government policy, Academy chains to the district
- Trust local education partners and devolve more powers to local authorities to tackle failing schools and hold academies to account

We need the government to do this because we have one of the fastest growing populations of young people in the country and will need extra places equivalent to two new secondary schools by 2018.

SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report asks Members to review the Forum's administrative and membership arrangements for 2016/17.

Date (s) of any Previous Discussion at the Forum

The Forum's Conduct of Meetings document and membership arrangements are subject to annual review. Members agreed arrangements for the 2016 calendar year at the meeting held on 21 October 2015.

Background / Context

Accompanying the changes in the national funding system, the Government revised the Schools Forum Regulations. These came into force on 1 October 2012. Although much of the detail on how Forums operate is still left for local decision, the revised Regulations required some significant changes, including publicly accessible meetings, for Forum papers to be published and for decisions to be taken on formula funding and on de-delegated DSG funds on a phase by phase basis. Non schools members are also not permitted to take part in decision making on formula funding. The Forum's Conduct of Meetings & Procedural Matters was adjusted in October 2012 to incorporate these changes.

The DfE introduced a small change to the Schools Forum Regulations, regarding membership, for 2015/16; that, where these exist, Special and Alternative Provision Academies or Free Schools are required to be represented on the Forum. The DfE has also formally extended the Forum's consultative role to include the SEN and Alternative Provision places to be commissioned by the Authority and the arrangements for paying top-up. This is something that we already consult Bradford's Schools Forum on as part of the annual DSG budget setting process.

Within good practice guidance, the DfE has stressed to authorities that it is essential that Forum membership arrangements keep pace with the changing landscape, in particular the conversion of maintained schools to academy status. The Forum must consider annually how best to provide for responsive arrangements, to ensure the Forum remains representative and to avoid any unintended bias towards any one phase, whilst continuing to ensure stability of membership. In 2014, we increase the number of Academy representatives to 6, in response to the estimated growth of the proportion of pupils that will be educated in academies and free schools. We also added a Nursery Governor membership, in response to feedback and to strengthen our representation. We made no changes to membership arrangements in 2015. For 2016 (in October 2015), we reduce the maintained secondary headteacher memberships by 1 to 2 in order to establish 7 academy.

Details of the Item for Consideration

Schools Forum Conduct of Meetings & Procedural Matters

Please see Appendix 1, which is the proposed Conduct of Meetings document for 2016-17. The only amendment to the 2015-16 version is in paragraph 3.4 and is highlighted in red. This change, and its rationale, is explained further below.

Current Schools Forum Membership

Paragraph 3.1 of Appendix 1 outlines the Forum's membership framework as it currently stands. Appendix provides a list of current members and vacant positions.

- There are currently 35 memberships; 27 schools & academy members and 8 non schools members
- The 27 schools & academy members are separated into: 2 Maintained Nursery Schools (1 Headteacher, 1 Governor), 2 Maintained Special Schools (1 Headteacher, 1 Governor), 12 Maintained Primary Schools (8 Headteacher, 4 Governor), 3 Maintained Secondary Schools (2 Headteacher, 1 Governor), 7 Academies (distribution decided by academies) and 1 Maintained PRU (Headteacher).
- Of the 8 non schools members, 4 are currently vacant (two of which have never been filled)

The challenge we face, in setting membership arrangements for the coming year, is that the landscape is very fluid and we cannot be certain at this point of the number of schools that will convert from maintained to academy status or the timescale for this. However, we can expect that the eligibility status of a number of current members representing maintained schools will change; Maintained Schools members should not remain as Maintained Schools members once their own school has converted to Academy. We have

Details of the Item for Consideration (continued)

previously agreed to handle this on an on-going basis, by reviewing membership arrangements each autumn term. This has worked well and has ensured membership has remained proportionate. However, the position this year right now is so fluid and uncertain that it is not likely to be possible to establish arrangements now that will adequately and appropriately last the entirety of the 2016/17 academic year. The Authority is also keen to avoid making ad hoc individual adjustments to membership on a case by case basis as change occurs.

On current information, expecting the possible conversion of the known c. 65 schools to academy status before 1 April 2017, our membership profile could alter during 2016/17 as follows:

- Maintained Primary - 4 memberships (leaving 8 remaining)
- Maintained Secondary - 2 memberships (leaving 1 remaining)
- Academies +5 memberships (increasing the total to 12)
- PRU +1 membership for an academy PRU

6 current representatives of maintained schools are associated with schools that are known to be planning to convert to academy status (1 PRU, 3 Primary, 2 Secondary), possibly in the next few months, which in theory then, ends their memberships.

Although we must ensure that no single group of stakeholders is disadvantaged by arrangements, and that we comply with the regulations and expectations around the operation of the Schools Forum, we also must ensure that the Forum has competent, continuous and secure membership, especially over the September to March period in which the key decisions and recommendations on formula funding and the allocation of the DSG are taken. Appendix 2 highlights current vacancies in the schools and academy positions; we have found it difficult to fill these vacancies and we would not wish to fall into a position whereby the Forum's capacity and expertise is significantly depleted over the September 2016 to March 2017 period because of recruitment issues. Recruitment of members also takes time (allowing for periods of nomination and election).

In recognition of the 'unique' period of school transition in Bradford, the Authority proposes an interim membership solution, which would govern the composition of the Schools Forum for September 2016 to the end of March 2017, at which time this will be reviewed. If this is agreed by the Forum, the Authority will publish these arrangements on Bradford Schools Online, so that opportunity is given for these arrangements to be understood and commented on. The Authority will also then provide a report to the March 2017 meeting, which will outline proposals for arrangements from April 2017.

The following interim solution is proposed:

- Continue existing arrangements for Non Schools Members.
- Continue existing arrangements for maintained nursery schools and maintained special schools memberships.
- Continue the maintained PRU membership. Specifically review this at the point that an academy alternative provision setting is established (the Regulations require memberships to be offered to both maintained and academy providers, meaning that we would have 2 alternative provision memberships).
- Remove the vacant maintained primary governor membership.
- Ask the current incumbents of maintained primary and secondary school memberships (headteachers and governors), whose schools transfer to academy status during the period, to continue on the Schools Forum as academy members at the point their status changes. These representatives would not take part in decisions concerning de-delegated funds if their status has changed before the 11 January 2017 meeting
- Retain all other incumbents of maintained primary and secondary (headteachers and governors) and academy memberships to the end of March 2017 without change.
- Seek to recruit to the vacant maintained secondary headteacher membership (on a fixed term basis to the end of March 2017).
- Seek to recruit to the vacant maintained primary headteacher membership (on a fixed term basis fixed term to March 2017).

Paragraph 3.4 in Appendix 1 is amended to provide for this interim solution.

How does this item support the achievement of the District's Education Priorities

The Schools Forum has a key part to play in the way that resources for education, through the DSG, are allocated. It is essential that the Forum is representative of all settings that will be affected its recommendations and decisions.

Implications for the Dedicated Schools Grant (DSG) (if any)

No direct implications

Recommendations

The Schools Forum is asked to review the Forum's Conduct of Meetings & Procedural Matters document, to note the re-calculation of membership according to pupil numbers, and to agree the proposal interim arrangements for the 2016/17 financial year.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Schools Forum Conduct of Meetings & Procedural Matters 2017

Appendix 2 – Schools Forum Membership at September 2016

Contact Officer (name, telephone number and email address)

Andrew Redding, Business Advisor (Schools), School Funding Team

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Bradford MDC Schools Forum

Conduct of Meetings & Procedural Matters 2017

(October 2016)

1. Regulations

- 1.1 The procedures for the conduct of School Forum meetings were originally agreed in October 2006 following the Schools Forum (England) (Amendment) Regulations 2005/3299. These Regulations govern the composition, constitution and procedures of Schools Forums. The Schools Forum must agree the procedures for conduct of meetings.
- 1.2 The original Regulations have been revised by the Schools Forums (England) (Amendment) Regulations 2007 and amended again e.g. by the Schools Forum Regulations 2012, 2013 and 2014.
- 1.3 The Regulations set regulatory requirements for procedural matters, voting and the conduct of meetings and these are included here. However, a number of procedural matters have been left for local decision. Where the Regulations make no provision on a procedural matter, local discretion is exercised.
- 1.4 The intention behind the Regulations is that Forum meetings will be conducted in the same manner as other Council Executive and Committee meetings.

2. Revision of Procedural Arrangements

- 2.1 Subject to the requirements of the Regulations the procedural arrangements for the Schools Forum can be reviewed and amended at any time with agreement of both the Authority and the Forum.

3. Membership

- 3.1 The agreed membership of Bradford MDC's Schools Forum at 1 September 2016 is:
 - 3.1.1 27 Maintained Schools & Academy Members
 - o 12 Headteachers Maintained Schools
 - o 7 Governors Maintained Schools
 - o 7 Academy representatives (including Free Schools, Studio Schools and UTC's)
 - o 1 representative of Pupil Referral Units
 - 8 Non-Schools Members
 - o A representative of the Church of England Diocese
 - o A representative of the Roman Catholic Diocese
 - o A representative of the Bradford Muslim Association
 - o 2 representatives of the Trades Unions (teaching & non-teaching)
 - o An Officer representing vulnerable pupils
 - o A representative of Early Years Private, Voluntary and Independent providers (PVI)
 - o A representative of Post 16 Providers
- 3.2 The term of membership for Maintained Schools members is 2 years. In order to provide for continuity of expertise 50% of Maintained Schools members retire each year. Serving Maintained Schools members can put themselves forward for re-election to continue for consecutive terms, subject to the requirements for review explained in 3.3. Maintained Schools & Academy members are formally elected by their constituent groups. Academies set their own membership arrangements, including terms of office and the distribution of representation between phases. However, Special Academies / Free schools, or Alternative Provision Academies / Free schools, are required to be formally represented where these types of setting exist.
- 3.3 The Regulations require the number Maintained Schools members to be proportionate to pupil numbers by phase. The Regulations also require the total number of Maintained Schools & Academy members to be proportionate with pupil numbers, with a minimum annual review. The first consideration therefore, in the re-election of the 50% of Maintained Schools members that retire each year, will be ensuring that representation between phases and between Maintained Schools and Academy members remains

proportionate with pupil numbers. This may require the composition of membership between phases and between Maintained Schools and Academies to be adjusted at this point and may mean that serving members may not be eligible for re-election. The Forum will be consulted on all amendments.

- 3.4 Maintained Schools members cannot remain as Maintained Schools Members once their own school has converted to Academy. Should this and / or should the progress of conversion to Academy status be such as to warrant "mid-term" review of membership arrangements, to ensure that membership remains proportionate, this will be discussed with the Forum and changes will be actioned as appropriate and as agreed. **Recognising however, the fluidity across the District currently in the transfer of large numbers of maintained schools to academy status, it is proposed that a flexible interim approach is adopted for membership for the period September 2016 to March 2017. This is proposed to support continuity and stability to enable effective DSG decision making for the 2017/18 financial year across the September 2016 to March 2017 Schools Forum meetings. The interim approach will be reviewed at March 2017.**

- 3.5 The Regulations provide that proceedings of the Schools Forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy invalidate proceedings (save the quorate requirement).

4. Quorum

- 4.1 A Forum meeting is only quorate if 40% of the total membership is present. This is 40% of the current membership excluding vacancies and any observers. Substitute members taking the place of ordinary members, who are absent at a meeting, are counted in the quorum calculations.
- 4.2 If a meeting is inquorate it can proceed but it cannot legally take decisions e.g. elect a chair or make a decision relating to funding conferred by the Regulations. An inquorate meeting can respond to Authority consultation and give views to the Authority, but the Authority is not legally obliged to take account of the views expressed.

5. Voting & Decision Making

- 5.1 Only Maintained Schools and Academy members, and the representative of PVI providers, can vote on matters relating to formula funding. Decisions will be recorded by voting. Non Schools members can participate in discussions on formula funding but do not have voting rights, with the exception of the representative of PVI providers, who does have voting rights when decisions on formula funding are taken.
- 5.2 Decisions on the "de-delegation" of Dedicated Schools Grant (DSG) formula funding items, and the management and allocation of contingencies with the DSG as permitted by the Regulations, must also be made on a phase by phase basis, with the Maintained Schools member representatives from Primary & Secondary taking decisions just for that phase. Decisions will be recorded by voting. Non Schools members, including the representative of PVI providers, and Academy Members can participate in discussions on these matters, but do not have voting rights.
- 5.3 The minutes of the meeting will record the outcome of the vote.
- 5.4 All other decisions relating to the allocation of the DSG, and to other school finance matters tabled at the Forum, will be taken by all members on the basis of reaching consensus, wherever possible.

6. Observers

- 6.1 The Regulations require that the Education Funding Agency (the EFA) has observer status at Schools Forum meeting. The EFA representative has the right to "participate" i.e. to speak at meetings.
- 6.2 The Forum may ask other observers to attend the Forum and can also invite any other body to do so.
- 6.3 Observers may not take part in decision making or voting.

7. Named Substitute Members

- 7.1 Named substitute members will be formally nominated by their constituent groups & will be agreed by the Forum.

- 7.2 Named substitute members have the same rights as full members of the Forum for the meetings which they attend in place of the ordinary member. They will also be sent the reports for all meetings.
- 7.3 Named substitutes can also be used as observers, but only have observer rights to the meetings they attend specifically as observers.
- 7.4 Any substitute provided by a member that is not on the list of named substitutes held by the Forum has no right of participation in the meeting, unless invited to do so by Forum members, and has no right to vote.
- 7.5 The Clerk of the Forum co-ordinates the attendance of substitutes. Members are required to contact the Clerk where they are unable to attend a meeting.

8. Election of a Chair & Vice Chair

- 8.1 The Chair and Vice Chair must be a member of the Schools Forum and must be elected by the members of the Forum. Non-executive elected members of the Council or Authority Officers are not permitted to be Chair.
- 8.2 The term of office of the Chair and Vice Chair will be for one calendar year. Both the Chair and Vice Chair can stand for re-election to serve consecutive terms of office.
- 8.3 The Vice Chair will not be Chair Designate.

9. Notice of Meetings & Agenda Setting

- 9.1 The Forum is required to meet at least four times a year
- 9.2 The dates of meetings for the coming year and the Forum's work plan, which outlines the key items of business that will be discussed by the Forum each term, will be published on the public website at the start of the academic year.
- 9.3 Agenda items for meetings are determined in consultation with the Chair and Vice Chair.
- 9.4 The timing of meetings will be geared towards allowing for best attendance of Forum members.
- 9.5 It may be necessary to arrange additional meetings at times when the Forum has urgent unforeseen or significant matters to discuss. Where the dates of already scheduled meetings are changed, or additional meetings are arranged, all members will be notified directly of the changes by email or post. The public website will also be amended.
- 9.6 The Forum will normally only consider items if they have been included in an agenda, which has been made available for public inspection. However, the Chair can allow an item to be considered, which has not been on a publicly available agenda. For this to happen, the Chair must be of the opinion that it is a matter of urgency. An explanation of the special circumstances must be given in the minutes of the meeting to justify this action.

10. Urgent Business

- 10.1 Where there is a need for a decision or a formal view from the Forum, before the next scheduled meeting, the Clerk to the Forum, in consultation with the Chair of the Forum, will contact all Forum members by email or post giving the details of the decision required and a deadline by which views or votes must be received. All members will be notified of any decision taken and this will be repeated for information at the start of the subsequent Forum meeting (and recorded within the minutes for public awareness).
- 10.2 The Chair cannot take a decision on behalf of the Forum, but the Chair may give the Authority a view on any urgent issue.

11. Access to Meetings

- 11.1 Any person is entitled to attend Forum meetings.

- 11.2 All meetings will be held in public. The taking of photographs, filming and sound recording of the meeting is allowed except if the Forum Members vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Forum clerk who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.
- 11.3 Members of the public do not have the right to participate in Forum meetings, unless they are asked to do so by the Chair and with the agreement of Forum members.
- 11.4 If a member of the public interrupts proceedings, the Chair will warn the person concerned. If s/he continues to interrupt, the Chair can order her/his removal from the meeting.
- 11.5 Attendees from the Local Authority, able to participate in meetings, are restricted by Regulation to the Lead Member, the Director of Children's Services or their representative, the Chief Finance Officer or their representative or where the officer is attending to provide specific financial or technical advice or is presenting a report. Only specific officers eligible to speak at meetings are eligible to attend. Any person presenting a paper can only speak on the paper they are presenting.

12. Recording of Attendance & Apologies for Absence

- 12.1 All members present during the whole or part of a meeting should sign their names on the attendance register to assist with the record of attendance.
- 12.2 Members should contact the Clerk to the Forum prior to a meeting to record apologies for absence.
- 12.3 The minutes of Forum meetings will record the names of attending members, non-attending members that have given apologies and non-attending members that have not given apologies. The Clerk will keep a record of reasons for apologies, which can be reported to the Forum on request.
- 12.4 Membership of the Forum will lapse if a member fails to attend 4 consecutive Forum meetings, unless the Forum agrees that there have been extenuating circumstances, which have prevented attendance.

13. Declarations of Interest

- 13.1 Members should make a declaration of interest when relevant.

14. Administrative Support to the Forum

- 14.1 Clerking and other administrative support to the Forum will be provided by the Local Authority.
- 14.2 This will include:
- 14.2.1 Assisting each constituent group with the co-ordination of the member nomination and election processes
 - 14.2.2 Maintaining records of the election process and composition of the Schools Forum
 - 14.2.3 Maintaining a database of Forum member names and contact details
 - 14.2.4 Sending agendas, minutes and reports to Forum members prior to each meeting
 - 14.2.5 Co-ordinating the attendance of substitute members
 - 14.2.6 Maintaining a record of Forum member attendance, non-attendance and apologies
 - 14.2.7 Recording the discussions and action points of Forum meetings and the outcomes of voting
 - 14.2.8 Maintaining the information on the website for public access to agendas, reports and minutes
 - 14.2.9 Providing an induction for new members of the Forum

- 14.2.10 Providing a route for access to further information and updates from DfE / EFA on Forum related business
- 14.2.11 Providing technical advice on the Regulations governing the Schools Forum composition, constitution and procedures
- 14.2.12 Responding to queries concerning the business of the Forum from Stakeholders and other non-members
- 14.2.13 Recording of spending against the Schools Forum budget and processing members' expenses

15. Order of Business at Meetings

- 15.1 At normal meetings, business will usually be dealt with in the following order
 - 15.1.1 Choice of a person to Chair if Chair and Vice Chair are absent
 - 15.1.2 Receiving of apologies for absence
 - 15.1.3 Disclosures of interest from members
 - 15.1.4 Agreeing the minutes of the last meeting & receiving an update on outstanding action points
 - 15.1.5 Correspondence received from schools
 - 15.1.6 Items of business on the agenda
 - 15.1.7 Standing items, including reports received from the Forum's sub groups & standing information items
 - 15.1.8 Any other business not included on the agenda
 - 15.1.9 Agreement of date, time and location of future meetings

16. Availability of Agendas, Minutes and Reports

- 16.1 Normal practice is for agendas, minutes of the previous meeting and relevant reports to be sent directly out to Forum members and substitutes at least 7 days before the date of the meeting. These will be sent out via email, or via post on request.
- 16.2 Where it is not possible to send reports to members 7 days in advance, members will be notified before the meeting when any missing information will be available or whether this will be tabled at the meeting. Where information has been sent closer than 7 days before the date of the meeting, or has been tabled at a meeting, the Forum has the discretion to take a view on whether members have had sufficient time to consider this and what action should be taken, for example, moving the item to a future agenda.
- 16.3 The agenda and reports for the next meeting will be placed on the website for public access at the same time as these are sent out to Forum members, or within 24 hours of the meeting where reports are tabled at the meeting or are related to exceptional items. Members of the public may request, at their own expense, a copy of the agenda and reports, which are available for public inspection. A reasonable number of agendas and open reports will be made available free of charge at meetings to members of the public in attendance.
- 16.4 The minutes from each meeting will be placed on the public website once these have been agreed by members as a true record at the Forum's subsequent meeting. In advance of the formally agreed minutes, a summary of the key decisions taken at each meeting will be placed on the website, for public access, within 1 week of the meeting having taken place.

17. Standard Format of Forum Reports

- 17.1 All reports submitted to the Forum should be written in the following format, using the established template

- 17.1.1 Title & Brief Description of the item. The purpose of the report should be clearly set out
- 17.1.2 The date (s) of any previous discussion at the Forum and references to previous reports
- 17.1.3 Background & Context
- 17.1.4 A section giving a description of the matter for discussion clearly outlining the action required and options available
- 17.4.5 A section giving an explanation of how the item supports the achievement of the District's education priorities
- 17.1.6 A clear statement of any financial implications for the Dedicated Schools Grant
- 17.1.7 Clear recommendations for the Forum to consider
- 17.1.8 Additional appendices
- 17.1.9 The name, telephone number and email address of a contact officer
- 17.2 Reports will be marked whether the Forum is requested to take a decision (marked 'for action') or whether the paper is provided for the Forum's information (marked 'for information')

18. Sub Groups & Working Groups

- 18.1 The current standing sub groups of the Schools Forum are The School Finance Performance Group (SFPG), the Formula Funding Working Group (FFWG) and the Early Years Working Group (EYWG). These groups have been established to conduct the bulk of the detailed work needed in the management of school deficits and surpluses and in the development and review of formula funding.
- 18.2 These sub groups will report details of their work and any recommendations back to the full Forum. The agenda for each meeting of the Forum includes a standing item where reports are taken from these groups.
- 18.3 The Forum has the discretion to convene additional working groups at any time, for example, for specific projects which may be time limited.
- 18.4 Members of sub groups are normally taken from School Forum members. However, the Forum has the discretion to recommend or nominate non-members to solely make up or be part of these groups.
- 18.5 Sub groups can make recommendations on the allocation of funding, but any final decision must be taken by the full Forum.
- 18.6 The Forum has the power, within the budget available, to commission work from external sources.
- 18.7 Members of the public are not entitled to attend sub group meetings

19. Financial Resources & Expenses

- 19.1 The Forum will set a budget each year to cover its running costs. This budget will cover
 - 19.1.1 The cost of meetings (agreed expenses, producing & distributing reports, room hire, refreshments and clerking)
 - 19.1.2 The commissioning of research or reports
 - 19.1.3 The cost of the nomination and election process for Forum members
- 19.2 School Forum members are able to claim expenses on production of a valid VAT receipt. The rates of payment will be the same as those used for co-opted members of the Council for Financial Loss Allowance, Motor Vehicle Allowance and Subsistence Allowance (the latter cannot be claimed if food is provided at the meeting).

