

Schools Forum

Wednesday, 9 March 2022 at 8.00 am

VENUE: City Hall, Bradford - <https://bradford.public-i.tv/core/portal/home>

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 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 12 JANUARY 2022 & MATTERS ARISING

1 - 30

Recommended –

That the minutes of the meeting held on Wednesday 12 January 2022 be signed as a correct record.

4. MATTERS RAISED BY SCHOOLS

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

5. STANDING ITEM - DSG GROWTH FUND ALLOCATIONS

There are no new allocations for 2021/22 presented to this meeting.

6. SCHOOLS BLOCK FALLING ROLLS FUND ALLOCATIONS 2021/22 31 - 38

The Principal Finance Officer (Schools) will present a report, **Document OE**, which provides an update for the Schools Forum on the application, in the 2021/22 financial year, of the Schools Block Falling Rolls Fund for mainstream primary phase maintained schools and mainstream primary phase academies.

Recommended –

- (1) The Schools Forum is asked to note that, as set out in Document OE, and following the agreed established criteria, there are no allocations to be made from the Schools Block Falling Rolls Fund in 2021/22.**
- (2) The Forum is asked to note that the sum of £500,000 is confirmed as unspent within the Schools Block and is carried forward into 2022/23 as a ring-fenced sum.**

(Jonty Holden – 01274 431927)

7. SEND - 2020/21 EXCLUSIONS REPORT 39 - 52

The 2020/21 Exclusions Report will be presented, **Document OF**.

This report is presented as per the High Needs Block schedule of information agreed with the Schools Forum on 14 October 2020.

Recommended –

The Schools Forum is asked to consider and to note the information provided in the report.

(Niall Devlin – 01274 431356)

8. MATTERS CONCERNING THE DEDICATED SCHOOLS GRANT 53 - 58

The Business Advisor (Schools) will present a report, **Document OG**, which provides an update on a number of matters relating to the Dedicated Schools Grant.

Recommended –

The Schools Forum is asked to consider and to note the information provided in the report.

(Andrew Redding – 01274 432678)

9. MATTERS CONCERNING SCHOOL AND ACADEMY BUDGETS 59 - 64

The Business Advisor (Schools) will present a report, **Document OH**, which provides an update on matters concerning school and academy budgets. This includes an update on the position of the conversion of maintained schools to academy status and on the general forecasted position of school and academy budgets over the 2022-2025 3-year period.

Recommended –

The Schools Forum is asked to consider and to note the information provided in the report.

(Andrew Redding – 01274 432678)

10. SCHOOLS FORUM STANDING ITEMS

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

- Schools Forum membership
- Update from the High Needs Block Steering Group
- Update from the Schools Financial Performance Group (SFPG)
- Update on School / Academy Budgets
- 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

The Forum is asked to note the information provided.

(Andrew Redding – 01274 432678)

11. AOB / FUTURE AGENDA ITEMS

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

12. DATE OF NEXT MEETING

The next Forum meeting is planned for Wednesday 18 May 2022.

- (a) *Denotes an item for action (including where a formal view or recommendation is required).*
- (i) *Denotes an item for information.*

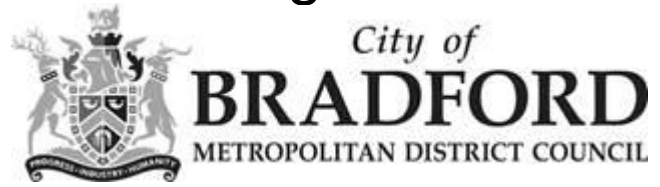
Signposting of High Needs Information

As per the schedule presented on 14 October 2020, “Forum members are expected to access ‘outside of the Forum meetings’ wider SEND information that is presented to other groups and that is already published, including information presented to the SEND Partnership. The Authority will signpost this information (webpage links) for Forum members at the bottom of agendas.”

- SEND Partnership Board (minutes of meetings):
<https://localoffer.bradford.gov.uk/coproduction--feedback/send-strategic-partnership-board->

13. ADDITIONAL ITEM TABLED AT THE MEETING: SUFFICIENCY OF SEND PLACES - UPDATE MARCH 2022 65 - 78

The Business Advisor (Schools) tabled the item “Sufficiency of SEND Places – Update March 2022” at the meeting.



Note: These minutes are subject to approval as a correct record at the next meeting of the Schools Forum on 9 March 2022

Schools Forum meeting held remotely on Wednesday 12 January 2022

To view the archived recording of this meeting, please see here:
https://bradford.public-i.tv/core/portal/webcast_interactive/634558

Commenced 0805, Adjourned 09:50
Reconvened 10:00, Concluded 11:40

RECORD OF MEETING ATTENDEES, APOLOGIES AND ABSENCES

Schools & Academies Members

IN ATTENDANCE

Member	Membership Group
Dianne Richardson (Chair)	Maintained Primary Schools - Headteacher
Ian Morrel (Vice Chair)	Maintained Secondary Schools – Headteacher
Ashley Reed	Academies Member
Brent Fitzpatrick OBE	Academies Member
Heather Lacey	Academies Member
Michael Thorp	Academies Member
Tehmina Hashmi	Academies Member
Victoria Birch	Academies Member
Wahid Zaman	Academies Member
Carol Dewhirst OBE	Academies Member
Helen Williams	Academies Member
Mathew Atkinson	Academies Member
Richard Bottomley	Academies Member – Alternative Provision Academies
Dominic Wall	Academies Member – Special School Academies
Bev George	Maintained Nursery Schools – Governor
Sian Hudson	Maintained Nursery Schools – Headteacher
Emma Hamer	Maintained Primary Schools – Governor
Bryan Harrison	Maintained Primary Schools - Headteacher
Kathryn Swales	Maintained Primary Schools - Headteacher
Sara Rawnsley	Maintained Primary Schools - Headteacher
Graham Swinbourne	Maintained Primary Schools - Headteacher
Lyndsey Brown	Maintained Special Schools - Headteacher

APOLOGIES RECEIVED

Member	Membership Group
Sir Nick Weller	Academies Member
Nicky Kilvington	Maintained Primary Schools - Headteacher

NOT IN ATTENDANCE (WITHOUT APOLOGIES RECEIVED)

Member	Membership Group
Andrew Morley	Academies Member
Deborah Howarth	Academies Member
Kirsty Ratcliffe	Pupil Referral Unit (maintained)

Non-Schools Members

IN ATTENDANCE

Member	Membership Group
Tom Bright	Teaching Unions
Gillian Simpson-Morris	Representative of Early Years PVI Members
David Johnston	Officer Representing Vulnerable Children
Junaid Karim	Council for Mosques (Bradford)

APOLOGIES RECEIVED

Member	Membership Group

NOT IN ATTENDANCE (WITHOUT APOLOGIES RECEIVED)

Member	Membership Group
Donna Willoughby	Non-Teaching Unions

Substitute Members present at the meeting as a Member (not as an Observer)

Substitute Member	Membership Group

Substitute Members present at the meeting as an Observer (not as a Member)

Substitute Member	Membership Group
Alison Kaye	Academies Member
Mel Saville	Academies Member

Local Authority Officers present at the meeting

Officer	Position
Andrew Redding	Business Advisor (Schools)
Asad Shah	Committee Secretariat
Dawn Haigh	Principal Finance Officer (Schools)
Raj Singh	Business Advisor
Marium Haque	Deputy Director, Education and Learning
Niall Devlin	Strategic Manager, Integrated Assessment

40% of the School Forum's membership (filled membership positions) must be present for a meeting to be quorate. This meeting was quorate, with 81% of members present (26 out of 32 currently filled membership positions).

596. DISCLOSURES OF INTEREST

Helen Williams, Ashley Reed, Carol Dewhirst, Victoria Birch and Ian Morrel declared interests for agenda item 5 (Growth Fund allocations).

597. MINUTES OF 13 OCTOBER 2021 & MATTERS ARISING

The Business Advisor highlighted for Forum members the briefing note within the reports pack, which was written to summarise the 8 December Forum meeting, which was held informally as it was inquorate.

The Business Advisor (Schools) then reported on progress made on “Action” items from the 13 October meeting:

- **Item 589 (Schools Block consultation)** – The consultation document was published and the consultation period closed on 30 November. The feedback received from the consultation was picked up under agenda item 7 on 8 December. Within the reports pack, we provided a summary of the numbers that would have been funded by the Reception Uplift factor for the last 3 years, as requested.
 - **Item 590 (High Needs Block consultation)** – The consultation document was published and the consultation period closed on 30 November. The feedback received from the consultation was picked up under agenda item 9 on 8 December. The DfE has stated that the outcomes of the national SEND and Alternative Provision reviews, the publication of which will include consultation on system and funding changes possibly for April 2023, will now be announced in the first quarter of 2022. We might expect this to be an agenda item for the Schools Forum either in March or May.
 - **Item 591 (Early Years Block funding matters)** – The Early Years Block settlement has been announced and this was picked up under agenda item 6 on 8 December. The EYSFF consultation document was published on 8 December. The consultation runs to the 24 January. The Principal Finance Officer (Schools) verbally provided a summary of the feedback to the consultation that has been received so far.
- a) The Business Advisor reported on other matters arising, as follows:
- On 16 December, the DfE announced that additional new Supplementary Grant funding will be allocated to mainstream nursery, primary and secondary schools and academies for the 2022/23 financial year (from April 2022), covering a number of priorities and pressures, but including the cost of the new National Insurance Social Care / NHS Levy. This will be a grant that is calculated by the ESFA, using a national methodology. It is expected that this grant will be merged into the National Funding Formula for the 2023/24 financial year.
 - Also regarding the Supplementary Grant funding, different arrangements will apply for special schools / special school academies / PRUs and Alternative Provision academies and other high needs providers. The Local

Authority will be allocated a single sum of £3.8m into the High Needs Block, from which to provide additional financial support. We will need to consider further how to allocate this funding. The Business Advisor confirmed for members that this £3.8m is not allocated by the recommendations that are being made at this meeting. Likely the £3.8m in 2022/23 will be allocated between:

- Increasing further the top up values allocated by our EHCP Banded Model and PRU Day Rate Funding Model, specifically to cover the new National Insurance levy cost.
 - Further Education Providers & other post-16 provisions – meeting the top-up cost that will come from the additional 40 hours study time for students with high needs within the post-16 settlement for the 2022/23 academic year.
 - Independent, NMSS and OLA placements – meeting the additional costs of placements (as providers are likely to increase their placement costs in response to the new levy).
- On the 16 December, the DfE confirmed that Pupil Premium Grant rates of funding for 2022/23 are increasing. These increases are reflected in the indicative modelling presented to the Forum at this meeting.

Resolved –

- (1) That progress made on “Action” items and Matters Arising be noted.**
- (2) That the minutes of the meeting held on 13 October 2021 be signed as a correct record.**

598. MATTERS RAISED BY SCHOOLS

No resolutions were passed on this item.

599. STANDING ITEM - DSG GROWTH FUND ALLOCATIONS

The Business Advisor presented **Document NT**, which asked Forum Members to agree newly proposed allocations, from the 2021/22 Schools Block Growth Fund, to maintained primary and secondary schools and to primary and secondary academies. He explained that Document NT replaces Document NO, which was presented on 8 December.