Schools Forum Membership at 1 September 2016 (35 Members)

	Member	Type	Substitute
<u>SCHOOLS AND ACADEMIES MEMBERS (27)</u>			
MAINTAINED SCHOOLS (20)			
Nursery Headteachers (1)	Bev George	Community	Anne-Marie Merifield
Nursery Governors (1)	Ray Tate	Community	
PRUs Representative (1)	Trevor Loft	Community	
Maintained Primary Headteachers (8)	Kevin Holland	Community	
	Michele Robinson	Voluntary Controlled	
	Maureen Cairns	Voluntary Aided	
	Nicky Kilvington	Community	
	Dianne Rowbotham (Vice Chair)	Community	
	Nigel Cooper	Community	
	Wahid Zaman	Community	
	<i>Vacant</i>		
Maintained Primary Governors (4)	Emma Ockerby	Foundation	
	Sami Harz	Community	
	Tahir Jamil	Community	
	<i>Vacant</i>		
Maintained Secondary Heads (2)	Ian Morrel	Community	
	<i>Vacant</i>		
Maintained Secondary Governors (1)	Chris Quinn	Voluntary Aided	
Maintained Special Headteacher (1)	Sue Haithwaite		Sally Joy
			Tricia Pearson
Maintained Special Governor (1)	Brent Fitzpatrick	Community	
ACADEMIES (7)			
	Dominic Wall (Chair)	Academy	
	Nick Weller	Academy	
	Dwayne Saxton	Academy	
	Gareth Dawkins	Academy	
	Lesley Heathcote	Academy	
	Helen Williams	Academy	Alison Kaye
	<i>Vacant</i>		
<u>NON - SCHOOLS MEMBERS (8)</u>			
Roman Catholic Diocese	<i>Vacant</i>		
Church of England Diocese	<i>Vacant</i>		
Council for Mosques	<i>Vacant</i>		
Officer for Vulnerable Pupils	<i>Vacant</i>		
Trade Unions - Teaching	Ian Murch		Irene Docherty
Trade Unions - Non-Teaching	Donna Willoughby		Julie Horbury / Adele Robinson
Early Years PVI Providers	Vivienne Robinson		
Post 16 (High Needs) Providers	David Harwood		Nav Chohan
<u>OBSERVERS (1)</u>			
EFA	To be named by the EFA		

% Schools Members

77%

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SCHOOLS FORUM AGENDA ITEM

For Action

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For Information

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Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To provide the Schools Forum with an early **indicative** view of the 2017/18 Dedicated Schools Grant position and cost pressures, which the Forum will have to consider in making final recommendations in January 2017.

Date (s) of any Previous Discussion at the Forum

This is the first time the 2017/18 DSG position has been directly discussed with the Schools Forum.

Background / Context

In July 2016, we reported to the Forum the anticipated substantial additional cost pressure within the High Needs Block in the 2016/17 financial year, against an additional £1.6m of one off monies available from the closedown of the 2015/16 DSG (with £1.2m of this from the earmarked DSG funds for the 2 year old offer, which the Forum asked the EYWG to consider; this is presented back to the Forum at this meeting in a separate paper). A further comprehensive report on the 2016/17 actual spending position, and how this compares with the planned budget, will be presented to the Forum in December. This report focuses on the on-going DSG financial position, which incorporates the continuation of pressures that have begun in 2016/17.

Forum Members will recall previous messages that have been given about the longer term trend of increasing cost pressures within the DSG, especially within the High Needs Block. The presentation to the Forum by the Deputy Director, Education, Employment and Skills to the Forum in May outlined the anticipated need for the creation of 360 more places in specialist provisions by September 2018, with 120 places needed each year from September 2016 simply to meet increased demand from demographic growth. A more detailed analysis of the pressures within the High Needs Block was presented to the SEN Reference Group in June and will be further considered in planned meetings this term.

Separate reports to this Forum meeting provides an update on Government announcements on the National Funding Formula (NFF). To emphasise one of the significant Schools Block announcements again here: that the 'ringfencing' of the Schools Block, meaning that this Block could not be 'topliced' to provide additional High Needs budget is not introduced at April 2017. The longer term status of this proposal is unclear. However, we are certain that we are still permitted in 2017/18 to move money between the Schools and the High Needs Blocks.

Members are reminded of the analysis previously presented outlining the expectation that under the NFF we expect the value of our Schools Block to reduce and the value of our High Needs Block to increase simply because of the way we currently allocate funding, which is related to the higher proportion of children with additional needs that are educated in mainstream settings than in other authorities. We expressed concern in our response to the 1st stage NFF proposals about plans that suggested the pace of transition to new arrangements would be different in the different Blocks (not allowing us to release money to restructure and increase our High Needs Block provisions). We raised with the Forum in March that the possibility and options for the movement of Schools Block funding to the High Needs Block at a faster pace than proposed by the DfE would be a key aspect for the Forum to consider.

There are other aspects of the NFF announcement that require closer attention, including the transfer of the Education Services Grant Centrally Retained Duties Funding into the DSG from April 2017. However, in order to keep this report focused on the issue of cost pressures, these aspects are not considered here. There are also other decisions that the Forum has already taken, about the cessation of the DSG's contributions to historic commitments (centrally managed funds e.g. for schools improvement) at September 2017, that again are not specifically considered here as these simply delegate money that was previously centrally retained and do not alter costs pressures in the DSG. A more detailed report will be provided in October.

The issue of DSG affordability has been a strong feature of the Forum's deliberations in recent years. Across autumn 2015, we discussed with the Forum and its working groups the necessity of taking an affordability contribution, by reducing the values of formulae variables across all 3 Blocks, in order to balance the DSG. In January 2016, the Forum settled on a blanket 0.42% reduction, which was lower than initially expected due to late notification of an unexpected additional £1.09m of High Needs Block DSG allocated from Government.

Details of the Item for Consideration

Please see Appendix 1, which gives an indicative forecast of the position of the 2017/18 DSG, based on current information. Please note that a good deal of this forecast is ESTIMATED at this stage. The picture will firm up as we get towards December e.g. following the completion of the October 2016 Census and the High Needs Block places setting exercise and following consultation on the continuation of central funds.

Members will see that the starting position (the 'baseline') for each of the 3 Blocks has been formally amended to reflect planned spending in 2016/17. This is the product of the exercise required by the DfE and completed in April 2016. Our previous movement of money from the Schools and Early Years Blocks to the High Needs Block has now been 'locked in', so that the starting baseline position for each Block – planned spend vs. allocation – is 0, which is shown in row f.

In summary, the INDICATIVE forecast identifies an initial funding gap within the DSG of around £5.26m in 2017/18, which can be reduced to £1.22m by the application of a 1.5% reduction in formulae factor variables in the Schools Block and Central High Needs Block funds only *. The clear cause of this gap is pressure in the High Needs Block. Appendix 1 provides a more detailed breakdown of the causes of this pressure.

The actual position will move from this estimate. But the forecast evidences that the position (again, and as we would expect and have been identifying with the Forum in previous discussions) will be difficult. Work is taking place to look further at how the High Needs Block cost pressures can be managed. The Forum will be required to make final recommendations, including how to best manage expected cost pressures, at the meeting on 11 January 2017. The trend of increasing pressure in the High Needs Block is set to continue in future years. It is broadly estimated that we may need a minimum of an additional £16-£19m in DSG over the next 5 years (not including capital cost) to properly re-shape (including duplication of cost as we do this) and grow our provisions for demand, to meet the revenue costs of additional places, and to respond to specific current pressures, including the growing gap between the funding and cost of Education Health and Care Plan in the mainstream sector (driven in particular by the increase in on-costs on staffing salaries in 2015/16 and 2016/17) and the cost of resourced provisions attached to mainstream settings. As outlined in the separate paper, we need the 2nd stage consultation on the National Funding Formula to be published as soon as possible in the autumn and for this to provide sufficient detail so that we can calculate an estimate of our High Needs Block funding going forward. We need this critically in making decisions about the commissioning of additional places and establishment of new provision (how this shapes up against our £16-19m estimate).

The proposals relating to the introduction of the national funding formula for early years provision is considered in detail in a separate paper. Here, for total DSG forecasting purposes, it is assumed that the reduction to be applied to the Early Years Block will be managed within this Block in 2017/18 and going forward. This forecast makes the following additional key assumptions:

- That we will receive the same value of additional High Needs Block funding from the DfE as allocated in 2016/17 (£1.09m). This will not be confirmed until December.
- That the additional DSG Schools Block resource that we will receive from having a greater number of children recorded in the October 2016 Census in Primary and Secondary schools and academies (+ 1,009 estimated) will meet the cost of Schools Block formula funding and will also provide some additional headroom.
- That the resources within the Early Years Block will be sufficient to meet the allocations to providers from the Single Funding Formula, including the new 30 hours entitlement.
- That the Early Years Block will pay for the Early Years Inclusion Panel funding (£0.3m estimate).
- That the Forum, in possibly reducing formulae variables for DSG affordability reduction, will wish to employ this only in the Schools Block. That the lump sum in the Primary and Secondary formula would be excluded from this reduction and would remain at the £175,000 value.
- That actual spending in 2016/17, above the planned budget, in the High Needs Block, will continue in 2017/18 so that the starting point for spending at April 2017 is higher than anticipated previously.
- That the total number of commissioned / funded high needs places in Bradford providers in 2017/18 will increase to meet demand; to provide an additional 120 places for the period April to August 2017 and then a further 120 places from September 2017. Each place is costed at an average of £21,000 (so that 120 places in a full year costs £2.52m). A further report on commissioned places and the position of the High Needs Block will be presented to the Forum in October.
- That the DSG will meet the increased cost of placements in independent, OLA and non-maintained provisions without reducing the number of Bradford-located places to compensate for this increase.
- The forecast does not build in any provision for the cost of transition or interim arrangements utilised in meeting the growth in demand for places funded by the High Needs Block. It is assumed that these costs will be met elsewhere.
- That the cost of expansion (growth) in the primary phase will continue to decrease as expansion begins in the secondary phase.
- That there will be little or no one off money that can be allocated to support on-going cost pressures in the short term. This will need to be specifically discussed by the Schools Forum over the autumn.

Details of the Item for Consideration (continued)

- That the DSG's contribution to the Building Schools for the Future Affordability Gap will need to increase by 2% (for RPIX) in 2017/18. This will need to be reviewed in February 2017.
- That the cost of rates in primary and secondary academies will increase by 3% in 2017/18, allowing for the reduction in cost to the DSG as maintained schools convert to academy status with a 80% reduced rates charge (non Trust and Voluntary Aided schools only). This will need to be reviewed for better estimates to be calculated at the beginning of January 2017.
- That the transfer of the ESG into the DSG will not have a net impact in cost pressure terms on the DSG.

* The affordability reduction at a value of 1.5% will have implications for mainstream school and academy budgets and the impact must be closely considered. At this stage:

- The values of variables in the Primary & Secondary formulae following the reduction can be seen in the consultation paper and the indicative impact on the budgets of individual schools and academies can be seen in the modelling attached to this.
- It is assumed at this stage that the Forum will not be minded to reduce rates of funding in the Early Years Block any further than what is needed in response to the reduction in this Block from national funding formula proposals and pay for the Early Years Inclusions Panel resource. As such, the Early Years Block would be excluded from an affordability topslice.
- It is assumed that the Forum would also be minded to exclude, if it is possible to do so, the delegated High Needs Block, as to reduce funding rates would further widen the gap between funding and the costs of provision, especially in delegated budgets knocking onto funding in mainstream schools and academies. The SEN Reference Group will be considering more closely the position of funding rates under the current Place-Plus model.

As the position of the 2017/18 DSG firms up over the autumn, the Forum will wish to consider, recognising the potential introduction of the Schools Block ring-fencing at April 2018, which will prevent us from taking further contributions in support of High Needs Block pressures, whether it is possible and recommended to apply a reduction in 2017/18 greater than is needed to simply balance the DSG so that some additional resource is available to meet the known growth in cost in 2018/19. The Forum will wish to consider this in the context of the NFF proposals. We currently roughly estimate that the maximum reduction that would be achievable, being required to apply a 1.5% Minimum Funding Guarantee, would be around £5m (a further £0.8m on the 1.5% shown in the modelling on which this report is based).

Implications for the Dedicated Schools Grant (DSG) (if any)

This is an item for information only at this stage, but the content of this report has direct implications for the 2017/18 DSG – as outlined in Appendix 1

How does this item support the achievement of the District's Education Priorities

This is an item for information only

Recommendations

The Schools Forum is asked to consider and to note the overview provided.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Early Projection of the 2017/18 DSG and Cost Pressures

Contact Officer (name, telephone number and email address)

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Early Projection of 2017/18 Dedicated Schools Grant and Cost Pressures

Schools Forum Document GG Appendix 1

2016/17 Original DSG Blocks Position

- a) 2016/17 DSG (before Academy recoupment) at July 2016
- b) Planned Expenditure 2016/17 (set before the start of the year, excluding allocated one off monies)
- c) Difference (Pressure) (a-b) (negative = overspend)**

Schools Block	Early Years Block	High Needs Block	Total
413,843,277	39,202,864	50,611,089	503,657,230
408,662,150	38,809,801	56,185,279	503,657,230
5,181,127	393,063	-5,574,190	0

2016/17 Re-Baselined DSG Blocks Position

- d) 2016/17 DSG (before Academy recoupment) Re-Baselined Position (adjusted for items not included by DfE)
- e) Adjusted Baselines Planned Expenditure 2016/17
- f) Difference (Pressure) (d-e) (negative = overspend)**

408,662,150	38,992,713	56,929,300	504,584,163
408,662,150	38,992,713	56,929,300	504,584,163
0	0	0	0

2017/18 Forecast

- g) Anticipated additional / reductions in DSG income in 2017/18 :

For additional children recorded in the October 2016 Census (Primary and Secondary)
 Transfer of the Centrally Retained Duties Element of the Education Services Grant into the DSG (using Oct 16 estimate)
 Reduction in Early Years Pupil Premium (based on actual eligibility)
 Transfer of the Places-Element for Further Education Providers into the DSG
 Additional Funding into the High Needs Block (estimated the same value as received in 2016/17)
 Difference in the value (estimated) of one off monies being recycled into the ISB in 2017/18
 Estimated Additional Funding for the 30 Hours Early Years Entitlement from September 2017
 Estimated Additional Funding from the increase in 2 Year Old Funding Rate (£4.85 to £5.20)

4,852,605			
1,446,980			
	-414,452		
		1,090,700	
		1,093,000	
-164,498		685,000	
	3,851,850		
	600,828		

- h) Total Anticipated DSG 2017/18**

Total Additional income (RISK)

414,797,237	43,030,938	59,798,000	517,626,176
<i>6,135,087</i>	<i>4,038,225</i>	<i>2,868,700</i>	<i>13,042,013</i>

- i) Anticipated net cost savings to the DSG in 2017/18:

Reduction in cost of growth / expansion in the Primary Phase
 Saving on Early Years Pupil Premium spending (matching the reduction in DSG income above)
 Saving as result of the indicative 1.5% DSG affordability reduction (Schools Block & Central High Needs Block only)
 Saving within the Early Years Block so that all pressures are contained within this Block (will require rates reductions)

-397,307			
	-414,452		
-3,964,357		-83,400	
	-966,695		

- j) Anticipated additional costs to the DSG in 2017/18 above 2016/17 planned budget levels

Spending on ESG services following the transfer of this grant into the DSG (as shown above)
 Estimated Growth in cost of Copyright Licences (estimated at 10%)
 Formula funding cost adjustment (October 2016 Census and other estimated cost changes, including rates)
 Estimated Cost of Delivery of the 30 Hours Early Years Free Entitlement from September 2017
 Estimated Additional Cost of Delivery in passporting the increase of the 2 Year Old Funding rate to £5.20
 Additional Growth funding in the Secondary Phase
 Cost of inflation on the Building Schools for the Future DSG Affordability Gap (estimated at 2%)
 Estimated cost of Further Education HNB Places (from the transfer into the DSG shown above)
 Estimated increased spend across all other SEND High Needs Block Places Provision (Bradford Located). Includes unallocated provision
 Estimated increased spend across all Behaviour Centre / PRU High Needs Block Places Provision (Bradford Located)
 Estimated increased spend mainstream EH&CPs (including SEN Funding Floor)
 Estimated growth in cost of OLA, independent and NMSS placements
 Estimated growth in cost Education in Hospital, Tracks and Home Tuition
 Estimated growth in cost of Speech and Language Therapy
 The Early Years Block proposed to fund the Early Years Inclusion Panel (EYIP) funding

1,446,980			
40,743	3,927	4,418	
4,394,776			
	4,488,674		
	635,161		
280,000			
113,920		13,765	
		1,161,980	
		4,854,382	
		599,022	
		1,040,627	
		570,000	
		412,026	
		25,000	
	300,000	-300,000	

- k) Total Anticipated Net Position Costs vs. Savings in 2017/18**

1,914,756	4,046,614	8,297,821	14,259,191
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- l) Anticipated 2017/18 DSG Position (Pressure) (negative = overspend) (h-e-k)**

Change in Cost Pressure (negative = increase in cost pressure)

4,220,332	-8,389	-5,429,121	-1,217,178
<i>4,220,332</i>	<i>-8,389</i>	<i>-5,429,121</i>	

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SCHOOLS FORUM AGENDA ITEM

For Action

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For Information

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Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To provide the Schools Forum with an overview of the latest information from Government, on the introduction of a National Funding Formula for the Schools and High Needs Blocks, in announcements made since the Forum meeting in July.

Date (s) of any Previous Discussion at the Forum

A regular discussion item in recent meeting. The 1st stage consultation was considered on 16 March 2016.

Background / Context

The government's first stage of consultation on the National Funding Formula (NFF) was published on 7 March as was considered by the Forum at its meeting on 16 March. A short reminder of the key proposals:

- Different changes to different aspects of school funding
 - Primary & Secondary & centrally managed DSG / ESG: 'hard' NFF at April 2019 paid 'directly' to schools and academies. No de-delegation; no local contingencies; no local growth fund; Pupil Premium to continue for the lifetime of this parliament.
 - High Needs: no school-level NFF; continuation of local management but under a new formularised needs-led HNB distribution
 - Transition / protection / capping across all Blocks; based on updated levels of spending ('baselining' on 2016/17). 5 years of designated transition for HNB (at least).
 - Smaller value of centrally managed DSG / ESG as the role of the Council reduces to 3 core functions. Full formularisation of on-going centrally managed DSG allocations.
 - No ESG general rate funding for the Council or academies (after remaining protections for academies cease in 2020).
 - Review of the continued role of the Schools Forum.
- The 1st stage consultation did not provide the detail on which to assess impact (critical will be weightings and how the measures are used), on individual schools and settings and the District as a whole, or speed of transition (levels of protections).
- A number of areas where there a NFF formula solution is not yet proposed / not yet been found e.g. BSF, growth funding.
- Proposed at April 2017 and for 2017/18 and 2018/19:
 - The start of the redistribution of funding between authorities.
 - The DfE to calculate a 'notional / shadow' NFF allocation for every primary and secondary school and academy including a national MFG / ceiling. This to include Pupil Premium.
 - This does not bring in a school-level NFF; the Local Authority with the Schools Forum continues to be responsible for local formulae funding until the end of 2018/19. Schools Forum will have to consider what to do in these 2 years e.g. stay the same or move closer to the notional NFF / what do to if we start to see a significant change in our level of Schools Block funding.
 - Proposal to permit local authorities that lose in their Schools Block to adopt a lower MFG e.g. minus 2.5% rather than minus 1.5%.
 - At April 2017 and for 2017/18 and 2018/19, the DfE proposes that 100% of the Schools Block must be spent on primary & secondary school and academy budgets i.e. Schools Block is ring-fenced and cannot be transferred to meet increasing High Needs Block costs.
- The 1st stage consultation gave no sight on proposals for the adoption of a NFF for Early Years funding, nor on how the extended 30 hours free entitlement (for children who's parents are both in work), from September 2017, would be funded.

We submitted a response to the proposals, which was shared with the Forum in the May meeting. Our response especially said the following, that:

- One of our significant issues with the proposals for the NFF is the absence of a pupil mobility factor.
- Supporting the needs of vulnerable learners must be placed at the heart of the new funding system.

Background / Context (continued)

- Critical to fairness is that the correct weighting (uplift) is applied to the funding of pupils with additional educational needs, recognising in particular the clear correlation between levels of deprivation, lower pupil outcomes and higher costs. We argue very strongly against a NFF, which takes away Schools Block funding from the Bradford District by reducing the weighting that is given to additional educational needs.
- We believe that the DfE may struggle to successfully replicate in a NFF the sensitive, effective, arrangements that are currently in place for supporting places growth and PFI costs. We note that the DfE has not yet found a formula solution for these. Both these issues are massive for Bradford. We are immediately concerned about the transitional arrangements for the next 2 years for these factors. We argue that consistency can be achieved in ways other than the total removal of all local-decision making on Schools Block formula funding e.g. in further tightening of Regulations and setting ranges between which funding rates must be calculated.
- We strongly agree that a NFF should include a lump sum. We would see that this is essential for the primary sector in particular.
- We are concerned that the proposal to ring-fence the Schools Block during the transition period will significantly hamper our re-shaping and re-financing of SEND and alternative provisions and will directly impact on the provision available for pupils with SEND. We have set out in our response an argument that authorities that see both a reduction in Schools Block and an increase in High Needs Block funding must be permitted to transfer Schools Block funding to the High Needs Block more quickly than the NFF protection system will allow.
- We are concerned about issues that may arise from the differing speeds of transition between the Schools Block (faster) and the High Needs Block (slower over 5 years), where we lose in the Schools Block and gain in the High Needs Block (which is what is expected simply recognising our current DSG distribution).

The Government's response to 1st stage, at its more detailed plans and modelling, was expected to have been published before the summer break. A short statement was made by the new Secretary of State for Education on 21 July and some more detailed operational guidance was published shortly after. We still await however, formal consultation from the DfE on the Finance Regulations for 2017/18, which we expect to clarify some aspects that are still unclear.

The Government published its consultation on a national funding formula for the early years free entitlements on 11 August. This is presented and considered in a separate agenda item at this meeting.

Details of the Item for Consideration

The Secretary of State's announcement on 21 July stated:

- The start of the implementation of the National Funding Formula (NFF) at April 2017 is postponed. The statement suggests that this is postponed until 2018/19. The initial proposal was for the hard NFF for Primary and Secondary schools and academies to be implemented from April 2019, but for transition to this, as well as changes to move to a formularised High Needs Block, to begin from April 2017. This now means that either transition will be shorter than initially proposed or the full implementation will be put back from April 2019. We will not be any clearer on timings or the status of proposals until we see the content of the next stage of consultation.
- The Government's response to the 1st stage of consultation will now not be published until the autumn. We still expect a 2nd stage consultation, which will still expect will provide more detailed modelling to enable impact assessment. The announcement indicates that the Government aims to take final decisions on a NFF early in the new-year. Depending on what is published and when, we may be required to set our 2017/18 DSG allocation without full final sight of the impact of NFF. We have identified that we need to have this in order to progress discussions, in particular, on high needs funding and sufficiency of places matters. We hope then that the 2nd stage consultation does give us some sight of this to inform our planning in advance of e.g. January 2017 windows for applications for specialist free schools.
- 2017/18 then is largely maintaining the status quo, but with 2 quite significant technical changes:
 - The DSG Block baselines have been revised, following the exercise completed in March, so that the 2017/18 DSG allocation will be based on our stated spending in each of the 3 blocks in 2016/17. This doesn't alter our level of DSG funding per se, but there are some possible implications where we continue to grow in pupil numbers.
 - The Education Services Grant (ESG) – Centrally Retained Duties allocation will be transferred into the DSG Schools Block at April 2017. It appears that this will be translated into an amount per pupil value (a sum of £1.43m will be transferred into our 2016/17 baseline, which gives a per pupil value of £16.83).

Details of the Item for Consideration (continued)

- The proposal that would have prevented the Schools Block contributing any further to the High Needs Block, in order to release budget to meet the cost of additional places, will now not be implemented for 2017/18. This means that we continue to have this flexibility next year. The on-going status of this proposal, and its implementation in 2018/19, however, are unclear.
- No Local Authority to see a reduction in 2017/18 against their 2016/17 funding (adjusted for the new spending 'baselines').
- Additional High Needs Block funding will be allocated to local authorities in DSG in 2017/18. We received an additional £1.09m in 2016/17. We have no indication yet of value of additional funding next year but it is reasonable at this stage to anticipate the same value.
- The Minimum Funding Guarantee will be retained at minus 1.5% for 2017/18.

This announcement has provided some clarity on the position and options for 2017/18. However, we are currently no clearer on the longer term implications of NFF changes or on the status of what was proposed in the 1st stage consultation.

We expect that the 2nd stage consultation (and modelling from this) will be a key agenda item for the Schools Forum either in October or in December, depending on the timing of the Government's announcement. To repeat what is said above, critically, we hope that the 2nd stage consultation will be published in good time and will give us sufficient detail on which to model impact before we ask the Forum to make its recommendations on the 2017/18 DSG allocation on 11 January 2017. However, there is now a risk that we may be required to set our DSG allocation without sight of this, and certainly, without sight of final NFF decisions, which will not be announced until the new-year.

The Forum is likely to need to make recommendations, using its working groups, based both on what we know and what we do not know about future funding arrangements and levels. Previously, in the face of NFF uncertainty, the Forum has sought to provide stability by generally maintaining the status quo in formula funding arrangements, based on the assessment that the structures of our funding formulae continue to be fit for purpose.

Implications for the Dedicated Schools Grant (DSG) (if any)

This is an item for information only at this stage, but the content of this report has direct implications for the 2017/18 DSG – as outlined in Document GG.

How does this item support the achievement of the District's Education Priorities

This is an item for information only.

Recommendations

The Schools Forum is asked to consider and to note the overview provided.

List of Supporting Appendices / Papers (where applicable)

None

Contact Officer (name, telephone number and email address)

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SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report provides an update on Early Years DSG funding matters, including the DfE's consultation on the proposals for a National Funding Formula. The report asks for the Forum's view about areas of consensus that should be included in the Authority's response to this consultation. Feedback from the Early Years Working Group will be presented verbally to the meeting. This report is presented in advance of asking the Forum to agree its consultation on Bradford's Early Years Single Funding Formula for the 2017/18 financial year, which it is anticipated will be presented to 19 October meeting.

Date (s) of any Previous Discussion at the Forum

The DfE's consultation on an Early Years National Funding Formula has not yet been considered by the Schools Forum. The matter of the £1.2m under spending in the DSG 2 year old resources was referred to the Early Years Working Group at the Forum's meeting on 20 July 2016.

Background / Context

At the Schools Forum meeting 20 July 2016 it was reported that a further £1.2m of unspent resource is available from the DSG's earmarked funding previously allocated for the development of the 2 Year Old Offer. It was reported that the total under spending in this budget at 31 March 2016 was £1.95m, with £0.75m having already been committed by the Forum to continuing the development and take up of 2 year old places. The Business Advisor (Schools) recommended at the meeting, having discussed this with lead officers, that the £1.2m is released back to the DSG to support the significant financial pressures in the High Needs Block in 2016/17. The Forum asked that this be referred to the Early Years Working Group (EYWG) for consideration.

In previous presentations about the National Funding Formula proposals, we have explained that no details have been given about the future direction of Early Years formula funding; only that the DfE had promised a "parallel" consultation. We have briefed previously on our expectation that, because we currently fund our early years provision within the DSG at a rate that is significantly higher than the national average and in most other authorities (in excess of £1.00 more per hour), we are likely to lose from national funding formula arrangements. The rationale for our higher rate of funding has been less around the costs of childcare and more around early intervention.

For reference, Bradford's re-baselined 2016/17 DSG Early Years Block currently is £39.18m. This is 7.8% of the total DSG. It is made up of the following elements:

- | | |
|-----------------------------|---------------|
| • 3 and 4 Year Old Offer | £29.91m (76%) |
| • 2 Year Old Offer | £8.93m (23%) |
| • Early Years Pupil Premium | £0.34m (1%) |

Our current 2016/17 Early Years Single Funding Formula allocates funding to providers as follows:

- A 2 Year Old Offer universal setting rate £4.83 per hour
- 3 and 4 Year Old setting base rates x3:
 - Nursery schools £5.70 per hour
 - PVI providers £4.62 per hour
 - Nursery classes £4.13 per hour
- An additional individual setting 3 and 4 year old deprivation rate, calculated using a 3 year rolling IDACI average. 13.2% of the total 3 and 4 year old budget is allocated via this factor. The mean average rate is £0.68 per hour.
- An additional sustainability lump sum, incorporating catering costs, for nursery schools; total allocation of £0.38m.
- An additional allocation, £333 per term, for Looked After Children in all settings.
- The Early Years Pupil Premium to the formula and conditions set by the DfE.

The distributions between settings of children taking up the free entitlement offers (based on 2016/17 indicative numbers) are as follows:

- 2 Year Old: 11% nursery schools; 18% nursery classes; 71% PVI providers
- 3 and 4 Year Old: 7% nursery schools; 37% PVI providers; 57% nursery classes

Background / Context (continued)

The Government's new 30 hours free entitlement for 3 and 4 years olds of working parents is to be implemented from September 2017. Bradford is an 'early innovator' authority. A project board is overseeing our development work, including the development of pilot delivery from September 2016. Funding will begin in and from the DSG for this additional offer from September 2017 (7/12ths in 2017/18). The DfE estimates an additional 2,398 PTE to be funded in Bradford, with DSG funding of £6.25m on a full year on-going basis.

Details of the Item for Consideration

The anticipated consultation on a national formula for the funding (NFF) of the early years free entitlement was published by the DfE on 11 August 2016. The deadline for responses to this consultation is 22 September 2016. The full consultation document can be found [here](#). The proposed timeline for the full implementation of new NFF arrangements aligns with that of the primary and secondary NFF; full implementation at April 2019, with transition over the next 2 financial years.

In summary:

- A quite substantial (7%) increase in funding for the 2 year old offer from April 2017 (£0.6m gain to Bradford on January 2016 numbers) – rate of funding per hour possibly increasing from £4.85 to £5.20.
- A substantial (10%) reduction in funding for the 3 and 4 year old offer, of £3.01m in the DSG on January 2016 numbers, meaning funding rates for 3 and 4 year old free entitlement provision will need to reduce, especially for nursery schools and PVI providers, starting from April 2017. This is funding lost from the District; it is not retained to be recycled into another part of the DSG.
- Nationally, 112 authorities are gaining from NFF proposals; 38 are losing (a number of London authorities are particularly negatively affected; our position is the worst of Yorkshire regional authorities).
- A significant alteration in the distribution of remaining funding between providers. A flattening of this distribution as a result of the proposal for a universal base rate.
- Very significant implications for the levels of DSG funding to nursery schools. The DfE indicates that there will be further consultation on this, with transitional protection in place "for at least" 2 years.
- An apparent weakening of the proportion of general funding allocated to deprivation (so a further flattening of the distribution on top of that from the universal base rate).
- Transitional protections in place 2017-19 meaning the full value of loss is not felt immediately, but substantial losses will still need to be managed in these transitional years (especially in 2018/19).
- Some lack of clarity on whether various restrictions come into place at April 2017 or April 2019.
- A new grant stream within the DSG, which will allocate funding on an annual basis for children in receipt of Disability Living Allowance (DLA).
- The Early Years Pupil Premium will continue.

A headline summary of the structural proposals behind these points:

- The Early Years Block, and the calculation of allocations to providers, will remain under the management of local authorities but under very tight national statutory restrictions.
- 2 year old funding and the Early Years Pupil Premium, on their existing formulae, will continue.
- Funding at DSG level for the 3 and 4 year old entitlement to be calculated on a simple formula: (Base Rate (89.5%) + AEN Factor (10%) x area costs + separate payments to providers for every children in receipt of Disability Living Allowance (0.5%), which are to be passed onto providers. The AEN factor is to be based on a combination of proxy measures (FSM, EAL and Disability Living Allowance).
- Authorities must have established a single universal base rate of funding for all providers, for the full 30 hours entitlement, by April 2019 at the latest (with encouragement for earlier implementation).
- The amount by which the Early Years Block can be 'topsliced' for centrally managed funds is restricted to 5% of the total budget. We currently topslice 1% and this is reducing.
- Authorities must have a deprivation factor and can continue to set their own method for allocating this to providers, but the total of spending on all supplements is limited to 10% of the budget. We currently spend 13.2% on deprivation alone. Unclear whether this restriction applies from April 2017.
- The types of supplements authorities can use will be restricted to: deprivation (mandatory), rurality (optional), key policy objectives e.g. flexibility (optional). We have not previously employed any of these supplements. However, this means that our current lump sum funding (to nursery schools) and sustainability mechanisms would not be permitted. Unclear whether this restriction applies from April 2017.
- Authorities are encouraged to introduce (if not in place) funds for inclusion for SEND children. These can be funded from the Early Years Block. We have no plan in place.
- The Minimum Funding Guarantee will no longer be applied in the Early Years Block.

Details of the Item for Consideration (continued)

The key messages on impact are:

- It is expected that our rate of funding for the 2 year old offer will increase from April 2017. Our current rate of funding is £4.85 per hour. The Government has committed to uplift the average rate from £5.09 to £5.39 per hour, which is a 5.9% increase. The consultation suggests our rate of funding in 2017/18 will be £5.20, which would represent an increase of £0.35 per hour (£0.6m on January 2016 numbers).
- The proposed new formula-led approach however, at April 2019 and on current data, will reduce our DSG rate of per hour funding for the 3 and 4 year old offer from £5.08 per hour to £4.55 per hour. At this level of reduction, we hit the DfE's proposed 10% floor, so our rate would not fall below £4.57. £4.57 is a reduction of £0.51 per hour and, on January 2016 census numbers, a loss of £3.01m of DSG funding out of the District. There will be additional transitional protection for 2 years, but sliding scale losses will need to be managed in these years, with the majority of the reduction taking place from April 2018. It is assumed that the 10% floor will be an on-going feature of the formula moving forward. If this is removed, our rate would drop by £0.02 to £4.55 on current data.
- Rates of funding for the 3 and 4 year old offer (and the rate for April 2019 when we get there) will be subject to annual variations due to changes in data – FSM, EAL etc. If the 10% floor is a permanent feature, because we are funded on this, our rate could go up if our FSM levels increased, for example, but would not reduce below £4.57, unless the DfE made specific decisions to alter arrangements. It is likely that we will set the principle of passporting for the Early Years Block (annual changes in funding both up and down will be managed within the Early Years Block through adjusting funding rates for providers).
- Our loss is made harder (it increases our financial pressures further) because we must fund more hours in the future on this lower rate. The new additional 15 hour entitlement at September 2017 will be implemented at the same time as all settings are responding to a fairly significant reduction in their levels of funding across 2017-2019. This is likely to make the introduction of the 30 hours entitlement very challenging. Our consultations on how we establish new reduced funding rates are also likely to be so.
- The options to sustain current levels of spend on early years by taking contributions from the Schools or High Needs Blocks are very limited, given the adoption of NFF arrangements in these other blocks and the pressure that is currently within the High Needs Block. We will need the Early Years Block to 'live within its means'. At the same time, because of these reductions, the ability of the Early Years Block to significantly contribute to High Needs Block pressures in 2017/18 and beyond is also very limited. However, the Early Years Block is permitted to contribute to resources for SEND inclusion and we would propose that it does so, to alleviate some of the pressure in the High Needs Block.
- Authorities will be required to set a single universal base rate of funding for the 3 and 4 year old offer for all providers, by April 2019 at the latest. This will have a significant impact in changing the distribution of funding at provider level. The requirement to reduce funding across the board (with the loss of the £3.01m) will mean rates for most settings will reduce, especially the rates for the PVI sector and for nursery schools. Also, together with the loss of lump sum funding for stand alone setting costs, this reduction in rates will have a serious impact on nursery schools.
- The size of impact will differ for providers, because our current base rates are different. This difference in rates comes from detailed cost analysis work. 2016/17 rates are:
 - Nursery Schools £5.70
 - PVI providers £4.62
 - Nursery Classes £4.13
- In the future, simply, the universal base rate would be calculated on a mean average, by dividing the budget by the number of hours to fund, having first reduced the available budget by e.g. 10% for deprivation, for SEND inclusion and for central managed costs. In 2016/17, our mean average is £4.41. So if we had applied this universal rate this year, rates would have changed as follows:
 - Nursery Schools - £1.29
 - PVI providers - £0.21
 - Nursery Classes +£0.28

Details of the Item for Consideration (continued)

- However, the mean average in the future will need to reduce in response to the reduction down to the £4.57 total DSG per hour funding rate; our £4.41 mean is currently based on the £5.08. We need to carry out work to calculate this reduction and model impact at provider level. We will do this with the School Forum's Early Years Working Group.
- Alongside this, the rates of funding allocated to support deprivation will reduce as the proposals will limit our spending to 10% of our budget; we currently allocate 13.2% of our budget to deprivation and also have a specific looked after children funding stream. If we wish to have other supplements in our formula e.g. to promote flexibility, our spending on deprivation would need to reduce below 10% to incorporate these. Again, we need to carry out more work on how the distribution of funding will change. However, this will generally flatten the distribution of funding and reduce the extent to which formula funding is targeted at vulnerable children. However, the new Disability Living Allowance funding stream will provide some new resource targeting SEND, alongside the Early Years Pupil Premium, which will continue to target deprivation and children in care.

The draft of the Authority's response to the DfE's consultation is attached at Appendix 1. Members are asked for feedback on areas of consensus that should be included in the Authority's response.

The EYWG is continuing to consider the options available for our funding approach for 2017/18 based on what we currently know. It is anticipated that our consultation document on 2017/18 arrangements will be presented to the Forum at the next meeting.

Implications for the Dedicated Schools Grant (DSG) (if any)

Direct implications – as outlined.

How does this item support the achievement of the District's Education Priorities

This is an item for information only.

Recommendations

The Schools Forum is asked to consider and to note the matters raised in the report and also to recommend areas of consensus that should be included in the Authority's response to the DfE's consultation.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Bradford Authority's draft response to the DfE's consultation.

Contact Officer (name, telephone number and email address)

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Bradford Local Authority Draft Response to Early Years National Funding Formula Consultation

1. Should there be an early years national funding formula (to distribute money from Government to each local authority)?

- ☒ Yes
☐ No
☐ Unsure

2. Considering a universal base rate of funding which does not vary by local area...

Should a universal base rate be included in the early years national funding formula? Yes ☒ No ☐ Unsure ☐

Is 89.5% of overall funding the right amount to channel through this factor? Yes ☐ No ☒ Unsure ☐

3. Considering an additional needs factor...

Should an additional needs factor be included in the early years national funding formula? Yes ☒ No ☐ Unsure ☐

Do we propose the correct set of metrics? Yes ☒ No ☐ Unsure ☐

Do we propose the correct weightings for each metric? Yes ☒ No ☐ Unsure ☐

4. Considering an area cost adjustment...

Should the early years national funding formula include an area cost adjustment? Yes ☒ No ☐ Unsure ☐

Should that adjustment be based on staff costs (based on the General Labour Market measure) and on nursery premises? Yes ☒ No ☐ Unsure ☐

costs (based on rateable values)?

5. If you have any comments or recommendations for alternative metrics or weightings to be used in the early years national funding formula, please explain here:

Supporting the needs of vulnerable learners must be placed at the heart of the new funding system.

We agree that an Early Years NFF, which allocates consistent amounts of funding to local authorities for children with the same levels of need is fair. However, also critical to fairness is that the correct weighting (uplift) is applied to the funding of children with additional educational needs, recognising in particular the clear correlations between levels of deprivation, lower pupil outcomes and higher costs. We argue very strongly against these NFF proposals, which appear to inadequately weight additional educational needs, both as funding is passed to local authorities in the DSG and as funding is then allocated to individual providers through local formulae. It appears that these proposals are focused on flattening the distribution of funding in support of childcare policies. We in Bradford have taken decisions previously to spend more of our DSG in our Early Years Block in order to support early intervention especially for vulnerable groups. As a result, our funding rates in our Early Years formulae have been higher than national averages. It now appears that we will be penalised for these decisions. The NFF proposals, at April 2019, will take £3m out of our Early Years Block (10%) and we conclude that one of causes of this is a flattening of the distribution of funding that comes from the inadequate emphasis on deprivation.

Firstly, the weighting applied to AEN in the DSG formula should be greater than 10%. We currently allocate 13.2% of our Early Years Single Funding Formula for additional educational needs and we would suggest that the DSG NFF weighting should be at least at this level.

Secondly, a cap on the value of supplements in each authority's formula, set at 10%, is far too low if this is to incorporate deprivation alongside all other supplements. As we currently allocate 13.2% of our formula resource to deprivation, to comply with new requirements, we would need to reduce our deprivation spending to at least 10%, and reduce this by more if we wished to fund additional supplements in support of Government policies. A reduction from 13.2% to 10% means that we would be allocating £1.1m less to our providers in targeted AEN resources on current rates. Further resource will be lost as we respond to the £3m reduction.

Thirdly, there is clear evidence that Universal Infant Free School Meals has affected the robustness of the FSM measure in the primary phase. This is a point that we made in our response to the Schools Block NFF consultation. Despite our work to counter this, Bradford's October 2015 Census has recorded a reduction in FSM numbers in primary schools and academies (to the extent that we would have spent £530,000 less out of a budget of £18.9m on this formula factor). For this reason, unless other national action is taken e.g. automatic FSM enrolment, we strongly argue that an area based measure, preferably the Index of Multiple Deprivation, is used in the Early Years NFF, not FSM.

Fourthly, we ask the DfE to clarify whether the data that will be used to calculate the NFF at DSG level will be based on snapshot annual figures or rather on e.g. EAL 3 as is the case in the Primary formula. We would support the use of EAL 3, rather than an annual snapshot, so that the value of Early Years Block is protected on a sliding scale basis from the impact of significant year on year data changes.

6. To what extent do you agree with the proposed funding floor limit, so that no local authority would face a reduction in its hourly funding rate of greater than 10%?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☒ Strongly disagree

7. To implement the increased hourly rate for the two-year old free entitlement...

Should we retain the current two-year-old funding formula? Yes ☒

No ☐

Unsure ☐

Should we use the additional funding secured at the spending review to uplift local authorities' allocations based upon this? Yes ☒

No ☐

Unsure ☐

8. Considering the Dedicated Schools Grant, should the free entitlement be capped at 30 hours for children of eligible working parents and 15 hours for all other children?

- ☒ Yes
- ☐ No
- ☐ Unsure

9. Should Government set the proportion of early years funding that must be passed on to providers?

- ☒ Yes
- ☐ No
- ☐ Unsure

10. Do you think that 95% is the correct minimum proportion of the money that should be passed from local authorities to providers?

- ☒ Yes, I agree
- ☐ No, 95% is too high
- ☐ No, 95% is too low
- ☐ Unsure

11. If you would like to explain a response you've submitted on this page in more detail, please do so here:

The consultation modelling indicates that the 10% floor would give Bradford £0.02 per hour at April 2019. As such, it is providing little protection against our reduction in funding on our 2016/17 baseline.

We understand, as the 5% protection mechanism will be applied in 2018/19 to the reduced 2017/18 DSG rates of funding, that we will see the majority (all but £0.02) of our reduction from April 2018. This gives us only 1 financial year of transition.

The consultation is also somewhat unclear about the future position of the nursery school supplement, indicating that this will be in place for "at least" 2 years and further consultation will take place.

In the face of this sharp profile of reduction, and uncertainty, we would argue that the 10% floor needs to be set higher e.g. at 5% over the 2017/18 and 2018/19 periods. First and foremost however, one of the key causes of reduction - the inadequate emphasis on deprivation – must be reviewed.

We would support the continuation on an on-going basis of a floor on the total value of reductions year on year, which is what we understand the floor will be (though explicit clarification of this would be helpful). However, if this floor is to guard against on-going year on year fluctuations that may come from data changes, then it needs to reference the position in the preceding year, rather than going back to reference the 2016/17 baseline.

12. Should local authorities be required to give the same universal hourly base rate to all childcare providers in their area?

- ☒ Yes
☐ No
☐ Unsure

13. Considering funding supplements that local authorities could choose to use (above the universal base rate)...

Should local authorities be able to use funding supplements? Yes ☒ No ☐ Unsure ☐

Should there be a cap on the proportion of funding that is channeled through supplements? Yes ☒ No ☐ Unsure ☐

14. If you agree that there should be cap on the proportion of funding that is channeled through supplements, should the cap be set at 10%?

- ☐ Yes, I agree with a 10% cap
☒ No, the cap should be higher than 10%
☐ No, the cap should be lower than 10%
☐ I'm unsure

15. Should the following supplements be permitted?

Deprivation	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>
Sparsity / rural areas	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>
Flexibility	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>
Efficiency	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>
Additional 15 hours of childcare	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>

16. When using funding supplements, should local authorities have discretion over the metrics they use and the amount of money channeled through each one?

Deprivation	Yes - over the metric they use <input checked="" type="checkbox"/>	Yes - over the amount of money <input checked="" type="checkbox"/>	No - over the metric they use <input type="checkbox"/>	No - over the amount of money <input type="checkbox"/>	Unsure when it comes to metrics <input type="checkbox"/>	Unsure when it comes to the amount of money <input type="checkbox"/>
Sparsity / rural areas	Yes - over the metric they use <input checked="" type="checkbox"/>	Yes - over the amount of money <input checked="" type="checkbox"/>	No - over the metric they use <input type="checkbox"/>	No - over the amount of money <input type="checkbox"/>	Unsure when it comes to metrics <input type="checkbox"/>	Unsure when it comes to the amount of money <input type="checkbox"/>
Flexibility	Yes - over the metric they use <input checked="" type="checkbox"/>	Yes - over the amount of money <input checked="" type="checkbox"/>	No - over the metric they use <input type="checkbox"/>	No - over the amount of money <input type="checkbox"/>	Unsure when it comes to metrics <input type="checkbox"/>	Unsure when it comes to the amount of money <input type="checkbox"/>
Efficiency	Yes - over the metric they use <input checked="" type="checkbox"/>	Yes - over the amount of money <input checked="" type="checkbox"/>	No - over the metric they use <input type="checkbox"/>	No - over the amount of money <input type="checkbox"/>	Unsure when it comes to metrics <input type="checkbox"/>	Unsure when it comes to the amount of money <input type="checkbox"/>
Additional 15 hours of childcare	Yes - over the metric they use <input checked="" type="checkbox"/>	Yes - over the amount of money <input checked="" type="checkbox"/>	No - over the metric they use <input type="checkbox"/>	No - over the amount of money <input type="checkbox"/>	Unsure when it comes to metrics <input type="checkbox"/>	Unsure when it comes to the amount of money <input type="checkbox"/>

17. If you agree that efficiency (efficient business practices that provide excellent value for money) should be included in the set of supplements, do you have a suggestion of how should it be designed?

No response.

18. If you agree the delivery of the additional 15 hours of free childcare should be included in the set of supplements, do you have a suggestion of how should it be designed?

No response.

19. Finally, for this page, if you want to explain a response you've submitted on this page in more detail

The gist of our responses to this set of questions is to assert the strengths of local determination of formula arrangements.

We strongly argue that authorities should be given scope to take decisions locally on the values, and methodologies for the allocation, of Early Years Block supplements, under clearer restrictions aimed at increasing consistency and transparency.

Regarding a single universal base rate, in our development of our Early Years Single Funding Formula, we looked closely at the possibility of a universal rate but concluded that the cost structures of different settings (schools, classes and PVI) were too divergent for a single rate to work effectively. The aims of formulae simplicity and consistency must be balanced against the necessity for formulae to put the right amount of money in the right places. The result is that we have 3 different, but simple, setting base rates. We assert that decisions on base rates, including whether to adopt a universal base rate, and whether to continue to fund nursery schools, should be made at local level and should not be imposed by a NFF.

Regarding a cap on the value of supplements in each authority's formula, 10% is far too low, if this is to incorporate deprivation alongside all other supplements. As we currently allocate 13.2% of our formula resource to deprivation, to comply with new requirements, we would need to reduce our deprivation spending to at least 10%, and reduce this by more if we wished to fund additional supplements in support of Government policies. A reduction from 13.2% to 10% means that we would be allocating £1.1m less to our providers in targeted AEN resources on current rates. Further resource will be lost as we respond to the £3m reduction.