Forum members did not ask any questions and did not make any comments.

Resolved –

- (1) The Schools Forum agreed to allocate a total of £990,832 from the Growth Fund in 2021/22 to maintained secondary schools and**

secondary academies, as set out in Document NT.

(2) The Schools Forum agreed to allocate a total of £118,914 from the Growth Fund in 2021/22 to maintained primary schools and primary academies, as set out in Document NT.

(3) Members noted that an indicative total sum of £1,051,121 of surplus balance of Growth Fund is ring-fenced and is forecasted to be carried forward into 2022/23 within the Schools Block.

LEAD: *Business Advisor, Schools*

600. **UPDATED 2022/23 DSG POSITION**

The Business Advisor (Schools) presented, **Document NY**, which updated Forum Members on the position of the Dedicated Schools Grant (DSG) for the 2022/23 financial year. He explained that this is a main reference document for this meeting, showing the DSG position in 2022/23 should the Schools Forum accept all the decisions and recommendations that are proposed by the Local Authority, as set out in Document OD under agenda item 11.

The Business Advisor clarified that nothing presented to the meeting specifically allocates the additional £3.8m High Needs Block supplementary funding that was announced by the DfE on 16 December.

Resolved – That the information presented in Document NY be noted.

601. **UPDATED 2021/22 DSG SPENDING AND BALANCES FORECAST**

The Business Advisor (Schools) presented **Document NZ Appendices 1 and 2**, which updated Forum Members on the forecasted spending positions of each of the DSG Blocks for 2021/22, on the estimated values of balances to be carried forward into 2022/23, and on the proposed uses of these balances. He explained that these statements replace the initial indicative forecasts that were presented to the Schools Forum on 8 December (in Document NV).

In response to the presentation of the documents, the Forum's discussion focused on the £21.7m balance that is forecasted to be held within the High Needs Block at 31 March 2022. Forum members asked the following questions and made the following comments and statements:

- The Authority must now develop a plan for this balance.
- How much interest is the Authority receiving on this balance? Cllr Pollard, who was observing the meeting, stated that the Council's overall investment yield in the first 6 months of 2021/22 was 0.08%. The Business Advisor explained that the Council's overall treasury management position is complicated e.g. the Authority front loads cash into school budgets.
- Is there risk that the DfE will clawback the balance? The Business Advisor responded that, in his view, it would not be legitimate for the DfE to clawback in these circumstances (where there is an underspend of DSG rather than an

illegitimate use of DSG). The Business Advisor explained that the DfE / ESFA may challenge us to explain how our balance has accrued and how this is to be used, and he stated that he had a short conversation with the ESFA in early autumn 2021 about our High Needs Block financial position.

- The Schools Forum, with the Authority, has previously taken difficult decisions to protect the High Needs Block, as we had serious concerns about the block's future financial position. Within this, mainstream schools contributed to the High Needs Block via transfer from the Schools Block. The member representing special school academies added that the Forum took these decisions in the time before the DfE began to substantially improve High Needs Block funding (from April 2020), and that our concerns were very legitimate at that time. He added that the action that we have taken is now to our benefit. However, he has two main concerns. Firstly, that we are an 'outlier' (where a large number of local authorities are in deficit rather than surplus), which feels 'uncomfortable'. Secondly, that we now need a plan for this balance.
- If any of the surplus balance is used for capital (for the development of specialist places), whether this may affect the value of additional capital funding we are due to receive from the DfE. We need to be cautious.
- The availability of capital funding however, is critical to our continued creation of specialist places. We need to communicate this message clearly and strongly to the DfE, in the context of the announcement to come about the distribution of the £2.6bn national SEND capital stream. We also need to ensure that we are successful in bidding for new free school provision, if the DfE opens up a new wave using the £2.6bn.
- A view needs to be collected from alternative provision providers about their priorities and pressures.
- Mainstream schools and academies need financial support now for element 2 (£6,000) and element 3 (top-up for EHCPs) and this balance should be used to quickly inject necessary funds to temporarily relieve pressure. The Business Advisor responded that this needs further detailed discussion, as the Authority is already supporting element 2 costs in schools and academies (via the SEND Funding Floor) and has significantly increased top-up funding rates over the last 2 years for all high needs providers. He added that an appropriate 'balance' needs to be found, between spending monies now and ensuring the sustainability of our High Needs Block, and the stability of provider funding, going forward, in the context that the DfE is now clearly indicating that increases in High Needs Block funding in 2023/24 and 2024/25 will not be at the same level as seen in the previous 3 years. He also stated that there is some crucial information, that is not yet available, which needs to be brought into discussions, before any decisions are taken. This includes the outcomes of the SEND and Alternative Provision national reviews, and the announcement of the distribution of the £2.6bn capital fund. This note of 'caution' was supported by comments from the Assistant Director, Access and Inclusion.

Following members' responses to the document, in summing up, the Chair expressed her view that having a balance of £21.7m feels 'uncomfortable'. The Chair proposed that a working group of Forum members be established, for the purposes of discussing the position of this balance and forming a plan. This proposal was supported by Forum members. The Business Advisor agreed that an email would be sent out to all members to invite them to attend a working

group meeting.

Resolved –

- (1) That the information presented in Document NZ be noted.**
- (2) That a working group of Forum members be established to discuss further the allocation / retention of the High Needs Block brought forward balance that is forecasted to be held at 31 March 2022. That an email be sent to all Forum members to invite them to join this group. That a report on this group's discussions be presented to the Forum on 9 March.**

LEAD: *Business Advisor, Schools*

602. CENTRALLY MANAGED AND DE-DELEGATED FUNDS 2022/23

The Business Advisor (Schools) presented **Document OA Appendices 1, 2 and 3**, which set out proposed Schools Block, Central Schools Services Block and Early Years Block centrally managed and de-delegated funds for the 2022/23 financial year. He explained that the statements at Appendix 1 and Appendix 2 replace the indicative information that was presented to the Schools Forum on 8 December (in Document NX). Appendix 3 newly presents the contributions that are proposed to be made by each maintained primary and secondary school to de-delegated funds held within the Schools Block and how these compare with the contributions made in 2021/22.

In response to the presentation of the documents, the Forum's discussion focused on the new de-delegation to replace the School Improvement Monitoring and Brokering Grant (SIMB). A member representing maintained primary school headteachers expressed concerns about the transparency of this funding and, in particular, whether any of this funding is allocated to schools and academies that are not located in Bradford (that may provide school improvement services within Bradford). It was clarified that this is not the case. The Vice Chair, and other maintained schools members, asked for further information to be provided on the allocation of these monies and their impact. The Business Advisor verbally provided some information, which has been communicated to maintained schools, on the current 2021/22 academic year SIMB programme, emphasising that the majority of this funding is used to enable school-led support. It was agreed that further information on the allocation and impact of this funding will be provided. A member representing maintained primary school headteacher suggested that the interest being received on the High Needs Block surplus balance should be used instead to fund the SIMB activity, and that the expectation should be that the of cost of de-delegation reduces year on year. The Business Advisor responded to explain that it is not legitimate to use interest on the DSG to support de-delegated funds and he emphasised that the de-delegated funds that are held, including SIMB, only provide services and support that maintained schools directly benefit from.

Following the Forum's discussion, attending members representing maintained primary schools voted (5 for; 1 against) to de-delegate in 2022/23 for the purpose

of replacing the SIMB Grant. The Vice Chair requested the opportunity to contact maintained secondary school colleagues, before taking a final decision.

Resolved –

- (1) That the information presented in Document OA be noted.**
- (2) Attending members representing maintained primary schools voted (5 for; 1 against) to de-delegate in 2022/23 for the purpose of replacing the School Improvement, Monitoring and Brokering Grant (SIMB), as set out in Document OA.**
- (3) The member representing maintained secondary schools requested the opportunity to contact maintained school colleagues, prior to deciding on de-delegation for the SIMB Grant in 2022/23 for the secondary phase. This was agreed, meaning that the decision on SIMB de-delegation for 2022/23 for the maintained secondary phase will be taken ‘outside’ the Forum meeting and will be reported to the Forum on 9 March.**

LEAD: *Business Advisor, Schools*

603. INDICATIVE BUDGETS, FUNDING RATES AND PRO-FORMAS 2022/23

The Business Advisor (Schools) presented, **Document OB, with Appendices 1-5.**

Appendices 1a, 1b and 1c showed the indicative values of allocations to be delegated to individual primary and secondary maintained schools and academies within the Schools Block. Appendix 1d provided an analysis of the change in cost of Schools Block formula funding following the use of the data collected in / based on the October 2021 Census. Appendices 2a, 2b and 2c showed the proposed indicative rates of funding for early years settings for the 2022/23 financial year. Appendix 3 provided a more detailed analysis of how the High Needs Block planned budget has been constructed at individual setting level. Appendices 4 and 5 showed the draft Primary and Secondary and Early Years pro-formas, which summarised the Authority’s proposed formula funding arrangements, which will be subject to the final decisions and recommendations to be made by the Schools Forum, under agenda item 11, as well as to the finalisation of early years funding arrangements following the closure of the consultation on 24 January.

The Business Advisor highlighted Appendix 1d, which presented the cost of change by factor for the Schools Block funding formula, when the October 2021 dataset has been used. The Business Advisor highlighted key themes, especially the increased spending through the Free School Meals factors and the continued (though smaller) reduction in spending through the SEND low prior attainment factor. In total, formula funding costs £0.947m more when using the October 2021 dataset, compared with the cost when using the October 2020 dataset. As such, we were right to be concerned about this, when we set out our consultation in the

autumn term. However, the Business Advisor also explained that, although this is a significantly increased cost, there is sufficient headroom within our 2022/23 Schools Block to afford this position, when combined with the allocation of a small amount of brought forward balance. As such, we do not need to look for options to secure affordability and we do not need to move away from the proposal that we made in the autumn term, which was to continue to fully mirror the DfE's National Funding Formula in 2022/23.

Forum members did not ask any questions and did not make any comments.

Resolved – That the information presented in Document OB be noted.

604. UPDATED DSG MANAGEMENT PLAN

The Business Advisor (Schools) presented **Document OC**, which is an update of the Authority's Management Plan for the Dedicated Schools Grant. This Plan was first presented to the Schools Forum on 13 January 2021. He explained that the Plan explains the general management principles that guide our decision making and then focuses on High Needs Block matters. Alongside this Plan was presented a list of specialist places to be commissioned in 2022/23 and a future year forecast of the High Needs Block.

The Business Advisor explained that the Education and Skills Funding Agency (ESFA) now expects that every authority will present to their Forums a Management Plan, which explains their DSG's financial position, the risks of overspending and deficit, and the actions that an authority is taking either for deficit avoidance or for deficit recovery, as appropriate. A plan is specifically required where an authority's DSG account is in deficit. In these circumstances, an authority is required to submit its plan to the ESFA. The Business Advisor explained that this is not the case in Bradford, as our DSG account is in surplus.

A number of aspects of the Plan were discussed within the Forum's consideration of agenda item 7 (DSG spending and balances forecast). Forum members did not ask any additional questions and did not make any additional comments under this agenda item.

Resolved – That the DSG Management Plan presented in Document OC be noted.