We would ask that the DfE clarifies whether it is proposed for a cap to take effect from April 2017. This is not clear from our reading of the consultation document. It is also not clear whether sustainability supplements (for nursery schools, in particular) can continue at April 2017. It is crucial that we have clarity on both these matters. We would suggest that it is not practical to introduce these proposed restrictions on supplements before April 2019 and would ask that the DfE continues to allow authorities to use their current set of supplements (including nursery school sustainability) during the transition period.

We would like to take the opportunity in this response to note that the DfE's proposals for the NFF across the DSG, as they currently stand, mean that in 2 out of the 3 existing DSG Blocks – the Early Years and the High Needs Blocks – local authorities will continue to manage formulae arrangements. Firstly, we would question whether it can still be asserted that funding into local authorities relating to statutory duties can be removed because authorities will not have formula funding responsibilities in the future. Secondly, it has obviously been identified by the DfE in its Early Years and High Needs Block NFF proposals that an effective funding system needs to continue to be managed locally with local flexibility. We again question why this principle is ignored for the proposals for the Schools Block NFF. We argue that consistency can be achieved in ways other than the total removal of all local-decision making on Schools Block formula funding e.g. in further tightening of Regulations, which is what is being proposed here.

20. Should there be a Disability Access Fund to support disabled children to access their free entitlement?

- ☒ Yes
☐ No
☐ Unsure

21. Should eligibility for the Disability Access Fund be children aged 3 or 4 which are a) taking up their free entitlement and b) in receipt of Disability Living Allowance?

- ☒ Yes
☐ No
☐ Unsure

22. When it comes to delivering the funding for the Disability Access Fund, is the most appropriate way the existing framework of the Early Years Pupil Premium?

- ☒ Yes
☐ No
☐ Unsure

23. If you want to explain a response you've submitted on this page in more detail, please do so here:

[No additional response.](#)

24. To what extent do you agree that a lack of clarity on how parents / childcare providers can access financial support results in children with special educational needs not receiving appropriate support? (We mean children who do not already have an Education, Health and Care Plan)

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☒ Disagree
☐ Strongly disagree

25. When it comes to establishing an inclusion fund...

Should local authorities be required to establish an inclusion fund?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Would an inclusion fund help improve the supply of appropriate support children receive when in an early years setting?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

26. If you envisage any barriers, arising from existing practice or future proposals, to introducing a new requirement on local authorities to establish an inclusion fund, please tell us what they are and how they might be overcome:

A key barrier will be identifying and sustaining a sufficient value of resource for inclusion as the significant reductions in the Early Years Block hit and when we continue to be under funded against need in our High Needs Block. Another key barrier will be the capacity of local authorities to manage assessment processes that will be required to effectively manage the allocation of a fund. The solution is to address the under funding within the High Needs Block at the same time as re-shaping formula arrangements in the other 2 DSG Blocks.

27. When it comes to the SEN inclusion fund, should local authorities be responsible for deciding...

The children for which the inclusion fund is used?	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>
The value of the fund?	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>
The process of allocating the funding?	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Unsure <input type="radio"/>

28. Where specialist SEN or SEND services are delivered free at the point of use, should they be considered as funding passed directly to providers for the purposes of the 95% high pass-through?

☒ Agree
☐ Disagree
☐ Unsure

29. If you want to explain a response you've submitted on this page in more detail, please do so here:

The gist of our responses to this set of questions is to assert the strengths of local determination of formula arrangements.

Inclusion funding (as we have now in Bradford) is 100% delegated to early years settings but it is held as a centrally managed fund at the start of the year. It should not count towards the 5% that can be retained.

30. To what extent do you agree with the transition approach proposed for the Early Years National Funding Formula (money distributed from Government to local authorities)?

We propose to cap local authority reductions in hourly rates to 5% in 2017-18 and 5% 2018-19.

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree

- ☐ Disagree
- ☒ Strongly disagree

31. To what extent do you agree with the transition approach proposed for the high pass-through of early years funding from local authorities to providers?

Our proposal is that, once fully implemented, 95% of early years funding allocated to local authorities will be passed directly to childcare providers. We recognise however that moving directly to 95% may be challenging for some areas. We therefore propose to transition the policy, starting at 93% in 2017-18 and moving to 95% by 2018-19.

- ☐ Strongly agree
- ☒ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

32. To what extent do you agree that our proposals on the high pass-through of funding from local authorities to childcare providers makes the existing Minimum Funding Guarantee for the early years unnecessary?

The high pass-through of funding from local authorities to childcare providers (proposed as 95% once implemented) would provide a firm guarantee of funding to the front line. As such, we propose it should replace the minimum funding guarantee for the early years, as it becomes unnecessary.

- ☒ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

33. To what extent do you agree with the transition approach proposed for introducing the universal base rate for all providers in a local authority area?

We recognise that, for some local authorities, moving to a universal 'per child' base rate of funding to providers will be a significant change. We therefore propose to allow local authorities until 2019-20 to implement this while encouraging them to do so sooner if possible and monitoring their progress.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☒ Strongly disagree

34. If you want to explain a response you've submitted on this page in more detail, please do so here:

We understand, as the 5% protection mechanism will be applied in 2018/19 to the reduced 2017/18 DSG rates of funding, that we will see the majority of our reduction from April 2018. This gives us only 1 financial year of transition. We argue that the 5% in 2018/19 should still be calculated against the 2016/17 baseline rather than the 2017/18 reduced rates, so that authorities that are losing have at least further year of protection.

We do not agree with the imposition under NFF of a universal base rate at provider level. However, if this is to be required, we would agree that authorities must be given until at least April 2019 to develop and implement this.

It is critical that the DfE gives clearer information on the life of the funding of the nursery school supplement, and expectations on the continuation of nursery schools, in order for authorities to develop their options around a universal base rate and supplements. If further consultation is to take place (as suggested in the consultation document), then this needs to take place quickly so that authorities and schools can move ahead with greater certainty.

SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

Using the reports presented under agenda items 9, 10 and 11, as well as this report, the Business Advisor (Schools) will explain the planned creation of additional SEND places (an additional 120 places in each of the next 3 academic years), how these are to be funded from the High Needs Block and the wider implications on the DSG. It is understood that the Schools Forum will wish to fully consider all implications of what has been presented and will make final recommendations on the allocation of the 2017/18 DSG in January 2017. The Schools Forum is asked to give its outline agreement now however, for the first set of 120 places to be funded from the High Needs Block, to enable these places to be established for January 2017.

Date (s) of any Previous Discussion at the Forum

A presentation was given to the Schools Forum on 18 May 2016 on the 360 places. An update was provided to the meeting 20 July.

Background / Context

Members will find it useful to refer to Documents GG (indicative position of the 2017/18 DSG) and GH (status of National Funding Formula proposals for the Schools and High Needs Blocks) especially in considering this matter.

For additional reference, the minutes of the 18 May 2016 Schools Forum meeting record:

"The PowerPoint presentation was the focus of this item. It provided an update on the current position of reviews and other activities, especially focusing on the issue of the sufficiency of places. The Deputy Director explained how the data evidences the higher proportions of pupils in Bradford by primary need compared with the national average (e.g. over x2 the national average for Autism, x2 the national average for sensory impairment, x3 for physical difficulties) and why 360 more specialist provision places are forecasted to be required by 2018/19 in response to demographic growth. 68 places are needed for September 2016. The presentation outlined actions in the urgent short (agreeing how we can access with interim agreements existing capacities to provide for 68 more places), medium (the development of early years provision through a partnership with nursery schools and special school satellite provisions to access mainstream accommodation) and long (the establishment of at least 2 new special schools) term. All these actions have financial implications for the DSG from 2016/17 as the High Needs Block is the source of revenue funding for places. It was explained that work is taking place to 'triangulate' all this and to put arrangements in place. The Authority will need to talk to the Forum further about funding. The Deputy Director explained that this is a major challenge. She also stated that she appreciates concerns that have been expressed previously by the Forum (and by other groups) that the forecasted numbers of additional required places may be understated; what is presented here is a starting position. She also stressed that the Authority will need the support of the Schools Forum and schools to manage this work going forward".

The Position of DSG Reserves (One Off Monies)

The additional cost of places for the period January to March 2017 (as outlined below – an estimated cost of £0.63m) will fall to the 2016/17 High Needs Block and DSG reserves. A full picture of the expected 2016/17 DSG spending position, over and under spends, and one off monies, will be presented to the Schools Forum in December. On current estimates, we anticipate that the High Needs Block specifically, before the provision of 120 places for 3 months, will overspend against the planned budget in this year by £1.0m, due to places pressure (the 68 immediate places referred to on 18 May plus out of authority and independent placements) but also from over spends in other pressure areas, including in home tuition (hospital placements). This is an estimate only, which will be firmed up over the autumn term. Indicatively then, the High Needs Block is estimated to overspend in total by £1.63m including the 3 month provision for the 120 places. We would look to under spends in other areas of the DSG, and to the DSG reserves, to manage this over spending and avoid the requirement to top slice the 2017/18 DSG.

The Schools Forum has established a £3m resilience reserve within the DSG. It was reported to the Forum on 20 July that, following the confirmation of 2015/16 end of financial year balances, a total additional sum of £1.6m is also available and uncommitted within the DSG this year. £1.2m of this comes from an under spending in the DSG's previously earmarked resources for the development of the 2 year old offer.

Details of the Item for Consideration

The District's special schools are at full capacity. During the next three years however, it is projected that a minimum of 360 additional specialist places will be required. This equates to 120 places each academic year starting in 2016/17. These projections are based on predicted population growth (36 places a year) and an allocation of places for those children and young people who are likely to require a change in provision that will be identified during the statutory assessment process (84 a year based on 15/16 figures). In the long term, the Local Authority anticipates that a free school or schools will be established in the Bradford District. However, these will not be open to pupils before September 2019. The Local Authority needs to put in place interim arrangements in order to create additional capacity within the District's specialist provisions in the short and medium terms to ensure that children and young people with SEND have access to appropriate educational provision. It is anticipated that the interim arrangements will cease at the point that new free school(s) are open to pupils.

The Authority is working to establish the first set of 120 places at January 2017; the second set from September 2017 and then the third set from September 2018.

For initial year 1 interim arrangements, the Local Authority would like to maximise the use of available accommodation in the District by establishing a partnership arrangement with existing special schools and settings with available accommodation, so that:

- the pupils will be on the roll of the special school,
- the special school will receive full additional funding for their places,
- the special school will employ additional staff,
- the staff and pupils will be located in satellite provision

A number of options and potential locations have been identified for year 1 interim provisions on this basis and initial approaches have been made. Between September and December the details of these arrangements will be developed in partnership with the identified schools and settings. The Authority is working to establish these provisions to admit pupils at January 2017. Further work is taking place to identify options for establishing further interim provisions in years 2 and 3. Further discussions are also taking place about the funding of any capital works that may be required, such as buildings remodelling for appropriate accessibility.

The DSG High Needs Block would finance the revenue cost of the additional places. The cost of 360 places is estimated as follows:

- Year 1 – 120 places at an average of £21,000 per place (£10,000 place; £11,000 plus). £2.52m.
- Year 2 – 240 places at an average of £21,000 per place. £5.04m
- Year 3 – 360 places at an average of £21,000 per place. £7.56m

The actual cost will vary from this estimate, for the position of a pupil on our Ranges Model (£11,000 is a prudent average) and for the timing of placements.

The estimated cost in 2016/17, which we would expect to be met by the 2016/17 DSG or by DSG reserves is:

- Year 1 – 120 places January to March 2017 £0.63m

The estimated cost in 2017/18, which we would expect to be met by the 2017/18 DSG allocation is:

- Year 1 – 120 places April to August 2017 £1.05m
- Years 1 & 2 – 240 places September 2017 – March 2018 £2.94m
- Total £3.99m

It is understood that the Schools Forum will wish to fully consider all implications of what has been presented and will make final recommendations on the allocation of the 2017/18 DSG in January 2017, hopefully with sight of national funding formula implications. The Schools Forum is asked to give its outline agreement now however, for the first set of 120 places to be funded from the High Needs Block, to enable these places to be established for January 2017.

The first set of places will add (estimated) £0.63m of spend in the High Needs Block in 2016/17 and £2.52m of spend in the 2017/18 DSG and on an on-going basis.

Implications for the Dedicated Schools Grant (DSG) (if any)

The additional cost of places for the period January to March 2017 will fall to the 2016/17 DSG and DSG reserves. The on-going cost of additional places will be met from the on-going DSG allocation.

Recommendations

The Schools Forum is asked for its outline agreement for the first tranche of additional 120 SEND places to be funded from the High Needs Block, from January 2017 and on an on-going basis.

List of Supporting Appendices / Papers *(where applicable)*

None

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SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item

This report asks the Forum to consider the consultation document, which outlines the proposals for the formulae to be used to calculate budgets for Primary and Secondary schools and academies in the 2017/18 financial year.

The consultation document also outlines the criteria that will form the basis of the allocation of additional funding to schools (and academies where appropriate) from DSG centrally managed funds.

Date (s) of any Previous Discussion at the Forum

The Primary and Secondary funding formulae for 2017/18 have not yet been discussed by the Schools Forum.

Background / Context

In March 2012, the Government announced significant changes to the education funding system. These changes were implemented by all local authorities at 1 April 2013 and included simplified formula arrangements for the calculation of delegated budgets and significant new restrictions on the central management of funds within the Dedicated Schools Grant (DSG).

On 4 June 2013, the Government published a document entitled “2014-15 Revenue Funding Arrangements: Operational Information for local authorities”, which set out further changes to funding arrangements for the 2014/15 financial year, which were designed to continue progress towards a national fair funding formula.

On 17 July 2014, the Government confirmed that authorities and Schools Forums would continue to be required to set local formula funding arrangements for the 2015/16 financial year. The [2015-16 Operational Guide](#) confirmed that the arrangements in place for 2014/15 would continue for 2015/16, but with a small number of changes, which included the requirement for the Authority to calculate funding for all academies (including former non-recoupment academies) and free schools through our local formulae, including funding for in year growth. The Government also confirmed that £390 million would be allocated to the least fairly funded authorities in England to ensure that every local authority attracts a minimum funding level for the pupils and schools in its area; as our funding was already above the minimum funding levels, this did not affect Bradford's DSG.

On 16 July 2015, the Schools Block per pupil funding rates for each local authority for 2016/17 were confirmed to be the same as in 2015/16, including the additional money allocated to the least fairly funded authorities as a result of minimum funding levels. The [“School revenue funding 2016 to 2017: Operational guide”](#) confirmed that the regulations in place for 2015/16 would be unchanged for 2016/17. We therefore. made no changes to our primary and secondary formula funding structures for 2016/17.

On 7 March 2016, the Government published the first stage of a two part consultation, which concentrated on the principles and building blocks of the National Funding Formula (NFF). The initial proposal was for the school-level NFF for Primary and Secondary schools and academies to be implemented from April 2019, but for transition to this, as well as changes to move to a formularised High Needs Block, to begin from April 2017. The full consultation and accompanying documents can be viewed on the DfE's [“Schools national funding formula”](#) webpage.

On 21 July 2016, the Education Secretary made a statement, which confirmed that the Government is still committed to the introduction of the National Funding Formula (NFF), but that the start of the implementation of this would be postponed. The Government's response to the first stage of consultation is expected to be published shortly along with a second stage consultation. We still expect that this second stage will provide more detailed information to enable modelling of the impact of the NFF on individual schools and academies, as well as on the Local Authority. We now expect the transition to a NFF to begin for mainstream primary and secondary funding, and high needs, from April 2018.

The “Schools revenue funding 2017 to 2018: operational guide” was also published on 21 July 2016, and confirmed that the school funding arrangements for 2017/18 are broadly similar to those of 2016/17, with no

Background / Context

required changes to formula structures. The guide does however, confirm some national directed changes to the data to be used to calculate funding allocations under the secondary low attainment and the deprivation IDACI factors.

Details of the Item for Consideration

As a consequence of a stand-still position in national funding arrangements, for 2017/18 for Bradford:

- We do not propose to make changes to the structures (the factors we use and how these are used to calculate funding) of our existing primary and secondary formula, other than those necessary to comply with the specific data changes directed by the DfE (IDACI and secondary prior attainment).
- We do not propose to make changes to the criteria for the allocation of Schools Block DSG funds or growth fund, other than changes aimed at clarifying the allocation of in year growth funding to the secondary sector.
- We do wish to collect feedback from maintained schools on the continuation of de-delegation.
- We do also wish to give early sight / warning of the implications of a further contribution from the primary and secondary school formulae to resource an increased number of places for children and young people with high needs. Schools will be aware that a reduction of 0.42% was applied to all pupil-led factors in the primary and secondary formulae in this current financial year. Indicative DSG modelling currently suggests that a reduction at a % value greater than this will be needed in order to balance the DSG in 2017/18. The financial modelling attached with this document shows the impact of an indicative 1.5% reduction in the values of all pupil-led formulae variables. *There is some overlap here with the themes considered in Document GG. Please refer to Document GG for further explanation of the 1.5% reduction.*

The main consultation document is attached at Appendix 1, and the accompanying appendices are shown in Appendices 1 (1a and b), (2), (3) and (4) to this paper. The consultation document focuses solely on the Schools Block funding of primary (Reception – Year 6) and secondary (Year 7 – Year 11) maintained schools, academies and free schools across the Bradford District.

Section 3 of the consultation document gives an overall summary of the proposed funding formula for each phase for 2017/18 and the pro-forma shown in Appendix 1 (2) to this document provides further details on the proportion of funding allocated via each factor. There are two key national changes to the pupil-led data that are outlined in this section of the document:

- *There will be a new national weighting for secondary low attainment figures in 2017/18.*

This is due to the new 2016 Key Stage 2 assessments, which assess the new national curriculum. At a national level, a higher number of the year 7 cohort will be identified as having low prior attainment, and so the DfE's intention is to use a national weighting to ensure that the cohort of pupils assessed under the 2016 KS2 assessments does not have a disproportionate influence within the overall total. We cannot yet take account of the impact of the national weighting for secondary low attainment in the modelling as the data will not be made available until December 2016. Although we will not be able to change the weighting, we could adjust the secondary low prior attainment unit value in order to minimise turbulence for individual schools. This will be considered further in the January meeting.

- *The IDACI banding has been changed nationally for 2017/18.*

The Income Deprivation Affecting Children Index (IDACI) dataset is updated every five years by the Department for Communities and Local Government. The latest update to the dataset (IDACI 2015) took effect in the 2016/17 schools block dataset in December 2015 and resulted in a markedly different distribution to the previous 2010 dataset. The impact of this change on 2016/17 funding was discussed in the January 2016 meeting and, because we could not successfully ameliorate the negative impact for some schools, we decided to retain our existing 2015/16 IDACI formula and bandings in 2016/17, ring-fence the 2015/16 IDACI budget by phase, and then we recycled the 'released' £6.1m back into each phase by increasing the base IDACI variable; by £65.68 in primary and by £91.10 in secondary. In response to concerns raised by LA's and views expressed through the first stage NFF consultation, the DfE has decided to update the IDACI banding methodology to return the IDACI bands to a roughly similar size (in terms of the proportion of pupils in each band) as in 2015/16. The revised bands are named "A" to "G"; with the most deprived neighbourhoods being captured by band "A" (previously bands 6 and 5). The table below shows the proportion of pupils in each IDACI band in the 2015/16 schools block dataset (column 72) and the 2016/17 schools block dataset (column D). Column G sets out the 2016/17 dataset mapped onto the new IDACI bands.

Details of the Item for Consideration

Bands used in 2015/16 and 2016/17	IDACI score	% pupils in each band (2015/16) <i>Based on IDACI 2010, 2016/17 IDACI bands</i>	% pupils in each band (2016/17) <i>Based on IDACI 2015, 2016/17 IDACI bands</i>	New bands for 2017/18	IDACI score	% pupils in each new band (Oct 15 Census) <i>Based on IDACI 2015, 2017/18 new IDACI bands</i>
(A)	(B)	(C)	(D)	(E)	(F)	(G)
6	Between 0.60 and 1.00	3%	1%	A	Between 0.50 and 1.00	3%
5	Between 0.50 and 0.60	6%	3%	B	Between 0.40 and 0.50	8%
4	Between 0.40 and 0.50	10%	8%	C	Between 0.35 and 0.40	7%
3	Between 0.30 and 0.40	12%	14%	D	Between 0.30 and 0.35	8%
2	Between 0.25 and 0.30	7%	9%	E	Between 0.25 and 0.30	9%
1	Between 0.20 and 0.25	8%	10%	F	Between 0.20 and 0.25	10%
0	Less than 0.20	53%	56%	G	Less than 0.20	56%

The % of pupils shown in column (G), based on the new banding, has been brought more in line with the previous proportions of pupils per band, prior to the IDACI 2015 dataset update (shown in column (C)). In 2016/17, the most noticeable change for Bradford was that the number of pupils in band 6 (attracting the highest amount of IDACI funding) had reduced from 3,544 in 2015/16 to 0 in 2016/17. Under the new banding for 2017/18, and based on our current modelling, the number of pupils in the new band A (attracting the highest amount of IDACI funding) had gone back up to 2,916.

The updated IDACI banding is already incorporated into the modelling. In order to indicatively set the IDACI unit value for each phase, we have calculated what the revised unit value would have been in 2016/17, using the new 2017/18 bands, and then reduced these revised unit values by 1.5%, in keeping with the overall affordability adjustment applied across all pupil-led factors (see section below).

Section 4 of the consultation document asks for views on the continuation of existing de-delegated funds. The feedback collected from maintained schools will be presented to the Schools Forum at the October meeting within a more detailed report on the position of DSG centrally managed funds.

Section 5 of the consultation document proposes the criteria that will form the basis of the allocation of additional funding to schools (and academies where appropriate) in 2017/18 from established centrally managed funds, for example funding for expanding schools / academies from the Growth contingency fund. The proposed criteria for 2017/18 contingency funds are broadly the same as in 2016/17, with the exception of the growth fund for secondary schools and academies, where we propose a set of clearer criteria for the allocation of additional in year funding.

Section 6 of the consultation document gives information on the Minimum Funding Guarantee (MFG) calculation. The MFG is set nationally at -1.5% for 2017/18. Applying a 1.5% DSG affordability reduction (see section below) significantly increases the numbers of schools on the MFG and the overall cost of the MFG, so the ceiling is currently indicatively set at 0%. This means that no school will see an increase in formula funding per pupil in 2017/18. This is required in order to fund the cost of the MFG but may not fully cover the cost of the MFG.

Section 7 of the consultation document gives information on the individual school modelling shown in Appendix 1 (1a) and Appendix 1 (1b). The modelling illustrates the impact of the proposals outlined in the consultation document for individual schools and academies, based on applying a 1.5% reduction to all pupil-led formula factor variables, using estimated October 2016 pupil numbers on roll and the October 2015 dataset from the EFA (updated for IDACI bandings). The modelling is intended to give an early estimate and early warning of individual school and academy allocations for 2017/18 from the Schools Block.

Forum members are asked to agree the consultation document and accompanying appendices, so that it can be published for stakeholders as soon as possible. Members are also asked for their views on how the key messages, especially the financing of additional high needs places via further contribution from the Schools Block, should be communicated at this stage.

The outcomes of the consultation will be presented to the Forum in the October meeting, to enable final recommendations to be made to set the structures of the primary and secondary funding formulae, and to set the criteria on which Schools Block contingency funds are allocated.

As explained in Document GG, the position of the DSG, and the size of an affordability reduction, will be considered by the Schools Forum (and the FFWG) in the autumn term and a final recommendation will need to be made in January 2017.

Details of the Item for Consideration

Feedback from the FFWG 12 September 2016

The Formula Funding Working Group (FFWG) met on 12 September to consider the consultation document, and the key messages. The main points of feedback from this meeting are:

- Members gave their support to the proposal for no structural formulae change other than in response to the change in data use directed by the DfE.
- Members asked to see further modelling of the revised IDACI measure at individual school / academy level and how this compares against the FSM% for each school, understanding that the robustness of FSM as the predominantly used measure of deprivation is being questioned (especially in the primary sector following the introduction of Universal Infant Free School Meals). This modelling will be provided for the FFWG and for the full Schools Forum.
- Understanding the possible introduction of the Schools Block ring-fencing restriction at April 2018, Members considered whether the maximum contribution possible to High Needs Block pressures should be taken from the Schools Block in 2017/18. Members are interested to see what this looks like (implications for individual schools) and how much funding it would release for High Needs Block costs i.e. should the reduction in pupil-led variables in the primary and secondary formulae be 2% / 2.5% / 3%. What would be the position if all schools and academies were brought down to the level of their Minimum Funding Guarantee? This modelling will be provided and will be further developed as the Forum's consideration of the DSG position and the financing of High Needs Block provision progresses over the autumn.
- It is vital that our High Needs Block allocation represents value for money. This value must be clearly measured and evidenced. Any inefficiency must be removed e.g. funding of unfilled places, underspends on centrally managed funds. Work is now taking place to identify a series of simple measures of value for money and also to identify inefficiency and minimise this. Consideration of this will influence proposals for the High Needs Block Place-Plus allocation framework, the consultation for which will be presented to the Forum in October.
- It will be very useful for the Authority to provide a tool and to conduct a survey to collect information on how the value of each school's SEN funding (resource within their delegated budgets) compares with each school's value of spend on SEN support.

We expect to convene the FFWG again following the publication of the National Funding Formula 2nd stage consultation to explore further the implications of NFF proposals and to model more closely the impact on individual schools and academies and how NFF influences our future financial strategy for the High Needs Block.

Implications for the Dedicated Schools Grant (DSG) (if any)

The full implications for the DSG are shown in Document GG and the accompanying appendix. Final implications will not be known until the Schools Forum meeting to be held in January 2017.

How does this item support the achievement of the District's Education Priorities

The District's key strategic aims are to:

- Secure high quality leadership and governance in all schools
- Improve the school readiness of children and early years outcomes
- Improving teaching and learning (including raising the levels of literacy across all phases)
- Raise the attainment of vulnerable groups and narrow the attainment gap.

The fair funding of schools and academies across the Bradford District is vital to enable individual schools / academies to achieve their key educational priorities, and to best support the pupils attending Bradford schools and academies. Continuing to use the deprivation, attainment, English as an additional language and mobility factors allows our funding formulae to recognise the varying needs of pupils and schools / academies across the District, and supports one of our key aims which is to narrow the gap.

Overall continuity in our funding model for primary and secondary schools and academies in 2017/18 will provide a stable platform for schools / academies to continue to meet their educational priorities.

Recommendations

The Schools Forum is asked to agree that the consultation document, shown in Appendix 1, and its appendices, are published.

List of Supporting Appendices / Papers

Appendix 1 - Consultation and Information on the Primary and Secondary Funding Formulae 2017/18
Appendix 1 (1a and b) - Illustrative Formula Modelling
Appendix 1 (2) - Indicative Pro-forma for 2017/18
Appendix 1 (3) - Consultation Responses Form
Appendix 1 (4) - Purpose of each De-Delegated

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CONSULTATION & INFORMATION ON PRIMARY & SECONDARY FUNDING FORMULAE 2017/18 FINANCIAL YEAR

1. Introduction and Summary

1.1 The key message “DO NOT PANIC” has been communicated for the past four years and remains important in this year’s consultation on mainstream primary and secondary formula funding arrangements. The Minimum Funding Guarantee (MFG) will continue, at minus 1.5%, to protect schools and academies against very sharp reductions in delegated budget shares in 2017/18.

1.2 However, we are entering a challenging period. The most prominent immediate challenge in the management of Dedicated Schools Grant arrangements in the Bradford District is resourcing the required significant increase in the quantity of provision for children and young people with high needs. The consequences of this challenge will be felt in the 2017/18 financial year. The financial modelling attached shows the impact of an indicative 1.5% reduction in the values of pupil-led formulae variables. A key purpose of this document then is to give early sight / warning of the implications of a reduction of this nature in the primary and secondary school formulae in 2017/18.

1.3 The direction of travel, and final impact, of national formula arrangements for primary and secondary schools and academies are uncertain. The introduction of a National Funding Formula (NFF) is expected to result in a larger (above MFG scale) redistribution of funding at both local authority and individual school and academy level, over time.

1.4 To recap where we are in the transition to the National Funding Formula:

- In March 2012, the Government announced significant changes to the education funding system. These changes were implemented by all local authorities at 1 April 2013 and included simplified formula arrangements for the calculation of delegated budgets and significant new restrictions on the central management of funds within the Dedicated Schools Grant (DSG).
- On 4 June 2013, the Government published a document entitled “[2014-15 Revenue Funding Arrangements: Operational Information for local authorities](#)”, which set out further changes to funding arrangements for the 2014/15 financial year, which were designed to continue progress towards a national formula.
- On 17 July 2014, the Government confirmed that authorities and Schools Forums would continue to be required to set local formula funding arrangements for the 2015/16 financial year. The [2015-16 Operational Guide](#) confirmed that the arrangements in place for 2014/15 would continue for 2015/16, but with a small number of changes, which included the requirement for the Authority to calculate funding for all academies (including former non-recoupment academies) and free schools through our local formulae, including funding for in year growth. The Government also confirmed that £390 million would be allocated to the ‘least fairly’ funded authorities in England to ensure that every local authority attracts a minimum funding level for the pupils and schools in its area; as our funding was already above the minimum funding levels, this did not affect Bradford’s DSG.
- The “[School revenue funding 2016 to 2017: Operational guide](#)” confirmed that the regulations in place for 2015/16 would be unchanged for 2016/17. We therefore, made no changes to our primary and secondary formula funding structures for this current financial year.
- On 7 March 2016, the Government published the first stage of a two part consultation on the principles and proposals for the building blocks of the National Funding Formula (NFF). This initially proposed for the school-level NFF for Primary and Secondary schools and academies to be implemented from April 2019, but for transition to this, as well as changes to move to a formularised High Needs Block, to begin from April 2017. The full consultation and accompanying documents can be viewed on the DfE’s “[Schools national funding formula](#)” webpage.
- On 21 July 2016, the Education Secretary made a statement, which confirmed that the Government is still committed to the introduction of the National Funding Formula (NFF), but that the start of the implementation of this would be postponed. The Government’s response to the first stage of consultation is expected to be published shortly along with a second stage consultation. We still expect that this

second stage will provide more detailed information to enable modelling of the impact of the NFF on individual schools and academies, as well as on the Local Authority. We now expect the transition to a NFF to begin for mainstream primary and secondary funding, and high needs, from April 2018

- The “[Schools revenue funding 2017 to 2018: operational guide](#)” was also published on 21 July 2016, and confirmed that the school funding arrangements for 2017/18 are broadly similar to those of 2016/17, with no required changes to formula structures. The guide does however, confirm some national directed changes to the data to be used to calculate funding allocations under the secondary low attainment and the deprivation IDACI factors.

1.5 As a consequence, for 2017/18, as this document sets out:

- We do not propose to make changes to the structures (the factors we use and how these are used to calculate funding) of our existing primary and secondary formula, other than those necessary to comply with the specific data changes directed by the DfE.
- We do not propose to make changes to the criteria for the allocation of Schools Block DSG funds or growth fund, other than changes aimed at clarifying the allocation of in year growth funding to the secondary sector.

1.6 As we do not propose to make many changes to already agreed structures, this document may be viewed more for information purposes and as a reminder of what our current structures are.

1.7 We do however, wish to collect feedback from maintained schools on the continuation of de-delegation (please see paragraph 4).

1.8 We do also wish to give early sight / warning of the implications of a further contribution from the primary and secondary school formulae to resource an increased number of places for children and young people with high needs. Schools will be aware that a reduction of 0.42% was applied to all pupil-led factors in the primary and secondary formulae in this current financial year. Indicative DSG modelling currently suggests that a reduction at a % value greater than this will be needed in order to balance the DSG in 2017/18. The financial modelling attached with this document shows the impact of an indicative 1.5% reduction in the values of all pupil-led formulae variables. There is still much in this position to confirm and to consider. The position of the DSG, and the value of such a reduction in the primary and secondary formulae, will be discussed by the Schools Forum across the autumn term. A final recommendation will be made on 11 January 2017. School and academy colleagues are advised to keep track of discussions by monitoring Schools Forum papers and minutes available on the [Bradford Council Minutes website](#). If you are interested to understand more about these discussions, or would like to input into these, please contact Andrew Redding 01274 432678 andrew.redding@bradford.gov.uk or Sarah North 01274 434173 sarah.north@bradford.gov.uk, or alternatively, liaise with your Schools Forum representative.

1.9 The modelling shown in Appendix 1 is illustrative and does not represent a final view of 2017/18 allocations for each school or academy. Please see paragraph 7 for further explanation of what this modelling shows. 2017/18 delegated budget shares will be calculated using October 2016 Census pupil numbers on roll and pupil data, and with reference to overall affordability within the 2017/18 DSG taking into account all cost pressures. The actual funding position for schools and academies may also be affected by further discussions within the Schools Forum on the transition to the NFF (once further detail is available), the relationship between primary and secondary levels of funding, the position against other authorities and against national averages, and the values of over or under spends of specific funds in 2016/17.

1.10 This document has been written by the Local Authority in conjunction with the Schools Forum, modelling the October 2015 Census dataset updated for our estimate of October 2016 numbers on roll for individual schools and academies. Schools and academies are reminded that it is vitally important that their October 2016 Census submissions are timely and accurate. The Authority will not be able to intervene to adjust census data once this has been submitted and confirmed with the DfE. Inaccuracies may lead to an incorrect funding position.

1.11 This consultation document focuses solely on the Schools Block funding of primary (Reception – Year 6) and secondary (Year 7 – Year 11) maintained schools, academies and free schools across the Bradford District. Two further consultations, concerning the funding of Early Years provision in 2017/18

and the funding of High Needs in 2017/18, will be published toward the end of October 2016. These consultation papers will be available from the [Bradford Schools Forum Consultation Papers](#) webpage on Bradford Schools Online (BSO).

1.12 The deadline for responses to this consultation is **Friday 14 October 2016**. An analysis of responses received by the deadline will then be discussed at the Schools Forum meeting on 19 October 2016. Please address all questions and responses to either Sarah North 01274 434173 sarah.north@bradford.gov.uk or Andrew Redding 01274 432678 andrew.redding@bradford.gov.uk. A response form is included at Appendix 3.

2. Schools Block - Formulae Factors and other key elements that remain unchanged in 2017/18

2.1 The key elements of the Schools Block framework that remain the same in 2017/18 are as follows:

- Delegated budgets will be calculated on the October (2016) Census.
- The simplified primary and secondary funding formulae arrangements continue, based on 13 allowable factors, plus exceptional premises factors individually approved by the DfE. As was the case for 2016/17, two of these factors (the basic amount per pupil and a deprivation factor) are mandatory. The remaining factors are optional. Local authorities continue only to have limited choices in how these factors operate.
- Local authorities must allocate at least 80% of the delegated schools block funding through the pupil-led factors, which include the base amount per pupil, deprivation, prior attainment, English as an additional language, pupil mobility and looked after children factors. We allocated 89.02% of the delegated schools block funding via the pupil-led factors in 2016/17, and the modelling included in this consultation indicates that we are currently allocating 88.99% in 2017/18.
- The Minimum Funding Guarantee (MFG) continues to be the only protection mechanism available for individual school and academy allocations and is set at MINUS 1.5% in 2017/18.
- The application of a ceiling (or cap) in 2017/18 to pay for the cost of the MFG protection for losing schools and academies will continue; this will cap the gains of the winning schools and academies so that they do not gain more than a specified % of funding per pupil. If the cost of the MFG reduces year on year, we would expect the value of the cap to also reduce.
- There continues to be no prescribed constraint on the primary to secondary funding ratio (the distribution of formula funding between phases).
- The strict restrictions on centrally managed funds continue and no new central commitments are permitted without Secretary of State approval. This continues to ensure maximum delegation of the DSG to schools and academies at the start of the financial year.
- A small number of named 'de-delegated' funds are permitted for maintained schools. The decisions on the holding of 'de-delegated' funds will continue to be made by the Schools Forum on a phase by phase basis. Once these decisions are taken, they apply to all schools within each phase. Please see section 4 for more information. De-delegation is not an option for academies and free schools, but where de-delegation has been agreed for maintained primary and secondary schools, the local authority may offer the service on a buy-back basis to academies and free schools.
- A small number of named centrally managed funds are also still permitted. Please see section 5. Funding for expanding schools and academies and bulge classes, as well as safeguarded salaries remaining from previous re-organisations, will continue to be funded as contingency items.
- The 2016/17 framework for the funding of High Needs pupils continues. A High Needs pupil is still defined, for financial purposes, as one whose education costs more than £10,000 per year. The first elements of funding for High Needs pupils continue to be already delegated within budget shares. A top up is then allocated separately, on a monthly basis, for the cost of additional support above the £6,000 threshold. A 'notional' SEN budget will still be defined within budget shares. Schools and academies with resourced provisions will continue to have their number of funded places removed from their number of pupils funded under the primary or secondary formula; for 2017/18 the number of 2016-17 academic year funded places will be deducted from the school's number on roll in October 2016. The Authority can still employ the 'SEN Funding Floor', which supports the costs in schools and academies with higher levels of SEN but where the normal funding formulae does not allocate sufficient resources.

- The Pupil Premium will continue to be allocated as a separate grant in 2017/18, and is set to continue until the end of this current Parliament (2020); it will continue to be allocated in 2017/18 as a separate grant to schools and academies. We anticipate that this grant will continue to be based on Ever 6 FSM numbers, Ever 6 Service Children, Looked After Children and Children Adopted from Care. Unlike formula funding, the Pupil Premium Grant is allocated on January Census pupil numbers. The Pupil Premium is currently set at £1,320 for primary-aged and £935 for secondary-aged pupils eligible under the ever-6 FSM criteria. Children who are looked after or adopted from care currently are allocated £1,900, and service children are allocated £300. The Pupil Premium rates for 2017/18 have not yet been confirmed.
- Allocations for academies and free schools will continue to be paid directly by the Education Funding Agency (EFA). The EFA will use the pro-forma submitted by the Authority to calculate individual allocations.

3. Summary of 2017/18 Formulae as 2016/17

3.1 The table below summarises the formulae factors, and the indicative values of these factors, in 2017/18 as these currently stand, based on our proposal for no change other than for the directed revisions to the use of data in Deprivation IDACI and the secondary phase low prior attainment factors. The pro-forma shown in Appendix 2 provides further explanation of the basis of the calculations. Please note that the values of factors include the indicative 1.5% reduction in all pupil-led factors.

Formula Factor	Indicative Primary Unit Value £ (2017/18)	Indicative Secondary Unit Value £ (2017/18)
Base Amount per Pupil – Primary	2,839.74	N/A
Base Amount per Pupil - Key Stage 3	N/A	4,081.74
Base Amount per Pupil - Key Stage 4	N/A	4,197.98
Deprivation - Ever 6 FSM	1,038.91	942.06
Deprivation IDACI - Band F *	329.98	433.14
Deprivation IDACI - Band E *	412.48	541.42
Deprivation IDACI - Band D *	494.98	649.71
Deprivation IDACI - Band C *	577.47	757.99
Deprivation IDACI - Band B *	742.47	974.56
Deprivation IDACI - Band A *	907.46	1,191.13
SEN Low Prior Attainment	237.69	486.99
English as an Additional Language	195.02	1,174.60
Pupil Mobility	1,584.07	1,887.13
Lump Sum per school / academy	175,000.00	175,000.00
Split Sites	Funded on LA formula (see paragraph 3.5)	Funded on LA formula (see paragraph 3.5)
Rates	Funded at actual cost	Funded at actual cost
Private Finance Initiative (PFI) contracts	Funded on LA formula (see paragraph 3.6)	Funded on LA formula (see paragraph 3.6)

* Please see paragraph 3.3 below for information on the changes to IDACI banding for the October 2016 dataset.

3.2 The DfE is to introduce a new national weighting for secondary low prior attainment figures in 2017/18, and the Deprivation IDACI bandings have also been changed. Please be aware that the updated IDACI bandings are incorporated into the modelling, but we cannot yet take account of the impact of the national weighting for secondary low attainment, as this will not be made available by the DfE until December 2016. The DfE's intention is to use a national weighting to ensure that, responding to assessment change, the cohort of pupils assessed under the 2016 KS2 assessments does not have a disproportionate influence within the overall total.

3.3 We will continue to use the factors, where we have some choice about how these are used, in the same way as in 2016/17, as follows:

- **Base Amount per Pupil – Primary:** including the Reception Uplift factor to support schools and academies taking in Reception pupils between the October and January Censuses; this also supports schools with higher levels of mobility.

- **Deprivation - Ever 6 FSM:** the % of pupils on roll where the FSM indicator is TRUE in any of the censuses in the last 6 years
- **Deprivation IDACI Bands A - G:** the % of pupils with an IDACI score in each band A – G. IDACI is calculated based on the postcodes of pupils recorded in the October Census. The bands are set nationally and are shown in the table below. Although the bands have changed for the October 2016 dataset (please see Annex A for further detail on the IDACI banding change), the proposed weightings attributed to each band are unchanged from 2016/17 and are as follows:

IDACI Band	IDACI Score - Lowest	IDACI Score - Highest	Proposed Weighting
Band F	0.20	0.25	1.00
Band E	0.25	0.30	1.25
Band D	0.30	0.35	1.50
Band C	0.35	0.40	1.75
Band B	0.40	0.50	2.25
Band A	0.50	1.00	2.75

- **SEN Low Prior Attainment Primary:** the % of pupils in years 5 and 6 that received less than 73 points on their Early Years Foundation Stage Profile (EYFSP) plus the % of pupils in years 1, 2, 3 and 4 who did not achieve “a good level of development” under the new EYFSP. A weighting is applied to ensure that funding delivered through this factor is not disproportionately affected by the year groups assessed under the new framework.
- **English as an Additional Language (EAL) 3:** the % of pupils whose first language is not English and who are appearing on the school census for the first, second or third year.

3.4 We will continue not to employ the following optional factors in 2017/18:

- Sparsity Factor - the sparsity factor is not applicable to any school / academy in the Bradford District
- Looked After Children - it continues to be our view that the Pupil Premium should be the source of funding for Looked After Children, as has been the case since 2013/14. The Pupil Premium is currently set at £1,900 for children who are looked after in 2016/17, which is above our previous value of £1,000. The Pupil Premium rates for 2017/18 have not yet been confirmed..

3.5 There is no change to the operation of the split sites factor in 2017/18.

a) The criteria used to define a split site are unchanged for 2017/18 and are as follows:

- *Essential* - two or more distinctly separate campuses where there is no single continuous boundary and where the campuses are split by a through road.
- Additional criteria (for weighting of funding):
Category A - where it is impossible not to move a proportion (either 25% or 50%) of total school / academy pupils between the campuses within the school day
Category B - where the campuses are more than 400 metres apart

b) The criteria used to allocate funding to a school / academy operating across a split site based on the categories defined above, are as follows:

Category	Primary Lump	Primary APP	Secondary Lump	Secondary APP
<i>Essential</i>	8,514.75	0.00	9,782.62	0
<i>A</i>	0	107.73	0	113.67
<i>B</i>	18,426.01	9.15	20,558.87	12.78

Additional Notes:

- Split sites funding is paid to all schools and academies that meet the above criteria.
- Federated schools are not eligible for split sites funding.
- Where 2 schools have amalgamated and the new school is operating across a split site, the school will not be eligible for split sites funding whilst it is in receipt of the additional lump sum (in the year immediately after amalgamation).

- Funding is only applicable for Reception to Year 11 mainstream provision.
- We would not expect split sites funding to apply to co-located or offsite behaviour centres.

3.6 The factor in our secondary funding formula for Private Finance Initiative (PFI) contracts allocates the DSG's contribution to the affordability gap of the Building Schools for the Future (BSF) programme for applicable schools / academies. The formula for splitting the total contribution between BSF schools / academies is as follows:

(Total affordability gap to be funded by the DSG / Total cost of school unitary charges) x Individual school's unitary charge as a % of the total unitary charge

Question 1 – Do you agree with continuing to use the 2016/17 existing formula structure to calculate delegated budgets for schools and academies for the 2017/18 financial year? If not, please explain the reasons why not. *The values of each formula factor will not be confirmed until January 2017 and will depend on the outcomes of the discussions that take place at the Schools Forum during the autumn term.*

Question 2 - Do you have any comments on the way the factors are used, as described in the pro-forma and paragraph 3.3?

Question 3 - Do you have any additional comments on the proposed approach for 2017/18 that you wish the Schools Forum to take into consideration?

4. Maintained Schools - De-Delegated Funds in 2017/18

4.1 The Finance Regulations continue to significantly restrict the extent to which the Dedicated Schools Grant (DSG) can be held and managed centrally. The Government's intention, in preparation for the National Funding Formula, is to ensure maximum delegation of the DSG to schools and academies at the start of each financial year. The Regulations do allow funding for certain types of expenditure to be 'de-delegated', or passed back, from maintained school budgets to be managed centrally. This only applies to maintained schools (not academies or free schools) and the Schools Forum must agree to de-delegate on a phase specific basis, so Forum members representing primary and secondary maintained schools must decide separately for each phase whether the service should be funded centrally by 'topslice'.

4.2 Previously, the Schools Forum has established de-delegated funds so as to:

- take advantage of the economies of scale brought about by central management and bulk purchase e.g. Fischer Family Trust subscriptions
- provide services that schools would find difficult or less cost effective to replace on an individual basis e.g. trade union facilities time
- protect schools, especially smaller schools, against unpredictable expenditure e.g. maternity and paternity costs

4.3 Decisions made to de-delegate this year relate to this year only and new decisions are required for de-delegation in 2017/18. The NFF proposals currently indicate that we will no longer be able to de-delegate from April 2019. The Schools Forum will therefore, be considering the position of de-delegated funds over the autumn term, in the context of the NFF proposals, but also taking into account the rate of the conversion of maintained schools to academy status before or during 2017/18.

4.4 This consultation asks for views only on whether funds should continue to be de-delegated for the purposes listed below. Please be aware that the values of these funds, where de-delegation continues, will be considered further by the Schools Forum in the autumn term. We would expect the values of funds to match anticipated cost pressures and to reduce from 2016/17 for the impact of maintained schools converting to academy status.

4.5 The following 'de-delegated' funds are held in this financial year:

- ESBD Core School Support Team
- FSM Eligibility Assessments
- Fischer Family Trust – School Licences

- School Maternity / Paternity 'insurance'
- Trade Union Facilities Time
- Trade Union Health and Safety Representative Time
- School Staff Public Duties and Suspensions Fund

Further information on these funds, including values, is given in Appendix 4.

4.6 Following the Local Authority's review of support services during 2015, and the re-alignment of support services with the sector-led improvement model during 2016, the de-delegated fund in support of the Minority Ethnic Support Team ceased at 1 May 2016 (only a 1 month value was held in 2016/17).

4.7 If funding is not de-delegated for the purposes listed above, then the funding will remain within school budgets for schools to provide for the cost of services from their own resources, including purchasing services available through the Local Authority. The Authority is aware that the views of individual schools may be influenced by the extent of value they feel they receive from accessing these funds currently. In making final recommendations, the Schools Forum will consider specific responses to this consultation along with the overall most effective approach for maintained schools across the District. Please contact your Schools Forum representatives if you have any specific comments on these funds.