605. FINAL DECISIONS AND FORMAL RECOMMENDATIONS 2022/23 DSG

The Business Advisor (Schools) presented **Document OD**, which summarised the decisions and recommendations that the Schools Forum is asked to make in supporting the Local Authority to set the allocation of the DSG and formula funding arrangements for the 2022/23 financial year.

The Forum was asked to take decisions (as required by the Regulations), and to make its final formal recommendations, on the Authority's proposals under the following main headings:

- Schools Block Centrally Managed Funds
- Early Years Block Centrally Managed Funds
- The Central Schools Services Block
- The High Needs Block (including high needs formula funding models)
- The Allocation & Retention of forecasted Balances Brought Forward
- Early Years Block Early Years Single Funding Formula and Pro-Forma
- Schools Block Primary & Secondary Formula Funding and Pro-Forma

Resolved –

These are the decisions and recommendations that the Schools Forum has made in supporting the Local Authority to establish the Dedicated Schools Grant (DSG) planned budget and formula funding arrangements for the 2022/23 financial year. The Forum has taken decisions (as required by the Regulations), and has made formal recommendations, which will go forward for presentation to the Executive on 15 February 2022.

Important points of note, which help explain the rationale for decisions / recommendations, are also recorded.

1. Schools Block Centrally Managed Funds 2022/23 (DECISION)

Schools Block De-Delegated Funds 2022/23 (DECISION)

Document OA Appendices 1 – 3.

1.1 Schools Members representing maintained primary & secondary schools agreed as follows the values of de-delegated funds, and the contributions to be taken from the 2022/23 formula funding allocations of maintained primary & secondary schools.

For the primary phase – items a, b, c, d, f, g, h, and i were agreed unanimously by vote. Item j was agreed by vote 5 for : 1 against. Item e was already agreed by previous decision.

For the secondary phase – items a, d, f, and g were agreed by the maintained secondary school representative. For item j, the member requested the opportunity to contact maintained school colleagues, prior to deciding on de-delegation. This was agreed, meaning that the decision on SIMB de-delegation for 2022/23 for the maintained secondary phase will be taken ‘outside’ the Forum meeting.

- a) School Re-Organisation Costs (Safeguarded Salaries) (Primary & Secondary): agreed to continue de-delegation from both the primary and secondary phases for the actual cost of continuing safeguarded salaries in maintained primary and secondary schools.**
- b) School Re-Organisation Costs (Sponsored academy conversions budget deficits) (Primary phase only): agreed to continue to ‘pause’ de-delegation from the primary phase, meaning that no new contribution is taken in 2022/23. Review again for 2023/24. The Schools Forum will be**

provided with monitoring reports where this fund's brought forward balance is used in 2022/23 for this purpose.

- c) **Exceptional Costs & Schools in Financial Difficulty (Primary phase only):** agreed to continue de-delegation from the primary phase at the 2021/22 per pupil value.
- d) **Costs of FSM Eligibility Assessments (Primary & Secondary):** agreed to continue de-delegation from both the primary and secondary phases at the 2021/22 per FSM6 values, with contributions continuing to be taken using Free School Meals (FSM) Ever 6 data.
- e) **Fisher Family Trust (Primary phase only):** agreed to continue de-delegation from the primary phase, recovering the cash value to match the actual cost. The secondary phase and all primary academies will continue to be invited to subscribe through the Local Authority (paying for this from their own delegated budgets via invoice). *Please note that the Schools Members representing maintained primary schools decided on 13 October 2021 to continue de-delegation in 2022/23 for the purposes of subscribing to FFT. As such, this decision is repeated here only for reference and for completeness.*
- f) **Trade Union Facilities Time – Negotiator Time (Primary & Secondary):** agreed to continue de-delegation from primary and secondary phases at the 2021/22 per pupil value.
- g) **Trade Union Facilities Time – Health and Safety Time (Primary & Secondary):** agreed to continue de-delegation from primary and secondary phases at the 2021/22 per pupil value.
- h) **School Maternity / Paternity ‘insurance’ fund (Primary phase only):** agreed to continue de-delegation from the primary phase at a value forecasted to afford the scheme for a full year. The £app cost is shown in Document OA Appendix 2 (£20.29 per pupil, which is + 16% on 2021/22). The £20.29 per pupil value includes the release, on a one off basis, of £0.15m of balance brought forward within this fund. It is estimated that the scheme will cost £0.70m in total in 2022/23.
- i) **School Staff Public Duties and Suspensions Fund (Primary phase only):** agreed to continue de-delegation from the primary phase on the same £app basis as 2021/22.
- j) **School Improvement (Replacement of the School Improvement Monitoring and Brokering Grant) (Primary & Secondary):** agreed to de-delegate from the primary phase at £4.29 per pupil, as set out in Document OA Appendix 2. Secondary phase de-delegation is to be decided (please see the introductory note).

1.2 Schools Members representing maintained primary & secondary schools agreed the principles behind the management of the Schools Block de-delegated funds listed in paragraph 1.1:

- a) Any over or under spend within these funds will be written off from, or added back to, the DSG's de-delegated funds in 2023/24 on a phase specific, fund specific, basis i.e. if primary schools overspend in the maternity / paternity insurance scheme fund the value of the fund created through de-delegation in 2023/24, support by available surplus balances brought forward, will need to compensate for this.
- b) These decisions set the position for the 2022/23 financial year only.
- c) The funds will be managed and allocated according to their applicable criteria as set out in the autumn 2021 consultation document (meaning that the criteria to be used in 2022/23 are unchanged from 2021/22).

1.3 The Schools Forum noted that a total net surplus balance of de-delegated funds of £0.795m is forecasted to be carried forward within the Schools Block into 2022/23. As such, the Forum is not asked to write off from the 2022/23 Schools Budget any deficit associated with de-delegated funds. Within the 2022/23 proposals, £0.150m of the £0.795m is earmarked to support the cost of the school maternity / paternity insurance fund.

Schools Block Growth Fund 2022/23 (DECISION)

Document OA Appendix 1 (full list of DSG centrally managed funds)

Document OD Appendix 1 (list of allocations from the Growth Fund to existing expanding schools and academies for the Forum's approval).

All Forum Members by consensus agreed:

1.4 The allocations from the 2022/23 Schools Block Growth Fund to existing expansions and existing bulge classes, as listed in Document OD Appendix 1. Members noted:

- a) There are 19 allocations with a total gross value of £0.789m. 7 Primary schools / Primary academies; 2 all through academies; 10 Secondary academies.
- b) The allocations to the all through academies and to the secondary academies simply complete, for the full 2021/22 academic year, the growth fund allocations that are set out in Document NT (presented under agenda item 5), which cover the period up to 31 March 2022. Appendix 1 does not include allocations from the Growth Fund to the secondary phase for the 2022/23 academic year. Allocations for both continuing and new expansions and bulge classes in the secondary phase for the 2022/23 academic year will be funded from the provision explained in paragraph 1.5 below and will be presented to the Schools Forum for agreement in December 2022, following the collection of the October 2022 Census.
- c) The £0.597m for academies for the period April to August 2022 will be reimbursed back to the Schools Block via the ESFA's academy recoupment process. As such, the £0.597m does not represent a cost to our 2022/23 Schools Block. So, although the Forum approved allocations

totalling £0.789m, as listed in Document OD Appendix 1, the actual net cost of these allocations to the 2022/23 Schools Block is £0.789m minus £0.597m = £0.192m.

1.5 A further planned budget of £0.859m be taken from the 2022/23 Schools Block for the Growth Fund to cover new allocations to be agreed during 2022/23. This planned budget is only for growth in the secondary-phase i.e. no new budget provision is taken from the 2022/23 Schools Block for primary-phase growth. All new in-year allocations from the Growth Fund will be agreed by the Schools Forum, prior to confirmation these with the receiving school or academy. Growth Fund allocations will continue as a standing Schools Forum agenda item to enable this.

- a) Recognising: that the pupil population in the primary-phase is reducing, as a consequence of demographic trends, that the DfE has proposed to take over the funding of growth at the point the 'hard' National Funding Formula is established, and that a value of £1.051m of balance held within the Schools Block is forecasted to be carried forward into 2022/23, new budget has not been taken from the 2022/23 Schools Block allocation for the purposes of funding growth in the primary-phase. A proportion of the £1.051m balance instead will be used to meet any costs of new growth that may be agreed for the primary-phase in 2022/23.
- b) £0.859m will fund c. 12 additional forms of entry or bulge classes in the secondary phase at September 2022 (for the period September 2022 to 31 March 2023). By comparison, the Authority has funded 15 forms of entry, in total, for the period September 2021 to March 2022. As above with the primary-phase, recognising that a value of £1.051m of balance held within the Schools Block is forecasted to be carried forward into 2022/23, a reduced budget has been taken from the 2022/23 Schools Block allocation, for the purposes of funding growth in the secondary-phase, with a proportion of the £1.051m balance being available to meet any additional cost above 12 forms of entry. In doing this, the Authority seeks to use the existing balance to maximise the value of 2022/23 Schools Block funding that is available to be allocated to other purposes, including in support of continuing to afford our full mirroring of the National Funding Formula for mainstream primary and secondary schools and academies.

1.6 To use the criteria for the allocation of the Schools Block Growth Fund in 2022/23, as set out in the autumn 2021 consultation document, which are the criteria used in 2021/22.

Schools Block Falling Rolls Fund 2022/23 (DECISION)

Document AO Appendix 1 (full list of DSG centrally managed funds).

All Forum Members by consensus agreed:

1.7 To continue the Falling Rolls Fund for the primary phase for the 2022/23 financial year. Whilst we have concluded that the Falling Rolls Fund currently holds limited value, as it is not a mechanism that will support the

vast majority of primary-phase schools and academies, it is a mechanism that was developed following close review. As such, the Authority does not wish to remove this mechanism entirely from our Schools Block funding approach.

1.8 To use the criteria for the allocation of the Schools Block Falling Roll Fund in 2022/23 as set out in the autumn 2021 consultation document, which are the criteria used in 2021/22 (with the reference points moved on one year in time).

1.9 That the cost of the 2022/23 Falling Rolls Fund be met from the balance that will be brought forward from 2021/22, rather than by taking new budget from the 2022/23 Schools Block. Forum Members noted that allocations from the Falling Rolls Fund for this current financial year will be presented to the Schools Forum in March 2022. The final value of balance that will be carried into 2022/23 therefore, will be confirmed at this point. On current modelling however, the Authority anticipates that there will not be any allocations from this fund for the 2021/22 financial year. Therefore, the balance carried forward is expected to be £0.500m. The Forum agreed that this balance continues to be retained in 2022/23. The Forum then noted the indicative proposal that, should this balance still substantially be held at March 2023, it could be transferred into the Growth Fund for spending on the completion of growth in the lead up to the full implementation of the 'hard' National Funding Formula.

2. Early Years Block Centrally Retained Funds 2022/23 (DECISION)

Document AO Appendix 1 (full list of DSG centrally managed funds).

All Forum Members by consensus agreed:

2.1 The retention of funds for central management within the Early Years Block, as listed in Document AO Appendix 1, as follows:

- a) £0.033m (continuation) for the Early Years Block's contribution to the DfE Copyright Licences charge.
- b) £0.095m (continuation) for access by maintained nursery schools to Schools Block de-delegated funds (Trade Union Facilities Time, Maternity / Paternity Insurance Scheme, Staff Public Duties and Suspensions). A breakdown of the £0.095m is given in Document AO Appendix 2. The Forum noted that this budget counts within the maximum 5% of 3&4-year-old entitlement funding that the Authority is permitted to centrally retain within the Early Years Block.
- c) £0.500m (continuation) for the cost of allocations to early years providers from the Early Years SEND Inclusion Fund (EYIF). The £0.500m budget is split £0.100m for 2-year-olds and £0.400m for 3&4-year-olds. The criteria to be used to allocate the SEND Inclusion Fund are set out in our consultation on Early Years Single Funding Formula arrangements for 2022/23. These criteria are the same as currently used in 2021/22. The consultation is currently live and closes on 24 January. The outcomes of

the consultation will be presented to the Schools Forum on 9 March. The Forum agreed to established the planned budget for the Early Years Block on the basis that the Authority's proposals will be agreed and implemented. The Authority presented verbally a summary of feedback that has been received so far to the EYSFF consultation. This feedback is positive.

The Forum noted that, although the £0.500m budget is shown here as centrally retained, the full value is intended for allocation to providers during the year. As such, the £0.400m proportion of this budget, to be allocated to eligible 3&4-year-olds, does not count towards the maximum 5% of 3&4-year-old entitlement funding that can be retained centrally within the Early Years Block. Although this will also be passed out to providers, because it is not allocated in respect of 3&4-year-olds, the £0.100m EYIF budget for 2-year-olds does count towards the 5%.

The School Forum also noted that the Early Years Pupil Premium and Disability Access Fund budgets, shown in Document AO Appendix 1, are funds that are also allocated to providers during the year, following the conditions set by the DfE, and these funds also do not count towards the maximum 5% central retention restriction.

- d) £0.204m (continuation) for the Early Years Block's contribution to early years high needs support services, specifically the Area SENCOs function that is managed by the Local Authority in respect of PVI providers. This budget is returned to the Early Years Block, following its transfer to the High Needs Block on a one-off exceptional basis in 2021/22. This transfer was one of the mechanisms, that were agreed with the Schools Forum in January 2021, for supporting the Early Years Block in the context of the financial immediate impact of the COVID-19 pandemic. The Forum noted that the SEND Pre-5 and Portage Service budget, that was also transferred in 2021/22, remains funded by the High Needs Block on an on-going basis.
- e) £0.100m (new), for the purpose of beginning to increase the Local Authority's capacity that is available to support the delivery of the Authority's early years function and entitlement arrangements, focusing, in particular, on communication, provider sustainability, quality, compliance and on the processes that are required for the effective delivery of the Early Years Single Funding Formula, in support of parents and providers. This is a new centrally retained Early Years Block budget held in 2022/23.

2.2 The Schools Forum noted that a total of £0.532m of the centrally retained budgets listed in paragraph 2.1 count towards the 5% of 3&4-year-old entitlement funding central retention restriction. As shown in the Early Years Pro-Forma (Document OB Appendix 5), we calculate on this basis that 97.2% of our estimated 2022/23 3&4-year-old entitlement funding (excluding the allocation of brought forward balances) will be passed-through to providers; or, to put it another way, 2.8% of our estimated 2022/23 3&4-year-old entitlement funding will be either be centrally retained or will be used otherwise than for funding the 3&4-year-old entitlement and

the 3&4-year-old Early Years SEND Inclusion Fund.

2.3 The Schools Forum noted that it is not expected that the balance of Early Years Block centrally managed funds held at the end of the 2021/22 financial year will be a deficit. As such, the Schools Forum is not asked to write off from the 2022/23 Schools Budget any deficit associated with an Early Years Block fund.

3. [The Central Schools Services Block 2022/23 \(DECISION\)](#)

Document AO Appendix 1 (full list of DSG centrally managed funds).

All Forum Members by consensus agreed:

3.1 The allocation of the Central Schools Services Block (CSSB) for 2022/23, as listed in Document AO Appendix 1, as follows:

- a) **Schools Forum Running Costs:** continue at £11,000, which is the 2021/22 value of £10,000 plus an allowance for pay and inflation. This budget contributes to the costs of running the Schools Forum that are met by School Funding Team and by Committee Secretariat.
- b) **Pupil Admissions:** continue this budget at £0.931m, which is an increase of £0.194m on the 2021/22 value of £0.737m, to respond to the Service's requirements plus an increase for pay / inflation.
- c) **DfE Copyright Licences:** a value of £0.368m. *The cost of copyright licences for primary and secondary schools and academies is met from the CSSB. This is not a matter for decision for the Schools Forum, as the DfE negotiates the price and top-slices our DSG. The costs for early years and high needs providers are charged within our DSG model to the respective blocks. The DfE confirmed the 2022/23 costs on 16 December 2021; increased in total by 5.24% on 2021/22.*
- d) **Education Services Grant Statutory Duties:** continue this budget at £1.559m, which continues to passport to the Local Authority's budget the 2021/22 value (of £1.495m) plus an increase for pay / inflation. This is the former ESG Centrally Retained Duties Grant that was transferred into the DSG at April 2017 and is now allocated in support of the statutory duties that are delivered by the Local Authority on behalf of all state funded schools and academies. A list of statutory activities was presented to the Forum on 8 December 2021 (in Document NX Appendix 3).
- e) **Education Access Officers:** this budget was permanently transferred from the High Needs Block at April 2019. The budget is continued and uplifted in 2022/23 to £0.472m (from £0.423m held in 2021/22) for pay / inflation and also to reflect the Service's current spending requirements.
- f) **Education Services Planning:** a new on-going budget of £0.140m. This budget supports the Local Authority's statutory education services planning (places planning) and consultation function. The £0.140m is

funded from the budget headroom that is available within the CSSB National Funding Formula settlement.

- g) **CSSB Resilience Provision:** to ‘hold back’ £0.05m of the 2022/23 CSSB settlement to ensure on-going structural resilience: a) identifying that there are continuing service spending pressures, b) that we will continue annually to lose a proportion of the £0.225m of historic commitments funding we current receive (meaning that our CSSB spending commitments ultimately must continue to be affordable within our CSSB allocation excluding this funding, and c) that as our school pupil population reduces, our CSSB funding will also reduce.

3.2 The Schools Forum noted that, as a result of these proposals, there is no transfer of CSSB funding to any other DSG block. The full value of the 2022/23 CSSB funding settlement is allocated to spending within the CSSB. The Schools Forum also noted that CSSB spending for 2022/23 is fully funded within our National Funding Formula CSSB settlement, without reliance on any other block.

4. The High Needs Block 2022/23 (RECOMMENDATION)

- Document NY (the 2022/23 DSG summary, which summarises the planned High Needs Block budget).
- Document OC (the DSG Management Plan, which includes an updated view of the estimated High Needs Block future year trajectory and a list of planned commissioned specialist places).
- Document OB Appendix 3 (which shows in more detail how the High Needs Block planned budget for 2022/23 has been constructed at individual setting and budget heading level).

The following recommendations on the High Needs Block planned budget are recorded, whilst highlighting two important points:

Firstly, that the additional £3.848m High Needs Block supplementary funding for 2022/23, which was announced by the DfE on 16 December, is not included in these recommendations i.e. the £3.848m supplementary funding is not specifically allocated by these recommendations. This funding is focused on supporting the additional cost of the Social Care / NHS Levy. The Schools Forum noted that the Authority anticipates that the £3.848m will broadly be allocated between:

- Further increasing the top up values that are allocated in 2022/23 by our EHCP Banded Model and by our PRU Day Rate Funding Model. A report on this will be presented to the Schools Forum on 9 March.
- Further Education Colleges & other post-16 provisions to support the greater top-up cost that may be incurred in respect of high needs students as a result of the additional recovery time (40 hours) that is provided within the post-16 funding settlement for the 2022/23 academic year.
- Independent, NMSS and OLA placements – meeting the additional cost

of placements that may come in response to the introduction of the Social Care / NHS Levy.

Secondly, the Schools Forum noted that the discussions that are to be had (by Schools Forum working group to be established), regarding the High Needs Block surplus balance that is forecasted to be held at 31 March 2022, may affect the 2022/23 planned High Needs Block budget, where decisions are taken to allocate any proportion of this balance in 2022/23. The Schools Forum noted the advice given by the Business Advisor, that any allocation of balance to high needs providers in 2022/23 potentially may only be on a 'one off basis' and may 'sit outside' or 'on top of' our recurrent high needs funding mechanisms, which would continue in place.

4.1 With these two points highlighted, all Forum members by consensus agreed that the formula approach (the High Needs Funding Model) that the Authority proposed in our autumn term consultation, and that was reported back to the Schools Forum on 8 December 2021 (Document NS), is used to delegate High Needs Block funding to high needs providers, mainstream schools and academies and other settings in the 2022/23 financial year. This approach includes the following significant elements:

- a) The continuation, with uplift, of our EHCP Banded Model and of our PRU / Alternative Provision Day Rate Model. The Forum noted that the top-up values allocated by these two models in 2022/23 are likely to be increased further as a result of the allocation of the Supplementary Grant funding. This will be confirmed to the 8 March meeting.
- b) The continuation of our amended SEND Funding Floor mechanism, for a further year pending review, in support of the funding of EHCPs (element 2) in mainstream primary and secondary schools and academies.
- c) The continuation and uplift of the allocation of the Teacher Pay and Teacher Pensions Grants to specialist settings through the High Needs Block.
- d) An unchanged approach to our definition of Notional SEND funds allocated through core Schools Block formula funding to mainstream primary and secondary schools and academies.

4.2 The Schools Forum noted the following significant elements, estimates and assumptions, which are incorporated into the construction of the 2022/23 High Needs Block (HNB) planned budget that was presented to the meeting:

- a) The 2022/23 HNB planned budget is balanced without cause for transfer of budget from the Schools Block and without transfer of expenditure outwards to the Central Schools Services Block or to the Early Years Block (other than the return of the Area Sencos budget to the Early Years Block). A sum of £0.319m (0.3%) of the 2022/23 High Needs Block allocation is currently shown as un-spent. However, whether this remains the case will depend on how spending develops during the year and how actual spending compares against the range of estimates that

are used to construct the planned budget at this time.