Question 4 – Should sums continue or cease to be de-delegated from maintained school budgets in 2017/18 for the purposes listed above? Please explain the reasons why.

5. DSG Schools Block Centrally Managed Funds

5.1 The Finance Regulations continue to significantly restrict the types of funds that can be held centrally within the DSG. Where funds are held, the Regulations require that the criteria for accessing these are clear and have been agreed with the Schools Forum.

5.2 In 2016/17, the Schools Forum agreed to hold the following permitted funds:

- A Growth Fund, to support schools and academies expanding for basic-need purposes at the request of the Local Authority
- A 'Costs of Re-Organisation' Fund, which allocates funding to match the cost of safeguarded salaries remaining in maintained schools, where it has been previously agreed that the Local Authority will support the cost. This Fund also will meet the cost of deficits of closing schools or maintained schools converting to academy status under a sponsored arrangement.
- An Exceptional Costs / Schools in Financial Difficult Fund for maintained schools.

5.3 These funds support the achievement of the Bradford District's educational priorities as follows:

- Enable additional financial support to be provided, in a transparent and controlled way, to specific schools that may face difficult circumstances and unreasonable cost pressures.
- Support schools that require immediate intervention around standards that may not be able to identify funds from their own budgets.
- Support schools, academies and the Local Authority to manage more effectively the financial pressures brought by places expansion.
- Collectively, help to maintain a stable financial platform for schools and academies across the District, in support of raising standards.

5.4 The proposed arrangements for 2017/18 are shown below and are unchanged from this financial year, other than changes aimed at clarifying the allocation of in year growth funding to the secondary sector.

Details of these funds in 2016/17 and proposals for 2017/18

5.5 The Ring-Fenced Growth Fund

The total value of the Growth Fund in 2016/17 was £1.73m, broken down between phases and types, as follows:

	Primary	Secondary	Total
Existing Known Expansions	£746,127	£0	£831,542
Existing Bulge Classes	£349,281	£0	£349,281
New Expansions	£250,000	£300,000	£550,000
Pre-Opening Costs	£0	£0	£0
Diseconomies of Scale	£85,415	£0	£0
Total Value 2016/17	£1,430,823	£300,000	£1,730,823

The criteria proposed for allocating in 2017/18 growth funding to newly establishing schools and academies are the same as in 2016/17:

- Newly established School / Academy Provision additional support: For basic need purposes, where a new school / academy is established by the Local Authority, or where an existing school / academy extends its provision into a new phase i.e. a Secondary school / academy establishes Primary-aged provision and vice versa, at the request of the Local Authority, and where the new school / academy does not yet have pupils in all planned year groups, the funding approach will be:
 - Pre-Opening support (*this is not applicable to non basic need Free Schools*): the Schools Forum will consider the allocation of a pre-opening budget based on previous methodologies but also taking account of the specific circumstances of the school / academy.
 - Post-Opening support for diseconomies of scale (*this is not applicable to non basic need Free Schools*): the Schools Forum will consider the allocation of a budget based on previous methodologies but also taking account the specific circumstances of the school / academy.
- Newly established School / Academy Provision revenue formula funding: (*this does apply to non basic need Free Schools but only from the 2nd year of establishment*): in the first financial year the school / academy will receive a full calculation of formula funding for the number of children planned to be admitted in September, based on estimated data, for the proportion of the year that the school / academy is established (e.g. 7/12ths for a September opening). For technical purposes, this will not be an allocation from the Growth Fund, but a formula funding allocation via the agreed formula – the Local Authority will submit an application to the EFA to vary pupil numbers on the basis of planned numbers. Any significant difference between estimated and actual intake numbers will be adjusted for retrospectively in the following financial year. In subsequent years, until all year groups are established, the school / academy will be funded on the basis outlined above, providing a full calculation of additional formula funding for the planned additional intake for the following September, with a retrospective adjustment where there are significant differences between estimated and actual intake numbers. *Please note that academy / free school will receive their allocations directly from the EFA, although these are still funded from the DSG.*

The criteria proposed for allocating growth funding in 2017/18 to already established primary schools and primary academies, that have been asked to increase their admission numbers, are the same as in 2016/17:

- PRIMARY schools / academies permanently expanding by increasing the size of existing year groups:
 - Primary schools and academies are normally asked by the Local Authority to expand by 0.5 FE or 1 FE at any one time. Growth funding is allocated so that the school or academy has the additional funds to establish a new class (or classes). Funding is allocated as follows:
 - For basic need purposes, where an established primary school or academy is permanently expanding by increasing the size of existing year groups, and has already begun to expand before the start of the financial year, the additional allocation will be included within the school's / academy's initial budget. Funding is calculated on the difference between the October 2016 census pupil numbers and a calculation of the composite 5/12 + 7/12 numbers,

based on an estimate of the school's October 2017 Census. The school will then be allocated 80% of the value of the base amount per pupil for the difference between the actual and the composite calculation. On indicative 2017/18 values this would give £2,272 per pupil.

- For basic need purposes, where a primary school or primary academy is permanently expanding by increasing the size of existing year groups for the first time in September 2017, the school / academy is allocated 80% of the value of the base amount per pupil for the additional planned intake number, for the applicable proportion of the year (for September expansions this is 7/12ths). On indicative 2017/18 values this would give £2,272 per pupil. Funding will be physically allocated in September 2017.
- PRIMARY schools / academies taking a Bulge Class added to existing year groups:
 - Full classes: For basic need purposes, where a primary school or academy is asked in year to admit a full class or Form of Entry (30) into / on top of an existing year group, funding is allocated on the same basis as for new permanently expanding schools above; at 80% of the base amount per pupil value for the planned additional admission number for the relevant proportion of the financial year. In the following financial year, no additional funding is necessary or allocated; this additional class is automatically funded within the school's / academy's normal revenue budget.
 - Half classes: For basic need purposes, where a school / academy is asked in year to admit an additional number of children that do not add up to a full class or Form of Entry into / on top of an existing year group, the additional sum for the current financial year is allocated as for a full class above, based on the actual planned additional intake number. In the following year, and in each year for the lifetime the half class is at the school / academy, an additional sum is allocated based on 80% of the value of the base per pupil amount for the difference between 30 and the actual number of children in the half class. So if the class had 15 pupils the funding would be $(30 - 15) \times \text{£base app} \times 80\%$. The value of this funding is reviewed each year, for actual numbers.

The year on year growth in pupil numbers is now reaching the secondary phase. The Authority proposes to apply the same general basis of funding to the secondary phase as has been used for the primary phase. However, because the numbers involved in expansions may be more fluid in the secondary phase (may not be clear denominations of 30), because secondary schools have larger budgets and curriculum structures, meaning that small increases in numbers may not result in greater cost to the school, and also because the intakes of secondary schools and academies can be / are being adjusted for reasons other than a request by the Local Authority for basic need sufficiency, it has been identified that the criteria for the allocation of growth funding in the secondary phase will benefit from additional clarity.

- SECONDARY schools / academies either permanently or temporarily increasing PAN:
 - We propose that eligibility for growth to secondary schools and academies is assessed on the following principles and criteria:
 - The school or academy must have admitted additional pupils (either via a permanent expansion or a one off bulge class) at the request of the Local Authority to meet basic-need sufficiency and only numbers associated with basic need sufficiency will be eligible for funding.
 - The request for additional places from the Authority has come within the normal admissions round and relates to the school's year 7 intake i.e. pupils admitted at other times in year, admissions to year groups other than year 7, or pupils admitted on appeal or under the Fair Access Protocol, are not funded by the Growth Fund. Consideration of additional funding in these circumstances would be picked up by the exceptional pressures / schools in financial difficulty fund for maintained schools only.
 - Funding in the first year is calculated on actual numbers and allocated only once actual October Census numbers are confirmed (so for additional pupils in September 2017, funding will be calculated and allocated on the basis of the additional costs associated with the actual number of additional pupils recorded in the October 2017 Census).

- Funding is allocated only after an assessment of the actual cost implications of the additional pupils on the school's budget in that year e.g. in admitting additional pupils the school evidences that it must incur additional costs in year and that these costs are commensurate with the value of additional funding that would be allocated. This would be something that would be reviewed on an annual basis.
- Funding for eligible schools and academies would be calculated as follows:
 - Where a secondary school or academy is permanently expanding by increasing the size of its year 7 for the first time in September 2017, the school / academy is allocated 80% of the value of the Key Stage 3 base amount per pupil for the additional planned intake number, for the applicable proportion of the year (for September expansions this is 7/12ths). On indicative 2017/18 values this would give £3,265 per pupil. Funding will be physically allocated in September 2017.
 - Where an established secondary school or academy is permanently expanding by increasing the size of existing year groups, and has already begun to expand before the start of the financial year, the additional allocation will be included within the school's / academy's initial budget. Funding is calculated on the difference between the October 2016 census pupil numbers and a calculation of the composite 5/12 + 7/12 numbers, based on an estimate of the school's October 2017 Census. The school will then be allocated 80% of the value of the Key Stage 3 base amount per pupil for the difference between the actual and the composite calculation. On indicative 2017/18 values this would give £3,265 per pupil. At the point the school's expansion reaches Key Stage 4, 80% of the Key Stage 4 base £app will be used (which indicatively is £3,357).
 - Where a secondary school or academy has been asked to take a year 7 bulge class (one off temporary PAN increase) of any size, funding is allocated on the same basis as for new permanently expanding schools above; at 80% of the Key Stage 2 base amount per pupil value for the planned additional admission number for the relevant proportion of the financial year. This is a one off allocation. In the following financial year, no additional funding is allocated; this additional class is automatically funded within the school's / academy's normal revenue budget.

Question 5 - Do you agree with the proposed criteria and methodology for the allocation of the growth funding to schools and academies in 2017/18? If not, please explain the reasons why not.

5.6 School Re-Organisation Costs - maintained primary and secondary schools

The value of this fund in 2016/17 was £0.08m, broken down between phases and types of re-organisation costs, as follows:

	Primary	Secondary	Total
School Staff Safeguarded Salaries	£77,800	£4,064	£81,863
Deficits of Closing Schools	£0	£0	£0
Total Value 2016/17	£77,800	£4,064	£81,863

The proposed criteria for allocating funding from this contingency fund in 2017/18 are unchanged from 2016/17:

- School staff safeguarded salaries: funding is allocated, based on the actual cost of agreed safeguards for individual staff in schools. Only safeguards that have been previously agreed are funded from the DSG. So there is no 'eligibility' criteria as such, other than these safeguards must have been already established and agreed with the Authority following re-organisations. Every year, schools are asked to confirm whether or not safeguards for individual staff are still applicable e.g. where a member of staff has left, the safeguard ceases to be paid. The total cost of safeguards reduces year on year.
- Deficit of Closing Schools: where a maintained school closes with a deficit budget, or where a maintained school with a deficit budget converts to academy status under a sponsored agreement, the deficit returns

to the DSG. The Forum has established the principle that provision for such costs are best met from one off available funds and / or retrospectively from the DSG in the following year.

5.7 Exceptional Costs & Schools in Financial Difficulty - maintained primary and secondary schools

The purpose of this fund is to provide support for the budgets of maintained schools in the following circumstances:

- Exceptional growth in pupil numbers, not picked up within the terms of the 'Growth Fund'
- 1 Form of Entry (or smaller) primary schools, where the cost of external HR investigations places the school in financial difficulty i.e. would reduce the forecasted carry forward balance below £20,000 *
- Priority 1 schools, where additional intervention / support is required as recommended by SIG / SSMG and where the school's budget cannot meet the costs without placing the school in financial difficulty i.e. would reduce the forecasted carry forward balance below £20,000 *
- Local Authority Statutory interventions in schools e.g. costs of an IEB
- Any other circumstance, where the exceptional nature of this is agreed by the Schools Forum and where to not provide financial support would place the school in a financially difficult position that it is likely to have a detrimental impact on outcomes for children *

* £20,000 is a reasonable safety net to apply for all schools i.e. a school with £20,000 holds adequate reserve to meet additional unexpected costs

The value of this fund in 2016/17 was £0.175m, broken down between phases, as follows:

	Primary	Secondary	Total
Total Value 2016/17	£150,000	£25,000	£175,000

The proposed criteria for allocating funding for exceptional pupil numbers growth (the most common call on this fund) in 2017/18 are unchanged from 2016/17 and are as follows:

- The main factor taken into account is the extent of additional cost pressure faced by a school. This is assessed on the information provided by the school on what action has been needed to meet the growth in pupil numbers
- The extent of increase in numbers: actual numbers and % of roll (vs. the phase average)
- Whether the Local Authority has directed the additional pupils to the school
- How the additional pupils are distributed across the school
- Whether this is a one off issue i.e. the potential extent for exceptional growth and further cost pressure in future years?
- In judging exceptional funding for children admitted on appeal, what the specific circumstances are at the school which require the school to make additional provision in the first year
- The school's carry forward balances position
- The change in the school's expenditure shown in the Start Budget vs. Q1 vs. Q2 vs. Q3 monitoring reports
- The Priority category of the School (is the school in Priority 4?)
- Whether the school has received financial support or funding from elsewhere

Question 6 - Do you agree with the centrally managed funds, and their criteria, that are proposed to be held in the DSG in 2017/18? If not, please explain the reasons why not.

6. The MFG and the Ceiling

6.1 The Minimum Funding Guarantee (MFG) will continue in 2017/18 at MINUS 1.5% i.e. the maximum reduction in funding for a school / academy will be limited to 1.5% of that school's 2016/17 funding per pupil.

6.2 The main reasons for schools or academies being on the MFG in 2017/18 are:

- The impact of the 1.5% reduction applied to all pupil-led formula variables for the purposes of funding increasing the quantity of provision for children and young people with high needs.

- The MFG is continuing to protect the school / academy against the impact of changes made in formula funding since April 2013 i.e. the school / academy was losing more than 1.5% per pupil due to the funding reforms in 2013/14 or the additional changes made in 2014/15, and this protection still has to fully work through.
- The MFG is continuing to protect a school / academy against the impact of formula change prior to April 2013, for instance following the mainstreaming of grants in 2011/12, where a school / academy was protected by the MFG in 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 on a sliding scale which has still to fully work through.
- The school's/ academy's data recorded in the October 2016 Census e.g. FSM%, is significantly different (lower) from that recorded in previous censuses. This will result in a reduced total amount per pupil funding for the school, and the MFG protects against the drop.

6.3 As we have established in our previous funding reviews, the MFG must be afforded by the application of a ceiling. This ceiling caps the winners under the funding formulae at a % per pupil, which releases the value needed to support the cost of the MFG. This is the only way that change can be afforded. The effect of the MFG, combined with the ceiling, is to pull the distribution of funding between schools and academies back towards how this stands now and it means that it will take longer for the budgets of the schools and academies that gain to realise these increases. Please note that the 1.5% reduction in pupil-led funding rates increases the numbers of schools on the MFG and the overall cost of the MFG, so the ceiling in the indicative modelling is currently set at 0%.

6.4 As was the case in 2016/17, the ceiling must be calculated on the same basis as the MFG and the % cap must be the same for primary and secondary schools / academies. We can choose whether to implement the ceiling by capping all growth over a certain % per pupil or by scaling back gains of winning schools / academies by a set amount proportion to the school's gain. It continues to be our view that the capping approach is much fairer and also follows the same approach that we have used previously. We are therefore, not proposing any change in the operation of the ceiling, but the value of the % cap cannot be set until the final cost of the MFG is known. Please note that the ceiling must not be applied to new and growing schools and academies (those with some empty year groups) which have opened in the last 7 years, so these schools and academies will not contribute to the ceiling in 2017/18.

7. Further Explanation of the Indicative Modelling

7.1 The modelling in Appendix 1 shows the impact of the proposals outlined in this consultation on primary and secondary schools and academies, based on

- applying a 1.5% reduction to all pupil-led formula factor variables
- Estimated October 2016 pupil numbers on roll
- The October 2015 dataset, updated for IDACI bandings as shown in paragraph 3.3 and Annex A.

The modelling is intended to give an early estimate and early warning of individual school and academy allocations for 2017/18.

7.2 Please note that Appendix 1 focusses on the Schools Block and does not, at this stage, give a complete picture of individual delegated budgets. The modelling does not include Early Years Funding, Post 16 funding or funding from the High Needs Block. These will be covered in separate communications and consultations.

7.3 The modelling shows the total 'variance' of 2017/18 estimated funding against 2016/17 actual funding. This total is also separated into formula funding, contingencies and Pupil Premium allocations so that the cause of variances can be better understood. The main factors behind these 'variances' are:

- A change in pupil numbers on roll (shown in column (R))
- A reduction in formula funding due to the 1.5% reduction (the estimated cost to each school / academy is shown in column (T))
- A reduction in (or ending of) the MFG for those schools that have previously been protected
- Changes in contingency allocations, in particular relating to the pupil numbers on roll at expanding schools / academies

7.4 Whether a school / academy is protected by the MFG, or is capped by the ceiling, is shown in the modelling. Schools and academies on the MFG should plan for this protection to reduce over time. Schools and academies on the ceiling may expect to receive the sum by which their budgets have been reduced eventually in future years. However, any future projections will be significantly influenced by the introduction of the NFF, which will override any previous arrangements.

7.5 If you would like to discuss the modelling in more detail, or discuss the data on which allocations are calculated, please contact Sarah North.

Question 7 - Do you have any comments on the modelling?

8. Consultation Responses

8.1 Please use the responses form in Appendix 3 to submit your views on the proposals outlined in the consultation. There is space on this form for you to comment on any aspect of the proposals. If you wish to discuss these proposals in more detail, or have any specific questions, please contact either Sarah North, or Andrew Redding, using the contact details shown in paragraph 1.

8.2 Please ensure that your response is submitted by the deadline of **Friday 14 October 2016**. Any responses received after this deadline date may not be included in the overall analysis presented to the Schools Forum.

9. Next Steps

9.1 Following consideration of the responses to this consultation and the recommendation of the Schools Forum, the structures of the primary and secondary funding formulae to be used to calculate budgets in 2017/18, and the criteria for the allocation of Schools Block DSG contingency funds and growth funds, will be set by the Council's Executive.

9.2 Schools and academies will complete the October Census on Thursday 6 October 2016. The dataset from this census will be available for us to analyse mid-December.

9.3 Discussions on the overall DSG funding position for 2017/18, the holding of de-delegated and contingency funds, the balance of funding between primary and secondary, the value of contribution for increased high needs provisions, and the impact on schools of using the October 2016 Census dataset, will take place in the Schools Forum between now and January 2017. You are recommended to keep in touch with these discussions by visiting the Schools Forum webpage on the Council's Minute's site.

9.4 It is anticipated that the Schools Forum will make its final recommendations on 2017/18 arrangements on Wednesday 11 January 2017.

10. Appendices

1. Appendix 1 – Illustrative Formula Modelling
2. Appendix 2 – Indicative EFA Pro-forma for 2017/18
3. Appendix 3 – Consultation Responses Form
4. Appendix 4 – Information on De-Delegated Funds

ANNEX A: New IDACI bands for 2017/18

The Income Deprivation Affecting Children Index (IDACI) dataset is updated every five years by the Department for Communities and Local Government.

The latest update to the dataset (IDACI 2015) took effect in the 2016/17 schools block dataset in December 2015 and resulted in a markedly different distribution to the previous 2010 dataset.

In response to concerns raised by local authorities and views expressed through the first stage NFF consultation, the DfE has responded to update the IDACI banding methodology to return the IDACI bands to a roughly similar size (in terms of the proportion of pupils in each band) as in 2015/16. The revised bands are named “A” to “G”; with the most deprived neighbourhoods being captured by band “A” (previously bands 6 and 5).

The table below shows the proportion of pupils in each IDACI band in the 2015/16 schools block dataset (column C) and the 2016/17 schools block dataset (column D). Column G sets out the 2016/17 dataset mapped onto the new IDACI bands.

Bands used in 2015/16 and 2016/17	IDACI score	% pupils in each band (2015/16) <i>Based on IDACI 2010, 2016/17 IDACI bands</i>	% pupils in each band (2016/17) <i>Based on IDACI 2015, 2016/17 IDACI bands</i>	New bands for 2017/18	IDACI score	% pupils in each new band (Oct 15 Census) <i>Based on IDACI 2015, 2017/18 new IDACI bands</i>
(A)	(B)	(C)	(D)	(E)	(F)	(G)
6	Between 0.60 and 1.00	3%	1%	A	Between 0.50 and 1.00	3%
5	Between 0.50 and 0.60	6%	3%	B	Between 0.40 and 0.50	8%
4	Between 0.40 and 0.50	10%	8%	C	Between 0.35 and 0.40	7%
3	Between 0.30 and 0.40	12%	14%	D	Between 0.30 and 0.35	8%
2	Between 0.25 and 0.30	7%	9%	E	Between 0.25 and 0.30	9%
1	Between 0.20 and 0.25	8%	10%	F	Between 0.20 and 0.25	10%
0	Less than 0.20	53%	56%	G	Less than 0.20	56%

		2016/17 Actuals				2017/18 Estimated - see notes below				Variances				Adjustments		Formula Funding & Cont (Inc. MFG & Ceiling)						