- b) **The Local Authority continues to take taken a prudent approach to setting the planned budget. The Forum is reminded that HNB expenditure is more difficult to predict than that in other blocks as it is more subject to changes during the year. This difficulty is especially present currently due to the amount of structural change that continues to be delivered.**
- c) **The planned budget is constructed to build sustainable and affordable capacity for the medium to longer terms. It is generally constructed on a ‘full year full places occupancy’ basis. This is done with the understanding that the filling of newly established or establishing capacity will be achieved in a managed way and that there can be some degree of fluctuation in the occupancy of existing capacity during the year. The main exception to this approach is for the PRU / AP budget, where the planned budget is based on 95% annual occupancy.**
- d) **The planned budget includes £1.820m for the further development of specialist places, which is a September 2022 to March 2023 (7 months) budget for an additional 120 SEND places.**
- e) **The planned budget incorporates the completion of the ‘restructuring’ of our PRU / AP provisions. Our PRU / AP provisions going forward, where funded from the HNB, deliver Local Authority commissioned provision for pupils permanent excluded. 165 places are funded within the 2022/23 planned budget (at 95% occupancy). This is the same number of places as funded within the 2021/22 planned budget. The planned budget for 2022/23 continues not to fund school-commissioned alternative provision.**
- f) **The planned budget continues to be constructed incorporating the financial efficiencies that have come from the completion of the amalgamation of Bradford’s hospital education, Tracks and medical home tuition provisions into a single Local Authority managed service.**
- g) **The planned budget is based on estimates that the spend on pupils with EHCPs in mainstream settings and in post-16 Further Education & SPI settings, and on pupils placed in independent and non-maintained special school provisions, will continue to grow at current rates, as estimated in December 2021. The rate of growth of spend on post-16 provision especially requires close monitoring, as the pupil population bulge now moves into post-16. Additional costs that will come as a result of the Social Care / NHS National Insurance Levy, and the delivery at post-16 of the COVID-19 ‘recovery hours’, will now specifically and additionally be supported by the £3.8m Supplementary Grant funding.**
- h) **The DfE’s national SEND / EHCP / Alternative Provision system and funding reviews may have significant implications for our HNB planned budget going forward, from April 2023. Nothing is factored into the 2022/23 budget in anticipation. The outcomes of these reviews are expected to be published in the first quarter of 2022 and will need close**

financial review in response.

- i) The 2022/23 planned budget continues an earmarked fund of £1.0m, which is available to cover further costs that may potentially come from the embedding of our EHCP Banded Model, especially from the further development of the 'stacking' facility. Except for this £1.0m, all other unexpected or higher than expected costs, that cannot be met by savings elsewhere within the HNB in 2022/23, will be covered by the HNB brought forward balance, with support from the £3.8m Supplementary Grant funding.
- j) How we have continued and uplifted our existing EHCP Banded Model means that separate additional arrangements are not required in order for us to comply with the DfE's Minimum Funding Guarantee for special schools and for special school academies.
- f) Provision for SEND teaching support services held within the planned budget continues to incorporate the changes in structures that were agreed by the Executive back in 2018. The total budget provision for these services in 2022/23, which continues to incorporate the transfer of the Teacher Pension Grant as well as uplift for pay / inflation, is £5.015m. This compares with the 2021/22 planned budget value of £4.830m (or the value of £4.636m, accounting for the PVI Area SENCO's budget that was transferred to the HNB in 2021/22 but that has been returned to the Early Years Block in 2022/23).

[5. The Allocation & Retention of Balances forecasted to be Brought Forward from 2021/22 \(RECOMMENDATION\)](#)

Document NZ Appendix 2.

All Forum Members by consensus agreed:

5.1 The treatment of the £32.115m of balances that are forecasted to be carried forward into 2022/23, as listed in the paragraphs below. £32.115m is 5.1% of the estimated 2022/23 DSG allocation.

5.2 In agreeing this treatment, the Forum noted that the figure of £32.115m is an estimate. The confirmed values of brought forward balances by DSG block will be presented to the Forum initially in July 2022 and then finally in September 2022 (the latter update incorporating the final adjustment to Early Years Block income).

5.3 The Schools Forum also noted that we currently forecast that there will not be a balance held within the Central Schools Services Block (CSSB) at 31 March 2022. Whilst there are service pressures, we expect that the overall net position of the CSSB at 31 March 2022 will either be a zero or a small surplus balance. However, a final reconciliation will take place within the Council's year-end closedown process and we will present to the Forum in July 2022 the final position. We have previously established with the Forum a policy of transferring any net overall under-spend in CSSB budgets to the carry forward balance retained within the Schools Block. We

transferred £0.005m at the close of 2018/19, and £0.151m at the close of 2019/20. Against this, we asked the Forum in July 2021 to approve writing off a deficit of £0.078m held within the CSSB at the close of 2020/21. Overall therefore, the net position of the transfer of balances is still in favour of the Schools Block. If the CSSB does hold a deficit at 31 March 2022, which is at a value lower than or equal to £0.078m, we would anticipate that this could be charged to the Schools Block carry forward balance and we may ask for the Forum's approval for this.

5.4 It is forecasted that a balance of £4.001m will be carried forward from 2021/22 within the Early Years Block. The Schools Forum agreed, that:

- a) £0.735m is allocated into the 2022/23 Early Years Block planned budget to support the estimated cost of our Early Years Single Funding Formula (EYSFF). Please see paragraph 6. Whether this value of balance is actually needed (or whether a greater or lesser sum is needed) will depend on how spending develops during the year and how this compares against the entitlement delivery estimates used now.
- b) The balance of £0.072m in de-delegated funds is ring-fenced and retained.
- c) The balance of £0.458m in the Disability Access Fund (DAF) is retained and earmarked for this purpose. Subject to outcomes of our current consultation, the Authority currently proposes (consultation still live) to continue to allocate DAF funding to providers at £1,000 per child per year in 2022/23, which is higher than the £800 minimum now set by the DfE, and to use a proportion of the £0.458m balance in support of the cost, if this is required. The allocation of DAF monies will continue to be closely monitored.
- d) The remaining value of balance, currently estimated to be £2.737m, is retained to be used in support of the cost, including any unexpected or higher than expected cost, of the Early Years Funding Formula (EYSFF) in 2022/23 and going forward. £2.737m is 6.7% of the estimated value of our Early Years Block in 2022/23. The Authority has sought to explain in our current Early Years Single Funding Formula consultation document for 2022/23 the financial position of the Early Years Block, how we are currently managing the structural issues that are present, whilst also continuing to maximise the rates of funding allocated to providers for their entitlement delivery. The availability of reserves will be crucial to how these structural issues are managed and resolved over the next couple of years. The Authority is also conscious that the DfE has not yet confirmed the longer-term funding position of maintained nursery schools. Reserves held within the Early Years Block may be needed to support maintained nursery schools through transition that may be required following this confirmation.

5.5 It is forecasted that a balance of £21.739m will be carried forward from 2021/22 within the High Needs Block. The Forum noted the following, which sets out the position of this balance at this time, for on-going discussion. This balance – allocation / retention – will be further discussed with the

Schools Forum in the working group, which is to be established.

- a) **The 2022/23 High Needs Block planned budget, as presented to this meeting, does not include the allocation of any proportion of the £21.739m forecasted balance.**
- b) **The Authority will continue to consult with the Schools Forum about how the £21.739m balance may be retained or may be allocated. Members provided some initial high level feedback. Members that were present at the 8 December 2021 meeting also provided some initial feedback (as recorded in the briefing note). Also on 8 December, within the presentation of the annual SEND Sufficiency Statement, the Authority ‘tested the waters’ with the Forum about the possibility of using a proportion of the High Needs Block surplus balance to support capital spending to secure the creation of additional specialist places. From a purely financial perspective, this is presented on the basis that the continued creation of specialist places is critical to the success of our DSG High Needs Block management plan.**
- c) **When previously considering the balance held within the High Needs Block, the Forum has agreed with the Authority that this balance should not be allocated in support of on-going expenditure increases or pressures. This is because balances can only be spent once.**
- d) **The first general call on the £21.739m will be meeting in year the cost of change, as well as supporting any unexpected costs that may arise across 2021 and 2022, after the planned budget for 2022/23 has been agreed by Council in February.**
- e) **The second general call on the £21.739m balance will be supporting the avoidance of cumulative deficit in the High Needs Block over the medium term, forming part of our DSG Management Plan, as presented in Document OC. We anticipate that we will have less flexibility and less headroom within our High Needs Block going forward. Although our forecast (Document OC Appendix 2) doesn’t suggest that we are immediately at risk of developing a significant structural deficit, it does indicate the incremental growth of an annual over-spend, which needs to be monitored and which may need to be managed, especially with reference to the various uncertainties the forecast currently incorporates. In the context of these uncertainties, it is important that we ensure that there is financial resilience within the High Needs Block. This includes the retention of a surplus balance.**
- f) **Three significant uncertainties may necessitate the allocation of the surplus balance:**
 - **Firstly, we are currently unclear about how the DfE’s national SEND and Alternative Provision systems reviews will impact on the High Needs Block and more widely e.g. on the balance of provider vs. Local Authority responsibilities in respect of SEND and alternative provision. The DfE has now stated that the outcomes of the national SEND and AP reviews will be published in the first quarter of 2022.**

- Secondly, whilst the Spending Review 2021 has indicated that the core schools budget nationally will continue to increase, how this budget will be allocated between the Schools Block and the High Needs Block is not known. The cash values of increases that have been published for 2023/24 and 2024/25 are lower than the annual cash budget increases that have been allocated across 2020-2022. This might suggest that funding increases going forward will not be at the level of the last 3 years.
- Thirdly, we are currently uncertain about how much Bradford will receive of the £2.6bn of SEND capital funding, which was announced in the Spending Review 2021, and how the DfE may open a new wave of free school applications. The availability of sufficient capital funding, which is allocated to the Local Authority to use, is critical to our development of 200-240 additional specialist places across 2022/23 and 2023/24. The continued creation of specialist places is critical to the success of our DSG High Needs Block management plan.

5.6 It is forecasted that a balance of £6.375m will be carried forward from 2021/22 within the Schools Block. The Schools Forum agreed that:

- a) £0.795m is retained as the ring-fenced balance of de-delegated funds. A breakdown of this balance is provided in the separate report (Document OA Appendix 2). The Authority will release an amount of this balance (£0.150m) to support the net cost to maintained primary schools of their contributions to the maternity / paternity insurance scheme in 2022/23. The balance will also be used to support any costs arising from new deficits held by sponsored primary academy converters, as no new value of budget is de-delegated for this purpose in 2022/23. The rest of the balance is ring-fenced and is held in support of the cost of continuing de-delegated funds, in line with the principles set out in paragraph 1.2.
- b) £1.051m is retained as the Growth Fund ring-fenced balance and will be used to support the cost of allocations in 2022/23 and on-going. Please see paragraph 1.5.
- c) £0.500m is retained as the ring-fenced balance for the primary phase Falling Rolls Fund. Please see paragraph 1.9.
- d) £0.650m is retained as balance already committed by the previous Schools Forum decision taken in January 2015 to support the deficit of a secondary school that is converting to academy status. It is expected that this sum will be deployed in 2022/23.
- e) £0.495m of the £0.917m Primary £GUF headroom balance is allocated to enable the addition of the Reception Uplift factor within the 2022/23 financial year mainstream primary-phase funding formula, as we proposed in our consultation. £0.495m funds 102 additional reception year pupils. The Reception Uplift factor at this time is applied for 2022/23

only, funded only by brought forward balance. £0.422m of the £0.917m Primary £GUF headroom balance remains unallocated. This £0.422m balance is retained, with the view that it could be allocated to continue the Reception Uplift factor for a further year in 2023/24 (if permitted by the regulations), or it could be allocated in 2023/24 for another purpose in support of the primary phase funding formula.

- f) £0.252m allocated into the 2022/23 Schools Block planned budget in order to afford the mainstream primary and secondary funding formula, fully as we proposed in our consultation, now using the October 2021 Census dataset. Please see paragraph 7 for further discussion on the allocation of the £0.252m and on the financial position of the Schools Block in 2022/23 following the use of the October 2021 Census dataset.
- g) The remaining value of £2.210m be fully retained as a resilience reserve. £2.210m is 0.5% of the Schools Block. Forum Members noted, in particular, that NNDR (business rates) are scheduled for re-evaluation at April 2023. This re-evaluation may significantly increase the cost of NNDR that is met by the Schools Block and, as we expect to receive NNDR funding for 2023/24 based on 2022/23 costs, we may need specifically to use a proportion of the £2.210m brought forward balance to manage the impact of this re-evaluation until Schools Block funding catches up, seeking to avoid having to otherwise reduce the formula funding allocations received by schools and academies.

6. Early Years Single Funding Formula and Pro-Forma 2022/23 (RECOMMENDATION)

- Document NP (EYSFF consultation proposals, presented to the Schools Forum on 8 December)
- Document OB Appendix 5 (Early Years Pro-forma, which summarises the proposed setting base rates, the mean Deprivation & SEND rates and maintained nursery school supplement funding).
- Document OB Appendices 2a, 2b and 2c (indicative provider funding rate modelling 2022/23).

6.1 As part of the consultation, which is currently live, the Schools Forum (primary, nursery and early years representatives) resolved to support in full the Authority's proposals for the Early Years Single Funding Formula (EYSFF) to be used to fund all early years providers for their delivery of the 2, 3 & 4-year-old entitlements in 2022/23. The Forum agreed also for the Early Years Block planned budget for 2022/23 to be presented on this basis at this time.

6.2 The Forum noted that, due to the timing of the DfE's announcements on Early Years Block funding arrangements, consultation on our 2022/23 EYSFF has not yet been completed. Our consultation will run until 24 January. The Authority presented verbally the feedback that has been received so far to the consultation. This feedback is positive. Final proposals, incorporating any adjustments made in response to consultation feedback, will be presented to Executive on 15 February and then, subject to the Executive's resolution, to Council on 17 February for final decision.

The Forum's next scheduled meeting is not until 9 March, so this means that final decisions will be taken before the Forum has had further sight of consultation feedback and any amendments from this. The Authority will send an email to Forum members as soon as possible after 24 January to inform them whether the final proposed EYSFF, to be presented to the Executive / Council, has changed from what was proposed. A full report on the outcomes of the consultation, and which confirms the EYSFF that has been decided by the Authority, will be presented on 9 March.

6.3 The Schools Forum also noted:

- a) **Local authorities are not permitted to alter their EYSFF arrangements in year (after 1 April) without DfE approval.**
- b) **Deprivation and SEND rates for individual providers will be confirmed once January 2022 postcode data is used to update the Index of Multiple Deprivation 3 year rolling averages. The figures shown in Document OB Appendices 2a, 2b and 2c, and in Document OB Appendix 5, are indicative for this reason. Funding rates are also indicative because they are subject to the outcomes of the consultation.**
- c) **A series of estimates have been made in the 2022/23 Early Years Block calculations relating to both income and to the cost of the entitlements (the number of hours to be delivered across the coming year). By necessity, this approach requires end of year reconciliation and may require carry-over of either an under or an over spend into 2023/24.**
- d) **In previous years, we have established our EYSFF rates of funding incorporating the benefit that comes from our DSG Early Years Block being funded for a greater number of 3&4-year-old entitlement hours than providers actually deliver across the 3 terms. As explained in our consultation, we have removed this benefit from our calculations, due to the implications of demographic reduction.**
- e) **There is no specific unallocated contingency fund held within the 2022/23 Early Years Block planned budget.**
- f) **As shown in the Pro-Forma (Document OB Appendix 5), our Early Years Block planned budget complies with the DfE's statutory restrictions for the funding of 3&4-year-old hours delivery concerning a) the minimum 95% pass-through and b) the maximum 10% spend on supplements. Our planned budget also complies with the DfE's expectation that the specific Maintained Nursery School Supplement is allocated to protect maintained nursery school funding at pre-national reform (2016/17) rates.**

[7. Primary and Secondary Formula Funding and Pro-Forma 2022/23 \(RECOMMENDED\)](#)

**Document OB Appendix 4 (Primary & Secondary Pro-forma)
Document OB Appendices 1a, 1b and 1c (indicative modelling).**

Schools and Academies Members (by consensus on a phase specific basis) agreed:

7.1 The formula approach that the Authority proposed in our consultation, and that was reported back to the Schools Forum on 8 December 2021 (Document NQ), be used to calculate core formula funding allocations for mainstream primary and secondary maintained schools and academies for the 2022/23 financial year. This approach includes the following significant elements:

- a) No transfer of budget from the Schools Block to the High Needs Block.**
- b) Continue to fully mirror the DfE's National Funding Formula (NFF) at factor level.**
- c) Apply the 'Reception Uplift' factor for the primary phase, on a one off exceptional basis for 2022/23 only, with the cost of this factor funded from the primary-phase specific element of the Schools Block brought forward balance.**
- d) Set the Minimum Funding Guarantee (MFG) at positive 2.0%. Within the calculation of the MFG, we continue to exclude premises factors (business rates, split sites and PFI) in the baselines for both 2021/22 and 2022/23 so that we can continue to closely mirror the way the MFG is calculated within the National Funding Formula.**
- e) Continue to use our existing local formula approach for the funding of split sites, as this is not yet covered by the National Funding Formula.**
- f) Continue to pass through the specific BSF DSG affordability gap values using our current method, continuing the adjustment to ensure that the amounts passed on to academies by the ESFA on an academic year basis are equivalent to the amounts that the Authority requires academies to pay back on a financial year basis. Please see 7.2 below.**
- g) Continue to fund NNDR (business rates) at actual cost, with the cost currently estimated within the planned budget.**
- h) Continue to use our existing methodology for the definition of notional SEND budgets for mainstream primary and secondary schools and academies within the Schools Block funding formulae.**
- i) Retain, with their existing criteria and methodologies, the funds currently managed centrally within the Schools Block – Growth Fund, Falling Rolls Fund, De-delegated Funds.**

7.2 The value of the DSG's total contribution to the Building Schools for the Future (BSF) Affordability Gap for 2022/23, be set at £7.761m; split £6.936m Schools Block and £0.825m High Needs Block. These figures incorporate a 3.17% increase on 2021/22 for the RPIX. This represents a net increase (allowing for adjustments relating to the apportionment for academies) of £0.349m in cash budget terms on the 2021/22 cost. This contribution is then

split between relevant schools and academies on the same % basis as in 2021/22 (based on the school's unitary charge value). For Secondary schools and academies, this contribution is expressed as a formula factor. For Special schools and academies, this contribution is managed as a central item within the High Needs Block.

7.3 The Schools Forum noted that, as shown in Document NY, the Schools Block planned budget exceeds the 2022/23 DSG Schools Block settlement by £0.747m. £0.495m of this over spend is explained by the application of the Reception Uplift factor, which is deliberately funded using the Primary phase £GUF balance brought forward. This leaves a total remaining over spend of £0.252m. The £0.252m is made up of:

- £0.185m over spend in the primary phase formula (this figure is shown in section X of Document NY).
- £0.348m over spend in the secondary phase formula (this figure is shown in section X of Document NY).
- £0.098m over spend in cross phase premises factors (the difference between our DSG funding for premises factors and our spend on premises factors).
- £0.379m under spend in cross phase Growth Fund (the difference between our DSG funding for growth and our estimated spend on growth from the 2022/23 planned budget – before we use balances brought forward).

Forum members agreed the following position in response, which was recommended by the Authority: “whilst we are a little concerned that the value of the on-going Schools Block over spend would be greater was it not for the £0.379m saving in Growth Fund monies, which will only be temporary, and whilst we are clear that this position needs close monitoring as we move into proposals for the 2023/24 financial year (because, all things being equal, over spending in 2022/23 will reduce the new headroom that we have available from 2023/24's settlement and may mean that we may not be able to afford to fully mirror the National Funding Formula in 2023/24), we are of the view that the most sensible, defensible and reasonable approach to take now is to use a small proportion of the Schools Block brought forward balance (£0.252m as shown in section 5) to implement our proposals, without alteration. This will support maximising the funds that are allocated now to schools and academies.”

7.4 The Schools and Academies Members (by consensus on a phase specific basis) gave their final approval to the Pro-Forma for the 2022/23 financial year, presented at Document OB Appendix 4.

7.5 The Schools Forum also noted:

- a) The cost of NNDR (business rates) shown in the Pro-forma is still based on 2021/22 financial year figures. This is in line with the DfE's new process, which is being introduced at April 2022, for recording and paying business rates directly to billing authorities. However, the business rates cost to be met by the 2022/23 Schools Block is not expected to be significantly different from the cost met in 2021/22. This

is because the rates multiplier is unchanged. The Authority's initial cost estimate will be subject to changes during the year (with a final reconciliation of actual costs taking place early in 2023). This reconciliation process may be a cause of either over or under spend on the business rates figures that are currently costed within the 2022/23 Schools Block planned budget. For reference, a main driver of reduction in business rates cost during the year is the transfer of maintained schools to academy, as the cost of rates generally reduces by 80% following conversion.

- b) In moving to using the National Funding Formula at local individual primary and secondary school level, the Schools Forum wished to more closely monitor the actual spending of the Schools Block by phase against the funding received within the Schools Block by phase i.e. phase ring-fencing within the Schools Block. An updated calculation of the position for 2022/23 is shown in section X of Document NY. Forum Members are reminded that premises-related costs and Growth Fund and Falling Rolls Fund costs are funded on a cross-phase basis so are not included in this calculation.
- c) There is no unallocated contingency fund held within the 2022/23 Schools Block planned budget.
- d) On the basis of the modelling presented to this meeting, the formula funding landscape in Bradford in 2022/23 is as follows:
 - Primary phase: 67 out of 156 schools (43%), including academies, are funded on the Minimum Funding Guarantee. 34 schools (22%), including academies, are funded at the £4,265 minimum per pupil level. All other schools and academies are funded above £4,265 per pupil.
 - Secondary phase: 5 out of 31 schools (16%), including academies, are funded on the Minimum Funding Guarantee. 2 schools (6%), including academies, are funded at the £5,525 minimum per pupil level. All other schools and academies are funded above £5,525 per pupil.
 - All through academies: 1 out of the 4 academies (25%) is funded on the Minimum Funding Guarantee. All of these academies are funded above their composite minimum per pupil funding levels.
 - In total, 73 out of 191 schools and academies (38%) are funded on the Minimum Funding Guarantee. This is reduced from 109 (57%) in 2021/22. In total, 36 out of 191 schools and academies (19%) are funded on the minimum per pupil funding levels. This is reduced from 43 (23%) in 2021/22.

LEAD: *Business Advisor, Schools*

606. AOB

On behalf of the Schools Forum, the Chair thanked Tehmina Hashmi (a retiring member) for her long-standing membership and for her contribution to the work of the Forum. Mel Saville will replace Tehmina from the next meeting.

Tom Bright informed the Forum that Donna Willoughby is no longer in post. Tom offered to contact the non-teaching unions for a replacement member.

No resolutions were passed on this item.