2016/17 Actuals					2017/18 Estimated - see notes below				Variances					Adjustments		Formula Funding & Cont (Inc. MFG & Ceiling)						
Phase	DfE	School	Schools Block Formula Funding	Growth Fund / Safeguarded Salaries	Pupil Premium (July 2016)	Total 2016/17 Actual	Formula Funding (including MFG & Ceiling)	Growth Fund / Safeguarded Salaries	Pupil Premium	Total 2017/18 Estimated	Formula Funding (including MFG & Ceiling)	Growth Fund / Safeguarded Salaries	Pupil Premium	Total Variances	MFG figures to the left)	Ceiling figures to the left)	2016/17 £app	2017/18 £app	£app Variance	Pupil Number Difference	2017/18 No.s (Estimate of October 2016 + Reception Uplift)	Contribution to Affordability at 1.5%
PRIMARY	2044	Lilycroft Primary School	1,944,056	0	240,080	2,184,136	1,805,869	0	234,800	2,040,669	-138,187	0	-5,280	-143,467	19,946	0	4,254	4,259	5	-33	424	-17,564
PRIMARY	2002	Lister Primary School	1,694,293	0	138,600	1,832,893	1,651,940	0	149,175	1,801,114	-42,354	0	10,575	-31,779	30,007	0	4,246	4,225	-21	-8	391	-3,727
PRIMARY	2128	Long Lee Primary School	1,369,357	36,178	95,340	1,500,875	1,436,055	37,106	101,049	1,574,210	66,698	928	5,709	73,335	0	-3,050	4,098	4,070	-28	19	362	-13,555
PRIMARY	2145	Low Ash Primary School	1,582,965	0	134,620	1,717,585	1,580,740	0	149,099	1,729,839	-2,225	0	14,479	12,254	0	0	3,814	3,800	-15	1	416	-26,279
PRIMARY	3023	Low Moor CE Primary School	1,531,301	0	120,800	1,652,101	1,539,348	0	143,860	1,683,208	8,046	0	23,060	31,107	0	0	3,762	3,727	-35	6	413	-17,441
PRIMARY	2199	Lower Fields Primary School	1,852,337	3,987	260,040	2,116,364	1,858,905	3,987	266,541	2,129,433	6,568	0	6,501	13,069	0	-32,107	4,539	4,555	16	0	409	-17,218
PRIMARY	2179	Margaret McMillan Primary School	2,395,904	36,178	215,160	2,647,242	2,482,999	0	232,356	2,715,355	87,096	-36,178	17,196	68,113	24,317	0	4,186	4,070	-116	29	610	-27,547
PRIMARY	2048	Marshfield Primary School	1,738,313	0	128,040	1,866,353	1,731,425	0	152,889	1,884,314	-6,889	0	24,849	17,961	0	0	4,179	4,113	-66	5	421	-31,330
PRIMARY	2192	Menston Primary School	1,414,782	35,795	31,200	1,481,777	1,410,776	58,309	39,628	1,508,713	-4,006	22,514	8,428	26,936	10,481	0	3,479	3,515	36	1	418	-9,377
RECOUPMENT ACADEMY	2014	Merlin Top Primary Academy	1,584,519	0	276,180	1,860,699	1,585,802	0	296,454	1,882,255	1,282	0	20,274	21,556	0	0	4,831	4,820	-11	1	329	-7,076
PRIMARY	2185	Miriam Lord Community Primary School	1,663,696	0	154,440	1,818,136	1,617,713	0	152,429	1,770,142	-45,983	0	-2,011	-47,993	14,646	0	4,288	4,280	-8	-10	378	-18,496
PRIMARY	5206	Myrtle Park Primary School	820,920	0	26,700	847,620	819,836	0	26,338	846,175	-1,083	0	-362	-1,445	1,134	0	3,854	3,813	-41	2	215	-9,895
PRIMARY	2170	Nessfield Primary School	1,605,492	0	124,080	1,729,572	1,611,474	0	128,654	1,740,128	5,981	0	4,574	10,555	0	-27,152	3,878	3,864	-14	3	417	-14,826
PRIMARY	2054	Newby Primary School	1,794,276	0	162,940	1,957,216	1,776,563	0	168,084	1,944,647	-17,713	0	5,144	-12,568	17,116	0	4,252	4,210	-42	0	422	-20,872
PRIMARY	2197	Newhall Park Primary School	1,651,960	12,059	164,100	1,828,119	1,684,036	0	175,317	1,859,354	32,076	-12,059	11,217	31,235	0	0	4,234	4,189	-45	9	402	-7,051
RECOUPMENT ACADEMY	5205	Oakworth Primary Academy	1,436,484	0	81,960	1,518,444	1,457,698	0	90,259	1,547,957	21,213	0	8,299	29,513	0	0	3,495	3,513	17	4	415	-19,418
PRIMARY	2130	Oldfield Primary School	362,717	0	10,560	373,277	381,418	0	12,337	393,755	18,700	0	1,777	20,477	9,276	0	6,844	6,465	-379	6	59	0
PRIMARY	3353	Our Lady & St Brendan's Catholic Primary School	895,777	0	117,480	1,013,257	898,414	0	125,502	1,023,915	2,637	0	8,022	10,658	0	-85,922	4,327	4,340	13	0	207	-7,616
RECOUPMENT ACADEMY	3372	Our Lady of Victories Catholic Primary Academy	972,207	0	70,860	1,043,067	978,486	0	81,561	1,060,047	6,279	0	10,701	16,980	0	-11,670	4,543	4,530	-13	2	216	-8,336
RECOUPMENT ACADEMY	3375	Oxenhope CE Primary Academy	792,212	0	27,720	819,932	798,251	0	28,757	827,007	6,038	0	1,037	7,075	611	0	3,846	3,856	11	1	207	-9,424
PRIMARY	2064	Parkland Primary School	1,165,917	0	181,840	1,347,757	1,172,570	0	189,515	1,362,085	6,653	0	7,675	14,328	0	0	5,026	5,054	29	0	232	-5,642
PRIMARY	2132	Parkwood Primary School	1,052,136	0	121,440	1,173,576	1,046,052	0	133,268	1,179,319	-6,084	0	11,828	5,743	67,818	0	5,423	5,310	-113	3	197	0
PRIMARY	3377	Peel Park Primary School	2,562,437	2,048	333,960	2,898,445	2,461,664	2,048	351,521	2,815,232	-100,774	0	17,561	-83,213	26,902	0	4,399	4,392	-7	-22	561	-22,378
PRIMARY	2101	Poplars Farm Primary School	921,280	0	58,080	979,360	921,023	0	64,987	986,010	-256	0	6,907	6,650	0	-9,161	4,305	4,324	19	-1	213	-7,687
PRIMARY	2115	Priestthorpe Primary School	781,008	0	62,180	843,188	770,946	0	63,830	834,776	-10,061	0	1,650	-8,411	0	-2,287	4,154	4,236	82	-6	182	-6,165
PRIMARY	2086	Princeville Primary School and Children's Centre	2,425,341	24,118	270,600	2,720,059	2,470,413	0	274,513	2,744,926	45,072	-24,118	3,913	24,867	2,992	0	4,374	4,267	-107	19	579	-36,476
RECOUPMENT FREE SCH	2000	Rainbow Primary Free School	1,443,839	0	135,960	1,579,799	1,554,922	0	129,559	1,684,481	111,083	0	-6,401	104,682	0	0	4,718	4,614	-104	31	337	-17,771
PRIMARY	2052	Reevy Hill Primary School	993,133	0	171,600	1,164,733	1,004,547	0	186,705	1,191,252	11,414	0	15,105	26,519	0	-26,702	5,119	5,152	32	1	195	-8,496
PRIMARY	3365	Riddlesden St Mary's CE Primary	1,520,186	0	149,460	1,669,646	1,487,100	0	133,802	1,620,902	-33,085	0	-15,658	-48,743	22,116	0	4,022	3,987	-35	-5	373	-4,159
PRIMARY	5202	Russell Hall Primary School	862,527	0	81,840	944,367	851,555	0	89,760	941,315	-10,972	0	7,920	-3,052	728	0	4,127	4,094	-33	-1	208	-11,940
RECOUPMENT ACADEMY	2003	Ryecroft Primary Academy	1,494,473	50,548	241,560	1,786,580	1,604,932	68,248	260,077	1,933,257	110,459	17,700	18,517	146,676	23,329	0	5,365	5,312	-53	27	315	-643
PRIMARY	2140	Saltaire Primary School	1,557,649	0	119,660	1,677,309	1,542,620	0	121,510	1,664,130	-15,029	0	1,850	-13,179	5,891	0	3,674	3,638	-35	0	424	-20,813
PRIMARY	2174	Sandal Primary School and Nursery	1,447,044	0	68,340	1,515,384	1,436,670	0	80,243	1,516,913	-10,374	0	11,903	1,529	1,133	0	3,564	3,530	-34	1	407	-20,793
PRIMARY	2055	Sandy Lane Primary School	1,277,334	0	117,480	1,394,814	1,255,311	0	107,189	1,362,500	-22,023	0	-10,291	-32,314	3,188	0	4,081	4,049	-32	-3	310	-16,260
RECOUPMENT ACADEMY	2178	Shibden Head Primary Academy	1,486,857	0	88,540	1,575,397	1,490,856	0	83,041	1,573,897	3,999	0	-5,499	-1,500	4,577	0	3,566	3,533	-33	5	422	-17,291
PRIMARY	3366	Shipley CE Primary School	897,440	0	75,080	972,520	889,180	0	77,274	966,454	-8,260	0	2,194	-6,066	33,327	0	4,274	4,234	-39	0	210	0
RECOUPMENT ACADEMY	2077	Shirley Manor Primary Academy	913,163	0	129,040	1,042,203	889,518	0	125,511	1,015,029	-23,645	0	-3,529	-27,174	0	0	4,883	4,942	59	-7	180	1,106
RECOUPMENT ACADEMY	2023	Southmere Primary Academy	1,580,295	32,177	222,340	1,834,812	1,620,912	8,614	218,429	1,847,956	40,618	-23,563	-3,911	13,144	0	-25,312	4,647	4,539	-108	12	359	-14,997
RECOUPMENT ACADEMY	2025	Dixons Manningham Primary Academy	1,757,535	0	204,600	1,962,135	1,742,546	0	212,280	1,954,827	-14,989	0	7,680	-7,308	25,392	0	4,472	4,423	-49	1	394	0
RECOUPMENT ACADEMY	3369	St Anne's Catholic Primary Academy	1,169,570	0	71,280	1,240,850	1,085,101	0	69,254	1,154,355	-84,469	0	-2,026	-86,495	2,162	0	4,133	4,157	25	-22	261	-11,487
PRIMARY	3333	St Anthony's Catholic Primary School (Clayton)	884,737	0	68,320	953,057	884,049	0	76,729	960,778	-688	0	8,409	7,722	0	-7,727	4,193	4,190	-3	0	211	-7,455
PRIMARY	3373	St Anthony's Catholic Primary School (Shipley)	600,630	0	34,160	634,790	596,944	0	39,894	636,838	-3,686	0	5,734	2,048	0	0	4,805	4,776	-29	0	125	-8,675
PRIMARY	3334	St Clare's Catholic Primary School	885,461	5,360	91,080	981,900	903,068	10,602	98,563	1,012,233	17,608	5,242	7,483	30,332	0	-14,406	4,764	4,784	20	4	191	-7,810
PRIMARY	3335	St Columba's Catholic Primary School	1,640,039	0	186,120	1,826,159	1,625,389	0	184,043	1,809,432	-14,650	0	-2,077	-16,727	0	-5,778	4,350	4,358	7	-4	373	-3,926
PRIMARY	3354	St Cuthbert & the First Martyrs' Catholic Primary	878,952	0	42,660	921,612	881,625	0	43,642	925,267	2,672	0	982	3,655	0	-10,287	4,206	4,218	13	0	209	-7,433
PRIMARY	3351	St Francis' Catholic Primary School	842,444	0	55,860	898,304	850,682	0	54,305	904,987	8,238	0	-1,555	6,684	0	0	4,090	4,070	-19	3	209	-7,969
PRIMARY	3016	St James' Church Primary School	1,617,514	27,091	261,360	1,905,965	1,685,763	21,203	268,658	1,975,624	68,249	-5,888	7,298	69,660	0	0	4,767	4,742	-25	15	360	-16,790
PRIMARY	3352	St John The Evangelist Catholic Primary School	829,693	0	50,460	880,153	838,706	0	52,582	891,288	9,013	0	2,122	11,135	0	-33,986	4,047	4,052	4	2	207	-6,987
PRIMARY	5208	St John's CE Primary School	1,738,058	0	187,020	1,925,078	1,731,064	0	192,155	1,923,219	-6,994	0	5,135	-1,859	0	0	4,138	4,131	-7	-1	419	-8,726
PRIMARY	3367	St Joseph's Catholic Primary School (Bingley)	800,898	11,653	22,280	834,832	797,047	0	22,644	819,691	-3,852	-11,653	364	-15,141	1,309	0	3,925	3,832	-93	1	208	-9,545
PRIMARY	3338	St Joseph's Catholic Primary School (Bradford)	1,465,756	4,661	170,280	1,640,698	1,424,634	0	179,551	1,604,185	-41,123	-4,661	9,271	-36,513	0	0	4,483	4,452	-31	-8	320	-13,830
PRIMARY	3370	St Joseph's Catholic Primary School (Keighley)	1,200,657	0	134,500	1,335,157	1,097,826	0	121,706	1,219,532												

			2016/17 Actuals				2017/18 Estimated - see notes below				Variances				Adjustments		Formula Funding & Cont (Inc. MFG & Ceiling)					
Phase	DfE	School	Schools	Growth Fund /	Pupil	Total	Formula	Growth Fund /	Pupil	Total	Formula	Growth Fund /	Pupil	Total	MFG	Ceiling	2017/18 No.s			Contribution to		
			Block	Safeguarded	Premium	2016/17	Funding	Safeguarded	Premium	2017/18	Funding	Safeguarded	Premium	Variances	(included in	(included in	figures to	figures to	2016/17		2017/18	£app
			Formula	Salaries	(July 2016)	Actual	(including	Salaries		Estimated	(including	Salaries			the left)	the left)	£app	£app	Variance	Number	+ Reception	to
			Funding				MFG &				MFG &									Difference	Uplift)	at 1.5%
PRIMARY	2074	Wibsey Primary School	2,421,573	0	287,280	2,708,853	2,440,693	0	293,037	2,733,730	19,120	0	5,757	24,877	0	0	3,862	3,868	6	4	631	-23,824
PRIMARY	2117	Wilsden Primary School	1,439,797	0	75,060	1,514,857	1,441,792	0	83,192	1,524,984	1,996	0	8,132	10,128	996	0	3,503	3,466	-37	5	416	-19,068
PRIMARY	3035	Woodlands CE Primary School	494,326	0	21,700	516,026	491,137	0	19,060	510,197	-3,189	0	-2,640	-5,829	3,124	0	4,894	4,863	-32	0	101	-1,563
RECOUPMENT ACADEMY	2078	Woodside Academy	1,738,637	48,549	278,360	2,065,546	1,836,787	27,755	303,440	2,167,982	98,149	-20,794	25,080	102,436	8,711	0	4,678	4,537	-142	29	411	-25,196
PRIMARY	2202	Worth Valley Primary School	926,051	0	128,340	1,054,391	936,521	0	127,285	1,063,806	10,470	0	-1,055	9,414	0	-6,832	4,798	4,803	4	2	195	-7,913
PRIMARY	2100	Worthinghead Primary School	870,712	0	96,200	966,912	866,381	0	103,800	970,181	-4,331	0	7,600	3,269	0	-2,379	4,398	4,398	0	-1	197	-7,218
PRIMARY	3036	Wycliffe CE Primary School	1,115,654	63,963	95,600	1,275,217	1,180,870	80,867	110,562	1,372,299	65,215	16,904	14,962	97,082	7,024	0	4,198	4,150	-47	23	304	-11,416
PRIMARY TOTALS			229,660,299	1,258,623	22,943,400	253,862,322	230,576,257	905,843	24,225,334	255,707,434	915,958	-352,780	1,281,934	1,845,111	1,462,700	-600,420	4,221	4,187	-33	572	55,285	-2,073,219

Notes

Modelling does not include Early Years Single Funding Formula or High Needs Funding (mainstream primary DSG funding only)

2016/17 Actuals are based on figures included in the Section 251 Budget Statements, except for the Pupil Premium which uses the final figures updated in July 16 by the DfE.

2017/18 Estimated figures are based on an estimate of October 2016 pupil numbers and the October 2015 dataset for all other data e.g. FSM%. This dataset has been updated for the changes to IDACI bands for 2017/18 (as outlined in the consultation paper).

Pupil Premium allocations: ESTIMATES for 2017/18 are based on £1,320 per eligible Ever 6 FSM pupil, £300 per eligible service child, and £1,900 per eligible Post-LAC (Adopted from Care) pupil.

Pupil Premium allocations do not include any funding allocated throughout the year for children who are Looked After

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			2016/17 Actual (at S251)				2017/18 Estimated - see notes below				Variances				Adjustments		Formula Funding & Cont (Inc. MFG & Ceiling)						
			Schools	Growth Fund /	Pupil	Total	Formula	Growth Fund /	Pupil	Total	Formula	Growth Fund /	Pupil	Total	MFG	Ceiling	2016/17	2017/18	£app	Pupil	2017/18	Contribution	
Phase	DfE	School	Formula	Safeguarded	Premium	2016/17	(including	Safeguarded	Premium	2016/17	(including	Safeguarded	Premium	Variances	figures to	figures to	£app	£app	Variance	Number	Funded	Affordability	
			Funding	Salaries	(July 2016)	Actual	MFG & Ceiling)	Salaries	Premium	Estimated	MFG & Ceiling)	Salaries	Premium		(included in	(included in				Difference	No.s	to	
															the left)	the left)				from 16/17	of October	at 1.5%	
																				(Estimate	(2016)		
RECOUPMENT ACADEMY	6907	Appleton Academy	4,410,591	0	303,740	4,714,331	4,540,921	0	380,411	4,921,333	130,330	0	76,671	207,001	0	-1,310	5,619	5,641	22	20	805	-39,808	
RECOUPMENT ACADEMY	4064	Beckfoot Academy	7,324,499	0	272,260	7,596,759	7,230,797	0	287,941	7,518,739	-93,702	0	15,681	-78,020	0	0	5,478	5,420	-58	-3	1,334	-105,451	
RECOUPMENT ACADEMY	4025	Beckfoot Upper Heaton Academy	2,214,783	0	122,018	2,336,800	2,233,822	0	125,251	2,359,073	19,040	0	3,233	22,273	188,311	0	6,553	6,456	-96	8	346	0	
RECOUPMENT ACADEMY	4041	Belle Vue Girls' Academy	5,029,886	0	338,530	5,368,416	4,962,971	0	338,974	5,301,945	-66,915	0	444	-66,471	35,169	0	5,626	5,551	-75	0	894	-58,257	
SECONDARY	5400	Bingley Grammar School	7,176,144	2,048	311,920	7,490,111	7,100,572	2,048	295,405	7,398,024	-75,572	0	-16,515	-92,087	8,490	0	4,824	4,757	-67	5	1,493	-105,731	
RECOUPMENT ACADEMY	6906	Bradford Academy	6,176,047	0	503,955	6,680,002	6,317,400	0	490,536	6,807,936	141,353	0	-13,419	127,934	0	0	5,756	5,727	-28	30	1,103	-35,304	
RECOUPMENT FREE SCH	6102	Bradford Girls Grammar (Free School)	2,556,058	0	123,480	2,679,538	2,677,993	0	131,489	2,809,481	121,934	0	8,009	129,943	0	-77,956	5,497	5,510	13	21	486	-13,512	
SECONDARY	4001	Buttershaw Business & Enterprise College	7,909,557	0	550,975	8,460,532	7,962,377	0	556,053	8,518,430	52,820	0	5,078	57,898	0	-26,184	5,952	5,955	4	8	1,337	-81,016	
SECONDARY	4100	Carlton Bolling College	6,910,743	0	565,975	7,476,718	6,786,863	0	587,867	7,374,730	-123,880	0	21,892	-101,988	158,377	0	5,942	5,866	-76	-6	1,157	0	
RECOUPMENT ACADEMY	6908	Dixons Allerton Academy	6,675,302	0	529,210	7,204,512	6,691,817	0	524,743	7,216,560	16,515	0	-4,467	12,048	132,813	0	5,710	5,619	-92	22	1,191	-111,031	
RECOUPMENT ACADEMY	6905	Dixons City Academy	4,451,730	0	258,390	4,710,120	4,379,040	0	263,125	4,642,165	-72,691	0	4,735	-67,956	5,235	0	5,344	5,276	-68	-3	830	-63,190	
RECOUPMENT FREE SCH	4024	Dixons McMillan Academy	1,696,163	0	70,125	1,766,288	2,247,529	0	81,552	2,329,081	551,366	0	11,427	562,793	5,830	0	5,862	5,600	-262	112	401	-31,165	
RECOUPMENT FREE SCH	4010	Dixons Trinity Academy	2,865,487	0	167,635	3,033,122	3,056,416	0	168,659	3,225,075	190,929	0	1,024	191,953	1,735	0	5,560	5,458	-103	45	560	-47,403	
RECOUPMENT ACADEMY	4021	Bradford Forster Academy	1,848,217	427,598	62,945	2,338,760	2,423,149	324,385	60,859	2,808,393	574,932	-103,213	-2,086	469,632	0	0	7,882	6,982	-899	105	394	-13,240	
RECOUPMENT ACADEMY	4613	Feversham College	3,283,787	0	214,115	3,497,902	3,377,319	0	227,057	3,604,376	93,531	0	12,942	106,474	124,809	0	5,885	5,793	-92	25	583	0	
RECOUPMENT ACADEMY	4101	Grange Technology College	9,549,998	0	685,355	10,235,353	9,455,824	0	698,162	10,153,986	-94,174	0	12,807	-81,367	0	0	6,440	6,385	-55	-2	1,481	-112,538	
SECONDARY	5401	Hanson School	7,934,111	0	542,930	8,477,041	7,952,403	0	528,933	8,481,336	18,292	0	-13,997	4,295	0	-198,694	5,948	5,952	5	2	1,336	-80,858	
RECOUPMENT ACADEMY	4502	Ilkley Grammar School	5,539,314	0	126,855	5,666,169	5,503,399	0	121,097	5,624,497	-35,915	0	-5,758	-41,673	0	0	4,533	4,511	-22	-2	1,220	-79,368	
RECOUPMENT ACADEMY	4616	Immanuel College	6,031,198	992	330,320	6,362,510	6,058,311	0	328,571	6,386,882	27,113	-992	-1,749	24,372	0	0	5,069	5,053	-16	9	1,199	-68,639	
RECOUPMENT FREE SCH	4004	Dixons Kings Academy	4,616,516	0	326,315	4,942,831	4,574,960	0	345,302	4,920,261	-41,557	0	18,987	-22,570	0	0	5,489	5,459	-30	-3	838	-76,960	
RECOUPMENT ACADEMY	5404	Laisterdyke Leadership Academy	5,169,346	0	406,725	5,576,071	5,054,745	0	418,204	5,472,949	-114,601	0	11,479	-103,122	43,603	0	5,868	5,823	-44	-13	868	-49,185	
SECONDARY	5402	Oakbank School	7,011,263	0	492,375	7,503,638	7,016,155	0	486,013	7,502,168	4,892	0	-6,362	-1,471	0	0	5,248	5,224	-24	7	1,343	-96,699	
RECOUPMENT ACADEMY	4019	Oasis Academy Lister Park	4,427,750	0	352,993	4,780,743	4,391,598	0	373,372	4,764,970	-36,152	0	20,379	-15,773	46,768	0	5,935	5,855	-80	4	750	-37,100	
RECOUPMENT FREE SCH	4013	One In A Million (Free School)	1,366,711	0	99,140	1,465,851	1,685,357	0	99,284	1,784,641	318,646	0	144	318,790	0	0	6,386	6,151	-236	60	274	-22,682	
SECONDARY	4112	Parkside School	4,243,927	0	194,990	4,438,917	4,271,363	0	220,000	4,491,363	27,436	0	25,010	52,446	0	0	4,889	4,848	-41	13	881	-66,957	
SECONDARY	4069	Queensbury School	4,698,296	0	306,310	5,004,606	4,851,750	0	306,065	5,157,815	153,453	0	-245	153,208	0	0	5,394	5,320	-74	41	912	-66,576	
RECOUPMENT ACADEMY	4006	Samuel Lister Academy	3,536,670	0	262,735	3,799,405	3,435,082	0	291,746	3,726,828	-101,587	0	29,011	-72,577	50,320	0	5,964	5,892	-72	-10	583	-11,213	
SECONDARY	4023	St Bede's & St Joseph's Catholic College	8,521,129	0	442,485	8,963,614	8,154,446	0	453,367	8,607,813	-366,684	0	10,882	-355,801	0	0	5,322	5,258	-65	-50	1,551	-116,274	
SECONDARY	4610	The Holy Family Catholic School	3,947,837	0	191,675	4,139,512	3,885,245	0	193,801	4,079,046	-62,593	0	2,126	-60,467	0	0	5,292	5,222	-70	-2	744	-55,999	
SECONDARY	5403	Thornton Grammar School	6,520,987	0	460,290	6,981,277	6,586,930	0	465,113	7,052,043	65,943	0	4,823	70,766	0	-17,102	5,204	5,207	3	12	1,265	-66,964	
SECONDARY	4074	Titus Salt School	7,190,097	1,024	395,705	7,586,826	7,052,738	1,024	409,573	7,463,335	-137,360	0	13,868	-123,491	0	0	5,933	5,873	-60	-11	1,201	-110,716	
SECONDARY	4036	Tong High School	7,697,527	0	635,795	8,333,322	7,217,263	0	675,852	7,893,115	-480,264	0	40,057	-440,207	0	-97,381	6,507	6,526	19	-77	1,106	-73,211	
RECOUPMENT ACADEMY	6909	University Academy Keighley	4,309,186	0	248,710	4,557,896	4,096,592	0	256,363	4,352,956	-212,594	0	7,653	-204,941	261,723	0	7,218	7,137	-81	-23	574	0	
SECONDARY TOTALS			172,840,860	431,662	10,896,975	184,169,496	173,233,145	327,456	11,190,740	184,751,341	392,285	-104,205	293,765	581,845	1,063,182	-418,628	5,645	5,592	-53	343	31,040	-1,897,048	

Notes

This analysis excludes High Needs and Post 16 funding (pre-16 mainstream DSG funding only). Post 16 funding is excluded as the Authority does not see this funding for academies

2016/17 Actuals are based on figures included in the Section 251 Budget Statements, except for the Pupil Premium which uses the final figures updated in July 16 by the DfE

2017/18 Estimated figures are based on an estimate of the October 2016 numbers and the October 2015 dataset for all other data e.g. FSM%. This dataset has been updated for the changes to IDACI bands for 2017/18 (as outlined in the consultation paper).