607. DATE OF NEXT MEETING

The next Schools Forum meeting is planned for Wednesday 9 March 2022. Please note that the provisional dates of meetings for the 2022/23 academic year are as follows:

- Wednesday 14 September 2022, 8am
- Wednesday 12 October 2022, 8am
- Wednesday 7 December 2022, 8am
- Wednesday 11 January 2023, 8am
- *Wednesday 18 January 2023, 8am PROVISIONAL MEETING*
- Wednesday 8 March 2023, 8am
- Wednesday 17 May 2023, 8am
- Wednesday 5 July 2023, 8am

Note: These minutes are subject to approval as a correct record at the next meeting of the Forum.

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

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SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item

This report provides an update for the Schools Forum on the application in the 2021/22 financial year of the Schools Block Falling Rolls Fund for mainstream primary phase maintained schools and mainstream primary phase academies.

Date (s) of any Previous Discussion at the Forum

Allocations from 2020/21 Falling Rolls Fund were considered by the Schools Forum on 10 March 2021. Allocations from the 2021/22 Fund have not yet been considered.

Background / Context

The establishment of a Falling Rolls Fund within the Schools Block, for the primary phase, came out of the Forum’s consideration of the impact of ‘under-subscription’ in primary schools and primary academies. A key report was presented to the Forum on 19 September 2018 (Document JE). This report provides useful background.

Within its discussions, the Forum stressed the importance of resolving these situations as far as possible (and where evidenced by forecasted data) through PAN adjustments, rather than via on-going financial support. The Authority is actively engaged in PAN management.

The Forum did also consider how direct financial support could be provided from the DSG. The Falling Rolls Fund is the mechanism through which support can be provided to both maintained schools and academies and both are required to contribute to the cost of the Fund. This is the only route through which financial support can be provided locally from Bradford’s DSG to under-subscribed academies.

A Falling Rolls Fund, with a value of £250,000, was established for the primary phase for the first time for the 2019/20 financial year. A report was presented to the Schools Forum on 11 March 2020. No maintained schools or academies qualified for funding. The £250,000 was rolled forward and added to by a further £250,000 allocated from the 2020/21 Schools Block. No maintained schools or academies qualified for funding in 2020/21. To date therefore, there has been no spend. The Schools Forum agreed not to allocate any further funding for the Falling Rolls Fund from the 2021/22 Schools Block allocation. Therefore, the current value of available funding (continued within the Schools Block brought forward balance) is £500,000.

Our Falling Rolls Fund mechanism and criteria applied for 2021/22 is presented at Appendix 1, for reference.

In initially establishing a Falling Rolls Fund for the primary phase, we identified that its value will be quite limited when looking purely at under-subscription. This is because the DfE has set strict eligibility criteria. The Fund’s purpose is to protect good and outstanding schools and academies against short term ‘blips’ in pupil numbers. One of the major restrictions is the mandatory requirement that only good or outstanding schools are eligible, meaning that a number of schools and academies that are currently under-subscribed cannot be supported. The other major significant restriction is the requirement that funding can only be allocated where under-subscription is demonstrably a ‘blip’ and not the result of a longer term and on-going change in demographic distribution.

It is helpful to remind the Forum, for reference, of the most recent position, presented on 10 March 2021, and how the DfE’s restrictions reduced the eligibility of schools and academies for support from the Fund in 2020/21:

For 2020/21 allocations, the Forum’s sub group met on 8 October 2020 to consider an early draft calculation of the Falling Rolls Fund, which was based on an early forecast of pupil numbers. The conclusions from this sub-group meeting were presented verbally to the Forum on 14 October. In particular, this early calculation work highlighted the importance of the Authority’s forecast of pupil numbers in determining possible Falling Rolls Fund outcomes, and identified that small changes in this forecast could be critical to whether an individual school or academy receives funding support. It was recognised that the Authority’s forecast could change in response to schools and academies reducing their PANs, which could help support the achievement of numbers up to PAN in currently under-subscribed schools and academies. As part of this, the sub-group did discuss how the Falling Rolls Fund is designed to provide limited funding protection in the short term and that we should keep this principle at the centre of discussions. However, as we presented on 10 March, for 2020/21:

- There were 36 primary schools and primary academies (out of 160) that had a number on roll at October 2019 that was not at least 90% of their Published Admission Number (PAN) capacity. This is trigger 2. The occupancy of 17 of those were between 85% and 89%; 15 were between 70% and 84%; 4 were lower than 70%.
- For all 36, the forecasted pupil intake data clearly indicated that their surplus capacity would not be needed within the next 3 years. This is trigger 4. Many of the 36 were also ineligible as a result of other triggers. A number of the 36 have consulted on PAN reductions.

Details of the Item for Consideration

We are now applying the criteria, as set out in Appendix 1, to determine eligible schools and academies and the values of funding to be allocated for the 2021/22 financial year.

The position for 2021/22, as set out below, is calculated on the Authority's latest pupil numbers forecast, which has been constructed using the October 2021 Census data, and which incorporates the latest confirmed PAN adjustments. On a general basis, this latest forecast confirms the continued forecasted reduction in pupil numbers across the primary phase. This position serves also specifically to reinforce the limited value of the Falling Rolls Fund.

- As in 2019/20 & 20/21, no maintained schools or academies qualify for funding from the 2021/22 Falling Rolls Fund.
- There are 37 primary schools and primary academies (out of 160) that had a number on roll at October 2020 that was not at least 90% of their Published Admission Number (PAN) capacity. This is trigger 2. The occupancy of 12 of these were between 85% and 89%; 19 were between 70% and 84%; 6 were lower than 70%.
- For all 37, the latest forecasted pupil intake data clearly indicates that their surplus capacity will not be needed within the next 3 years. This is trigger 4. Many of these 37 are also ineligible as a result of other triggers. A number of the 37 have already consulted, or are currently consulting, on PAN reductions.

On this basis, the Forum is asked to note that the ring-fenced sum of £500,000 is unspent within the Schools Block and that this amount is carried forward to 2022/23, as agreed at the January 2022 Forum meeting.

The Forum may wish to consider this outcome and the calculations in more detail. If it does, we would suggest that the Forum's sub-group is re-convened. The sub-group may also wish to take the opportunity to review the Falling Roll Fund as part of our formula funding review work for 2022/23.

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

There is £0.500m of ring-fenced Falling Roll Fund monies held within the Schools Block brought forward balance. With no allocation from the Falling Roll Fund in 2021/22, this £0.500m will be fully carried forward into 2022/23 for use against the 2022/23 Falling Rolls Fund, which will be presented to the Schools Forum in March 2023. Should this balance still substantially be held at March 2023, as we suggested to the Forum on 12 January, it could be transferred into the Growth Fund held within the Schools Block for spending on the completion of growth, in the lead up to the full implementation of the 'hard' National Funding Formula.

Recommendations

Recommended –

- (1) The Schools Forum is asked to note that there are no allocations to be made from the Schools Block Falling Rolls Fund in 2021/22.**
- (2) The Forum is asked to note that the sum of £0.50m is unspent within the Schools Block and is carried forward into 2022/23 as a ring-fenced sum.**

List of Supporting Appendices / Papers

Appendix 1 – Falling Rolls Fund 2021/22

Contact Officer *(name, telephone number and email address)*

Jonty Holden, Principal Finance Officer (Schools)

01274 431927

jonty.holden@bradford.gov.uk

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Document OE Appendix 1

Primary-Phase Schools Block Falling Rolls Fund

1. Background

- 1.1 Local authorities are able to top-slice the Schools Block in order to create a small fund to support good schools with falling rolls and surplus capacity. This is primarily intended for where population growth is expected in the near future but where a good and necessary school, or academy, currently has surplus places and faces an unmanageable financial position in the short term, where significant action (redundancies) would be needed, and additional costs incurred, to contain spending within budget.
- 1.2 The Falling Rolls Funds is ring-fenced. It operates in a similar way to the Growth Fund, in the sense that both maintained schools and academies are top-sliced for the cost of the Fund and both are eligible to receive support through it. The Falling Rolls Fund can work on a phase specific basis and we have established this for the primary phase only in 2021/22.
- 1.3 It is mandatory that the Falling Rolls Fund is restricted to:
- 1.3.1 Good or outstanding schools or academies.
- 1.3.2 Schools or academies where planning data shows that the surplus places will be needed within the next three financial years.
- 1.4 Local authorities are required to provide, on a transparent and consistent basis, the criteria on which any monies are to be allocated. The criteria should set out both the circumstances in which a payment could be made and the basis for calculating sums.
- 1.5 The Schools Forum is required to agree the criteria and the total sum to be held within the Schools Block. The criteria are vetted by the ESFA annually.

2. Guiding Principles

- 2.1 The approach to support funding must work within the rules set by the DfE. The Falling Rolls Fund cannot be a mechanism for supporting schools or academies that do not have a Good or Outstanding Ofsted judgement. This includes maintained schools that do not have Good or Outstanding judgements that have recently converted to academy under sponsored arrangements that are yet to be re-assessed. It also cannot be a mechanism for funding under-subscribed schools where planning data does not show that surplus capacity will shortly be needed.
- 2.2 Additional funding will be allocated in recognition only of exceptional circumstances and we would expect only a small number of schools or academies to qualify. The funding system (reliance on the October Census) is quite crude and many schools and academies manage effectively a level of fluctuation in pupil numbers during the year and between years. The system also runs on a lagged basis, meaning that there is already some protection for schools that are falling in numbers.
- 2.3 The cessation of a defined / planned bulge class (or half class) should not trigger Falling Rolls funding nor should a school or academy that is permanently reducing its PAN.
- 2.4 The Fund will support Reception to Year 11 only (not early years nor post 16).
- 2.5 Support will only be temporary / transitional. Funding will not support a situation that does not have a resolution (within three years).

2.6 The cost to the DSG (and therefore, the top-slice cost on other schools or academies) must be limited and controlled.

2.7 The option for providing additional funding must not relieve the school or academy of its responsibility to take action to manage its budget, which includes the use of surplus balances.

2.8 Funding must not reward poor performance or poor decision making on the part of the school or academy (the root of the circumstances should be factors not under the control of the school or academy).

2.9 The process of assessing a school's or academy's eligibility for funding will include the Local Authority's finance, school improvement and places planning officers.

2.10 Principles 2.1 to 2.9 mean we would wish to define:

2.10.1 Two key triggers for additional support to be a) a significant reduction in numbers on roll, together with b) a significant number of surplus places in total. It is important for a system to have both these triggers. The first trigger is important as it indicates that change has taken place and that action is now needed (reference paragraph 1.1).

2.10.2 Quite high qualification thresholds for these two trigger points, or setting these triggers to combine in such a way as, to ensure the fund only supports 'exceptional circumstances'.

2.10.3 A mechanism, which looks at the total position of the school or academy, rather than just the position in a single year group or key stage.

2.10.4 Additional criteria, which focus on requiring the school or academy to evidence the action that it has taken already as well as the action that will need to be taken to contain spending within budget. This would include how the school's or academy's reserve is being deployed. This would be part of a detailed budget discussion with the school or academy within the eligibility assessment process.

2.10.5 A formula basis for funding, but with some additional measures to control the cost of the Fund to other schools and academies, which includes:

2.10.5.1 The option to scale back allocations into an agreed budget.

2.10.5.2 Establishing a maximum value of funding allocated in any given year to a school or academy.

2.10.5.3 These control measures mean that allocations will not be confirmed with the school or academy until the end of the financial year and may be allocated retrospectively only with sight of the school's or academy's budget and surplus balances position as well as the number of schools or academies that are potentially eligible. This is an approach that appears to be followed by a number of the local authorities that operate a Falling Rolls Fund.