Pupil Premium allocations: ESTIMATES for 2017/18 are based on £935 per eligible Ever 6 FSM pupil, £300 per eligible service child, and £1,900 per eligible Post-LAC (Adopted from Care) pupil.

Pupil Premium allocations do not include any funding allocated throughout the year for children who are Looked After

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Local Authority Funding Reform Proforma 2017/18 (DRAFT)

LA Name:	Bradford
LA Number:	380

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	Yes	Pupil Units		104.00					
	Description	Amount per pupil		Pupil Units		Sub Total	Total	Proportion of total pre MFG funding (%)	Notional SEN (%)	
	Primary (Years R-6)	£2,839.74		55,285.00		£156,995,076	£285,086,217	38.77%	7.51%	
	Key Stage 3 (Years 7-9)	£4,081.74		19,041.83		£77,723,834		19.20%	6.28%	
	Key Stage 4 (Years 10-11)	£4,197.98		11,998.00		£50,367,307		12.44%	6.28%	
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
2) Deprivation	FSM6 % Primary	£1,038.91		18,169.55		£18,876,483	£63,590,295	15.70%	23.08%	
	FSM6 % Secondary		£942.06		12,033.28	£11,336,079				10.16%
	IDACI Band F	£329.98	£433.14	7,344.24	4,224.90	£4,253,450			22.45%	19.18%
	IDACI Band E	£412.48	£541.42	9,460.42	5,459.62	£6,858,203			22.45%	19.18%
	IDACI Band D	£494.98	£649.71	7,697.95	4,370.05	£6,649,565			22.45%	19.18%
	IDACI Band C	£577.47	£757.99	3,653.75	2,039.55	£3,655,901			22.45%	19.18%
	IDACI Band B	£742.47	£974.56	7,133.54	3,832.41	£9,031,327			22.45%	19.18%
	IDACI Band A	£907.46	£1,191.13	1,919.29	997.05	£2,929,287			22.45%	19.18%
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
3) Looked After Children (LAC)	LAC X March 16	£0.00		495.83		£0	£4,562,599	0.00%	0.00%	
4) English as an Additional Language (EAL)	EAL 3 Primary	£195.02		12,710.47		£2,478,840		0.96%	0.00%	
	EAL 3 Secondary		£1,174.60		1,190.59	£1,398,466				0.00%
5) Mobility	Pupils starting school outside of normal entry dates	£1,584.07	£1,887.13	410.87	18.25	£685,293		0.17%	0.00%	0.00%
	Description	Weighting	Amount per pupil	Percentage of eligible Y1-2 and Y3-6 NOR respectively	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
6) Prior attainment	Low Attainment % new EFSP	47.34%	£237.69	21.81%	11,455.45	£2,722,844	£7,076,242	1.75%	100.00%	
	Low Attainment % old FSP 73			21.81%						
	Secondary pupils not achieving (KS2 level 4 English or Maths)		£486.99		8,939.46	£4,353,398				100.00%

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
7) Lump Sum	£175,000.00	£175,000.00			£33,250,000	8.21%	0.00%	0.00%

8) Sparsity factor		£0.00	£0.00	£0.00	£0.00	£0	0.00%	0.00%	0.00%
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum for one or both of the phases.									
Primary distance threshold (miles)		Primary pupil number average year group threshold		Fixed or tapered sparsity primary lump sum?		Fixed			
Secondary distance threshold (miles)		Secondary pupil number average year group threshold		Fixed or tapered sparsity secondary lump sum?		Fixed			
Middle schools distance threshold (miles)		Middle school pupil number average year group threshold		Fixed or tapered sparsity middle school lump sum?		Fixed			
All-through schools distance threshold (miles)		All-through pupil number average year group threshold		Fixed or tapered sparsity all-through lump sum?		Fixed			
9) Fringe Payments						£0	0.00%		
10) Split Sites						£375,405	0.09%	0.00%	
11) Rates						£5,157,092	1.27%	0.00%	
12) PFI funding						£5,809,920	1.43%	0.00%	
14) Exceptional circumstances (can only be used with prior agreement of EFA)									
Circumstance						Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
Additional lump sum for schools amalgamated during FY16-17						£0	0.00%	0.00%	0.00%
Additional sparsity lump sum for small schools						£0	0.00%	0.00%	
Exceptional Circumstance3						£0	0.00%	0.00%	
Exceptional Circumstance4						£0	0.00%	0.00%	
Exceptional Circumstance5						£0	0.00%	0.00%	
Exceptional Circumstance6						£0	0.00%	0.00%	
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)						£404,907,771	100.00%	£39,447,397	
15) Minimum Funding Guarantee (MFG is set at -1.5%)						£2,525,882			
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)						Yes			
Capping Factor (%)	0.00%	Scaling Factor (%)	100.00%						
Total deduction if capping and scaling factors are applied						-£1,019,048			
						Total (£)	Proportion of Total funding(%)		
MFG Net Total Funding (MFG + deduction from capping and scaling)						£1,506,834	0.37%		
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)									
Additional funding from the high needs budget						£687,243.10			
Growth fund (if applicable)						£1,937,901.07			
Falling rolls fund (if applicable)						£0.00			
Total Funding For Schools Block Formula						£406,414,605			
% Distributed through Basic Entitlement						70.41%			
% Pupil Led Funding						88.99%			
Primary: Secondary Ratio						1 :	1.33		

RESPONSES FORM

CONSULTATION & INFORMATION ON PRIMARY & SECONDARY FUNDING FORMULAE 2017/18 FINANCIAL YEAR

Name _____ School / Academy _____

Please choose your phase below:

PRIMARY

☐

SECONDARY

☐

THE DEADLINE FOR RESPONSES TO THIS CONSULTATION IS FRIDAY 14 OCTOBER 2016

Please send completed questionnaire responses to:

School Funding Team (FAO Sarah North)
City of Bradford Metropolitan District Council
Britannia House (5th Floor)
Hall Ings
Bradford
BD1 1HX

Tel: 01274 434173 / 01274 432678

Fax: 01274 435054

Email: sarah.north@bradford.gov.uk or andrew.redding@bradford.gov.uk

Please complete the questionnaire by marking the appropriate boxes. There is a space below each question for you to record comments.

Summary of 2017/18 Proposed Formulae (Section 3)

Question 1 – Do you agree with continuing to use the 2016/17 existing formula structure to calculate delegated budgets for schools and academies for the 2017/18 financial year? If not, please explain the reasons why not. *The values of each formula factor will not be confirmed until January 2017 and will depend on the outcomes of the discussions that take place at the Schools Forum during the autumn term.*

Strongly Agree ☐

On Balance Agree (some reservations) ☐

Strongly Disagree ☐

If not, please provide further explanation here:

Question 2 - Do you have any comments on the way the factors are used, as described in the pro-forma and paragraph 3.3?

Please provide any comments here:

Question 3 - Do you have any additional comments on the proposed approach for 2017/18 that you wish the Schools Forum to take into consideration?

Please provide any additional comments here:

De-Delegated Funds in 2016/17 – Maintained Schools only (Section 4)

Question 4 – Should sums continue or cease to be de-delegated from maintained school budgets in 2017/18 for the purposes listed below? Please explain the reasons why.

	YES - de-delegate	NO
ESBD School Support Team	<input type="checkbox"/>	<input type="checkbox"/>
FSM Eligibility Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Fischer Family Trust – School Licences	<input type="checkbox"/>	<input type="checkbox"/>
School Maternity / Paternity ‘insurance’	<input type="checkbox"/>	<input type="checkbox"/>
Trade Union Facilities Time	<input type="checkbox"/>	<input type="checkbox"/>
Trade Union Health and Safety Rep Time	<input type="checkbox"/>	<input type="checkbox"/>
School Staff Public Duties and Suspensions Fund	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional comments here:

Question 5 - Do you agree with the proposed changes to the allocation criteria of the growth fund for secondary schools and academies? If not, please explain the reasons why not.

Strongly Agree ☐ On Balance Agree (some reservations) ☐ Strongly Disagree ☐

If not, please provide further explanation here:

Question 6 - Do you agree with the centrally managed funds, and their criteria, that are proposed to be held in the DSG in 2017/18? If not, please explain the reasons why not.

Strongly Agree ☐ On Balance Agree (some reservations) ☐ Strongly Disagree ☐

If not, please provide further explanation here:

Indicative Modelling (Section 7)

Question 6 - Do you have any comments on the modelling?

Please send completed questionnaire responses to Sarah North / Andrew Redding by Friday 16 October:

- E-mail: sarah.north@bradford.gov.uk / andrew.redding@bradford.gov.uk
- Fax: 01274 435054
- Post: School Funding Team (FAO Sarah North)
City of Bradford Metropolitan District Council
Britannia House (1st Floor)
Hall Ings
Bradford
BD1 1HX

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Appendix 4: Purpose of Each De-Delegated Fund

1. ESBD School Support Team:

As a specialist teaching support service, the ESBD Service provides:

- Experienced teaching and Inclusion Mentor staff, who offer practical support, advice and strategies to Primary school colleagues, in meeting the needs of pupils presenting with the most challenging behaviours
- Support to schools to develop their understanding of social and emotional behaviour, and the management of pupils experiencing difficulties. Wherever possible advice is given on the development of systems and skills that increase the capacity of the school to respond to issues in the future
- Peripatetic Inclusion Mentors, who work under the direction of specialist teachers to offer intensive, time-limited, focused support and training for staff dealing with ESBD
- A range of bespoke training

If this de-delegated fund is not held in 2017/18, primary schools will need to replace these services from their own resources, for example, by directly employing specialist staff, or by purchasing services, on an individual basis or as a cluster of schools. The Local Authority offers a traded service.

2. FSM Eligibility Assessments:

This fund covers the work the Local Authority's Benefits Team does in relation to Free School Meals eligibility for pupils in schools. It covers staffing and ICT costs associated with:

- The processing of all applications for FSM for all maintained schools
- Checking & verifying claims, notifying parents of successful and unsuccessful claims
- Notifying schools of successful claims and changes to existing claims
- Assisting schools with eligibility, take up and administrative issues & providing guidance
- Promoting maximum take up of FSM eligibility, including cross checking pupil FSM data with other Authority benefits systems

The Local Authority makes use of a nationwide FSM checking system, which means that paper evidence does not have to be supplied by parents. Applications for all children who attend Bradford schools can be processed quickly via the Council's website, telephone, personal visit or in writing. Currently, schools do not have direct access to this checking system.

If this de-delegated fund is not held in 2017/18, schools will either need to undertake FSM assessment themselves or purchase services. The Local Authority offers a traded service.

3. Fischer Family Trust – School Licences:

This fund pays for schools' subscriptions to Fischer Family Trust (FFT). FFT provides a unique service to schools and the local authorities. This service analyses previous national end of key stage data and the contextual data of schools and uses this to provide estimates of outcomes at pupil level for the next key stage result. These pupil level results are aggregated at school and at local authority level. Over time these estimates have come to be held in high regard and the work of the FFT is valued by schools and local authorities. Government funding for the FFT was withdrawn at March 2012. As a consequence, the FFT restructured their pricing and data access policies. The purchasing of the data through the Local Authority offers significant savings.

If this de-delegated fund is not held in 2017/18, maintained schools will need to purchase their own licences to access FFT data, on an individual basis or as a cluster of schools.

4. School Maternity / Paternity 'insurance':

This fund has historically acted as an 'insurance' pot, where schools are reimbursed for the costs of the salaries of staff on maternity / paternity leave, so that the cost of cover / supply arrangements can be afforded from the school's budget. The Schools Forum has discussed the delegation of this pot to schools on a number of occasions over the last ten years or so, and has always concluded that the protection this centrally managed fund offers, especially to smaller schools, against the disproportionate and unpredictable nature of maternity / costs is vital.

If this de-delegated fund is not held in 2017/18, maintained schools will not be reimbursed for the salary cost of staff on maternity / paternity leave and would have to make alternative arrangements to manage this cost, for example, by including maternity cover within the school's supply insurance arrangements or by working in clusters to share the cost of staffing cover.

5. Trade Union Facilities Time:

There is a legal obligation (under The Trade Union and Labour Relations (Consolidation) Act 1992) for an employer to provide facilities for recognised trade unions to function within the workplace, including an obligation to grant time off with pay. The recognised unions in schools are:

- Teacher Trade Unions - NUT, NASUWT, ATL, ASCL, NAHT, VOICE, and
- The Trade Unions representing support and other professional school staff – UNISON, GMB and UNITE

To meet this obligation, the Council has agreed to release a number of staff for part or all of their time from their school duties to carry out their duties as elected lay officials. This applies to the recognised trade unions in schools with significant membership. Historically the agreed ratio for facility time has been 1 day per 400 members, which has been used as a mutually acceptable, in principle, starting point for the joint management and trade union discussions. Current Facility Time arrangements with respect to School Employees are:

- NUT has 2.1 FTE lay officials (10.5 days per week)
- NASUWT has 1.8 FTE lay officials (9 days per week)
- ATL has 1 FTE lay official (5 days per week)
- NAHT has 0.4 FTE lay official (2 days per week)
- UNISON has 1.3 FTE lay officials (6.5 days per week)
- GMB has 0.6 FTE lay officials (3 days per week)
- ASCL has 0.1 FTE lay official (1 day a fortnight)

If this de-delegated fund is not held in 2017/18, individual schools will need to consider how they will meet their statutory obligations to allow trade unions to represent and consult with their members and with the school as the employer, as local branch trade union representatives would no longer be available without cost. For example, each trade union has the right to appoint a trade union representative within a school to carry out statutory functions, and seek time off for these representatives to be trained to carry out these duties.

6. Trade Union Health and Safety Facilities Time

In order to comply with the letter and the spirit of the Health and Safety Regulations, the Council and the Trade Union Health and Safety Lay Representatives in Bradford made a Health and Safety Agreement in 1989. The amount of time funded by the DSG based was significantly reduced by the Schools Forum at April 2015, following review with the Unions. Nominated accredited Trade Union and lay Health and Safety representatives continue to carry out Health and Safety inspections in schools and are released for all or part of their time from their school responsibilities to carry out these duties. A number of days per year are allocated for the Safety Representatives to carry out inspections and this includes appropriate training. In addition, the Safety Representatives carry out site management visits in relation to building work and work with the Council's Health and Well Being

Team on occupational matters, such as stress and undertake the role of investigating accidents, disease and other medical matters. There is a trade union Health and Safety web-site, which is password protected but shared with the relevant Council Safety Officers. A total of 7 days per week (1.4 FTE) of facilities time is currently funded by the DSG.

If this de-delegated fund is not held in 2017/18, individual schools will need to consider how they will meet their employer statutory obligations around health and safety.

7. School Staff Public Duties and Suspensions Fund

This fund has historically acted, on a similar basis to maternity / paternity payments, as an 'insurance' type pot for schools to be reimbursed for staffing costs associated with public duties (magistrates / court duties) and, more significantly, where an employee is suspended from duty following a Child Protection allegation and where the Police are undertaking an investigation. In the case of suspensions, schools are reimbursed for 50% of the cost of the salary of the member of staff suspended. Payments are authorised by the Strategic Director, Children's Services.

If this de-delegated fund is not held in 2017/18, maintained schools will not be reimbursed for the salary cost of staff and would have to make alternative arrangements to manage this cost.

2016/17 De-Delegated Funds: Values

The table below shows the total values that were de-delegated from individual school budgets in the current financial year. If these funds continue to be de-delegated in 2017/18, we would expect the values of funds to match anticipated cost pressures, and to reduce from the 2016/17 values shown below for the impact of maintained schools converting to academy status.

Fund	Early Years £	Primary £	Secondary £	Total Value £
ESBD School Support Team	£0	£426,361	£0	£426,361
FSM Eligibility Assessments	£0	£86,968	£32,100	£119,068
Fischer Family Trust – School Licences	£0	£24,836	£8,724	£33,560
School Maternity / Paternity 'insurance'	£70,400	£1,200,000	£295,000	£1,565,400
Trade Union Facilities Time	£17,240	£213,721	£75,071	£306,032
Trade Union Health and Safety Rep Time	£2,634	£32,659	£11,472	£46,765
School Staff Public Duties & Suspensions Fund	£3,545	£43,941	£15,435	£62,921
Total	£93,819	£2,028,486	£437,801	£2,560,107

These total values were de-delegated from 2017/18 individual maintained school budgets on a flat amount per pupil basis, with the exception of FSM Eligibility Assessments, which has been de-delegated on an amount per Ever 6 FSM formula pupil, as follows:

Fund	Early Years £app	Primary £app	Secondary £app
ESBD School Support Team	£0	£9.10	£0
FSM Eligibility Assessments (per FSM)	£0	£5.80	£5.14
Fischer Family Trust – School Licences	£0	£0.53	£0.53
School Maternity / Paternity 'insurance'	£18.63	£25.62	£17.93
Trade Union Facilities Time	£4.56	£4.56	£4.56
Trade Union Health and Safety Rep Time	£0.70	£0.70	£0.70
School Staff Public Duties & Suspensions Fund	£0.94	£0.94	£0.94
Total	£24.83	£47.25	£29.80

Each maintained school has contributed from its 2016/17 delegated budget share the amount per pupil (£app) shown above multiplied by its number of reception to year 11 pupils, or by its number of Ever 6 FSM formula pupils for FSM Eligibility Assessments.

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Schools Forum Meetings Schedule & Work Programme for the 2016/17 Academic Year

Schedule of Meetings

- Wednesday 21 September 2016, 8am
- Wednesday 19 October 2016, 8am
- Wednesday 7 December 2016, 8am
- Wednesday 11 January 2017, 8am
- *Wednesday 18 January 2017, 8am PROVISIONAL MEETING*
- Wednesday 15 March 2017, 8am
- Wednesday 17 May 2017, 8am
- Wednesday 5 July 2017, 8am

Proposed Work Programme

Autumn Term 2016

Key Dates

- Expected 2nd stage consultation on National Funding Formula (date as yet unknown)
- 6 October – Schools' October Census
- Mid December – EFA publication of pupil numbers & other data from October Census on which 2017/18 allocations will be calculated
- Mid December – DfE to confirm Authority 2017/18 DSG allocation, including additional HNB funding
- Announcement of Pupil Premium and other grants for the 2017/18 financial year

Planned Business

- Election of the Chair of the Schools Forum.
- Consideration of, and formal response to, the expected 2nd stage consultation on the move to the National Funding Formula. Work streams from this. *
- Bradford District's Primary, Secondary, Early Years and High Needs funding consultations & consideration of responses. The Schools Forum to agree the funding formulae for the 2017/18 financial year, with discussions separating the 'structure' from the 'values' of formulae factors.
- Consideration of Early Years places provision and funding matters, including the implementation of the 30 hours free entitlement from September 2017 (and Bradford as an 'early innovator'). *
- Consideration of Growth Funding in the Secondary sector.
- Consideration of planned commissioning of places and top up arrangements relating to High Needs Block provisions 2017/18. *
- Further detailed work on the High Needs Block funding and provision matters (strategic planning of places and new schools to meet growing need, affordability and sector-led delivery). *
- The outcomes and further work from the District's Post 16 review and further national Post-16 funding announcements.
- Further information, discussion and consideration of the financial impact of the conversion of maintained schools to academy status. *
- Further consideration of the implementation of the Government's Apprenticeship Levy in 2017/18.
- Initial discussion on how the DSG is to be allocated from April 2017, including Government directed revisions e.g. the transfer of the ESG into the DSG.
- The review of items to be delegated / centrally managed from April 2017
- Consideration of wider DSG cost pressures in 2017/18, implications and strategies for supporting these. *
- Consideration of the Council's wider budget position 2017/18. *
- Consideration of Forum membership. Response to any further Schools Forum Regulations changes.
- Update on 2016/17 DSG contingencies and central funds spending (view on one off monies available).
- Update on the delivery of the Education Improvement Strategy and attainment results Summer 2016 (impact assessment). *
- Update on pupil planning (expansion of provision) and the impact of Academies & Free Schools *
- Further consideration, including impact assessment, of the work of the Bradford Education Improvement Commissioning Board and the allocation of the Joint Improvement Investment Fund.

* identifying key discussion items that will be present across all meetings in the 2016/17 academic year.

Spring Term 2017

Key Dates

- 19 January – Schools' January Census & Early Years Census
- 20 January – deadline for the submission of the final formula funding pro-forma to EFA, with values of the formula factors fixed
- March publication of final Post 16 allocations for 2017/18
- 28 February – deadline for publication of 2017/18 budgets for maintained schools (not including Early years Funding)
- 31 March – deadline for publication of 2017/18 EYSFF allocations
- 31 March – completion of S251 Budget Statement to DfE
- Expected final announcements on National Funding Formula 'early in the new year'

Planned Business

- Final recommendations on all aspects of DSG funding for 2017/18, including school & early years budgets, high needs, contingencies and centrally managed items; Forum exercise of statutory powers.
- Further consideration of the expected final announcement of the National Funding Formula.
- Evaluation of the impact / anticipated impact of 2017/18 DSG recommendations.
- Discussion on the 3 year review of the West Yorkshire Pension Fund financial position and charging costs to schools from April 2017.
- Further consideration, including impact assessment, of the work of the Bradford Education Improvement Commissioning Board and the allocation of the Joint Improvement Investment Fund.
- Continued consideration of the implementation of the 30 hours early years free entitlement from September 2017.
- Continued detailed work on the High Needs Block funding and provision matters (strategic planning to meet growing need, affordability and sector-led delivery).
- Review of Scheme for Financing Schools for 2017/18 (and directed revisions).
- Review of Schools Forum membership (review of interim arrangements).
- Further information, discussion and consideration of the financial impact of the conversion of maintained schools to academy status.
- Further consideration of the financial position of schools and academies (responding to tighter financial times).
- Update on pupil planning (expansion of provision) and the impact of Academies & Free Schools.

Summer Term 2017

Key Dates

- 1 April – closedown of school accounts for the 2016/17 financial year (carry forward balances)
- 15 May – deadline for submission of Governor Approved Budgets for 2017/18 to the Local Authority
- 18 May – Schools' May Census
- Early Years DSG Block updated for January 2017 pupil numbers

Planned Business

- Consideration of Forum membership & election of the Vice Chair of the Schools Forum.
- Discussion on review of key Authority protocols relating to the financial management of schools e.g. the Financial Classification.
- Continued consideration of the final announcement of the National Funding Formula.
- Start of our consultation on Early Years Formula Funding Arrangements for 2018/19
- Continued consideration of the implementation of the 30 hours early years free entitlement from September 2017.
- Continued detailed work on the High Needs Block funding and provision matters (strategic planning to meet growing need, affordability and sector-led delivery).
- Report on the impact of the Looked After Children Pupil Premium funding.
- Update on compliance of maintained schools with the Schools Financial Value Standard.
- Further information, discussion and consideration of the financial impact of the conversion of maintained schools to academy status.
- Review of school balances held at 31 March 2017 and Surplus Balances Protocol.
- Further consideration, including impact assessment, of the work of the Bradford Education Improvement Commissioning Board and the allocation of the Joint Improvement Investment Fund.
- Update on pupil planning (expansion of provision) and the impact of Academies & Free Schools.