3. Criteria for allocations in 2021/22 (Primary Phase Only)

3.1 The primary school or academy must meet all of the following 6 triggers (* with the exception of schools and academies that are expanding or have recently expanded at the request of the Authority where trigger 1 will not apply):

3.1.1 Trigger 1: The total number on roll in October 2020 must have reduced by at least 3% on October 2019 (* not applicable to schools and academies that are expanding or have recently expanded). This is an initial trigger identifying change; that either new budget action needs to be taken (to contain spending) or financial support could be allocated to protect capacity. Once a school or academy has met all eligibility criteria and receives Falling Rolls Funding (may have been in a previous year), this trigger is not again applied until the school's roll increases above the trigger 2 threshold (recognising that a school may have a blip of 2 years, which it will

carry and will need support for after its roll year on year has stabilised and then has begun to increase). For reference, 3% for a 1FE school = 6; 2FE = 13; 3FE = 19.

- 3.1.2 Trigger 2: The total number on roll at October 2020 must be lower than 90% of total PAN capacity number agreed with the Local Authority, with the capacity calculation adjusted where the school or academy is in the process of establishment or permanent expansion. For comparison, a 1FE primary school that achieves 27 in every year group (not 30) = 90% (189); 2FE with 54 (not 60) = 90% (378); 3FE with 81 (not 90) = 90% (567).
- 3.1.3 Trigger 3: Must be judged Good or Outstanding by Ofsted at the time funding is confirmed. For academies recently converted, and yet to be re-assessed, the Authority will apply the most recent Ofsted judgement the school received prior to conversion.
- 3.1.4 Trigger 4: The Local Authority's planning data must show that the surplus capacity is needed within 3 financial years i.e. either the school's or academy's intake number will recover back to PAN and / or the surplus places in later year groups are needed, within 3 years. This means that a 'blip' in intake number is limited to 2 censuses before recovery. More than 2 censuses = the school or academy is expected to take action to reduce spending, rather than be allocated additional funding, because the implications of the 'blip' are longer term. It is important to identify that even a 2 year blip in intake, depending on its size, could have a financial impact on a school or academy that takes up to 6 years to work its way through unless pupils are admitted post reception. Therefore, Falling Rolls Fund support may be committed for a longer period of time on a sliding-scale basis.

On indicative modelling of a 1FE primary school whose intake reduces from 30 to 15:

- A 2 year blip = 6 years of funding would required until the school's total NOR exceeds 90%
- A 1 year blip = no funding (the school's NOR does not drop below 90%)

On indicative modelling of a 2FE primary school whose intake reduces from 60 to 30:

- A 2 year blip = 6 years of funding would required until the school's total NOR exceeds 90%
- A 1 year blip = no funding (the school's NOR does not drop below 90%)

On indicative modelling of a 3FE primary school whose intake reduces from 90 to 60:

- A 2 year blip = no funding (the school's NOR does not drop below 90%)
- A 1 year blip = no funding (the school's NOR does not drop below 90%)

- 3.1.5 Trigger 5: That the reduction in number on roll does not come from the exit of an identified agreed bulge class or from the permanent reduction in PAN.
- 3.1.6 Trigger 6: That the school or academy evidences, with reference to detailed information, the budget action that has already been taken, how surplus balances are being used to support the budget position, and how the school's or academy's spending can still not be brought within budget without the need to deliver staffing re-structure, including redundancies, that will result in additional cost. Essentially, the school or academy is required to demonstrate that the Falling Rolls Fund is the 'value for money' option; the cost of Falling Rolls Funding is less than the cost of action that would need to be taken.

4. Formula 2021/22 (Primary Phase only)

4.1 A basic initial formula of: £base APP (AWPU) value x 80% x ((PAN x 90%) - NOR)

- 4.1.1 This has similarity with the approach taken in the funding of growth and bulge classes, which uses 80% of the £Base App value.
- 4.1.2 Funding will top up to 90% of NOR only (as trigger 2 is based on an assumption that all schools and academies will manage 10% under-occupancy within their own budgets).
- 4.1.3 Funding will be re-calculated annually based on latest Census numbers. Funding will reduce as numbers on roll increase on a sliding-scale basis.

4.2 However:

- 4.2.1 A maximum annual allocation value of £100,000 is set for any one school or academy.
- 4.2.2 Allocations can be scaled back to fit into budget. Essentially we will do this by reducing from using 80% of the AWPU value to e.g. 50%. We will discuss this with the Schools Forum when we present proposed allocations. It would be up to the Forum to decide whether to scale back or whether to allocate additional funding from the DSG to cover the full cost. To this end, and also to enable the most effective challenge under trigger 6, allocations will be presented to the Schools Forum in March 2022 (at the end of the 2021/22 financial year).

SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item

This report is presented as per the High Needs Block schedule of information agreed with the Schools Forum on 14 October 2020. This is the 2020/21 Exclusions Report.

Date (s) of any Previous Discussion at the Forum

The 2019/20 report was presented to the Schools Forum on 10 March 2021.

Background / Context

The Authority presented to the Schools Forum meeting on 14 October 2020 a schedule of high needs financial information, which will be provided within the annual meetings cycle for the Forum’s review. An annual exclusions report is now presented as part of this schedule.

The Local Authority holds statutory responsibility to provide suitable full time education for pupils that have been permanently excluded, from the 6th day of their exclusion.

This provision is funded from the High Needs Block. Bradford’s 2022/23 planned budget includes financial provision for 165 permanent exclusion places in total on a full year basis (90 Park Aspire; 65 Bradford Alternative Provision Academy; 10 other alternative providers). Places are funded at £10,000 (as per the national model) plus ‘top up’ funding, which is allocated using the agreed Day Rate funding model. The total High Needs Block budget for 2022/23 is £3.27m, which is 3.1% of our High Needs Block allocation.

There is a national legal framework in place, which governs the exclusion of pupils.

The Financial Regulations require an adjustment to be made to core-formula funding and to Pupil Premium Grant (where relevant), meaning that a school’s or academy’s formula funding and PPG is reduced following the permanent exclusion of a pupil. This funding is then transferred to the including school or academy from the date of the pupil’s inclusion. The ‘balance’ (the funding associated with the period between exclusion and inclusion where the pupil is not on the roll of a mainstream school) is retained by the Authority to support the cost of alternative provision.

The Schools Forum is reminded that the Authority has re-structured the District’s alternative provision settings over the last two years. Within this, the High Needs Block has ceased to fund alternative provision that is commissioned by schools rather than by the Local Authority.

Details of the Item for Consideration

Please see Appendix 1.

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

The Local Authority’s provision for permanent exclusions is funded from the High Needs Block. Any ‘structural’ growth or reduction in the number of permanent exclusions has implications for this Block.

Recommendations

Recommended – The Schools Forum is asked to consider and to note the information provided in the report.

List of Supporting Appendices / Papers

Appendix 1 – Exclusions Report 2020/21

Contact Officer (name, telephone number and email address)

Niall Devlin, Strategic Manager, Integrated Assessment

01274 431356

niall.devlin@bradford.gov.uk

Annual Exclusion Figures 2020/21

This report includes a three-year comparison of data from September 2018 to July 2021

Exclusions Team / Information Management Team

Education & Learning

Department of Children's Services

About the Bradford School Exclusions Team

The Exclusions Team is committed to supporting the inclusion of children and young people and preventing exclusion from school. We aim to achieve this through multi-agency partnerships, analysing data and evidence based approaches. This has resulted in our specialist teaching support team becoming part of the support package to excluded pupils returning to mainstream and developing wider connections to our Youth Justice Service colleagues to tackle the rising number of bladed article disciplinary breaches. The 'Behind the Blade' programme builds on this work and is due to roll out at the start of the 2021/22 academic year as a pilot project to support schools, help reduce the need for suspensions and exclusions and support young people make safe choices.

These partnerships have also developed guidance documents:

Local Authority Officer Support and Access to Education for Children and Young People Excluded from School; and a *Managed Move Best Practice Guidance*

Following a permanent exclusion an officer in the Exclusions Team will work with those involved to ensure that the statutory exclusion guidance is followed to **minimise disruption to a pupil's education so that exclusion from school does not mean exclusion from education.**

The Exclusions Team has the following responsibilities:

- Ensure that the Local Authority's statutory responsibilities relating to exclusion are met;
- Gives advice to schools, parents and carers and other professionals on statutory and non-statutory exclusion processes;
- Maintains an exclusions helpline 5 days per week;
- Provides statistical information to the DfE;
- Offers training to Governors and school staff on their statutory responsibilities connected to school exclusion;
- Offers advice to support schools in the use of alternatives to exclusion, such as a managed move, Pastoral Support Plan (PSP), phased reintegration and referrals to other supporting services;
- Reviews both suspensions and permanent exclusions;
- Advises and guides governors on all aspects of exclusion law;
- Attends permanent and over 15 days' suspensions Governing Board Meetings in maintained schools and where invited for Academy schools, as appropriate;
- Attends Independent Review Panel Hearings.

These responsibilities are derived from: '*Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion*' (DfE September 2017).

Officers dealing with pupil exclusions from school sit within Bradford's Children's Services and can be contacted for exclusion advice by emailing exclusionsteam@bradford.gov.uk or calling 01274 439333 / 432446 / 435293 to speak to an Exclusions Officer.

Exclusions Overview & Review

The academic year 2020/21, like the previous year, saw the necessary action of remote education offers where physical learning in school could not take place for many of our children and young people.

In some situations, only Key Worker and our most vulnerable pupils were physically attending due to the impact of the Covid-19 pandemic. The move to remote learning from Tuesday 5th January 2021 had an impact on the Spring Term exclusion data, compared to previous years.

Where possible, and appropriate, data tables have been split across school terms to enable some level of comparison to be drawn. Where full year data is given, or compared by full academic years, readers are requested to keep in mind that due to lower pupil numbers in schools, exclusions were naturally reduced.

Remote education continued to add to concerns already raised about the negative impact on some pupils' mental health, such as depression, self-harm and risk taking behaviours. The Exclusions Team, alongside other teams within Childrens Services, have sought to support our schools and parents where behaviours that challenge may be connected to the impact of these changes on pupils daily lives and may be one of the underlying causes that needs consideration and support rather than sanctions. This approach has been through training at Governor Forums, in discussions with school leaders and parents, and in signposting to relevant research¹.

However, there have been some positives to come from the changes necessitated in our schools to keep students and staff safe within the Covid guidance. These have been referred to as '**Covid keeps**', through improved behaviour, thus less need to exclude. From reviewing the impact of the incredible work our schools have done over this challenging period, examples include:

- Different start, leave, and break times for students. This change has enabled more managed movement of students lessening conflict in busy areas;
- Corridors for set year groups, and allocation of key staff, has lessened 'on calls' and requirement of assistance from senior leaders. Staff have had increased contact with the same year groups and the consistency of the relationship has allowed a more key adult group support model;
- The increased presence of staff in corridors has resulted in less disruption during transitions
- Year 7 transition has been supported by the bubbles and one-way systems to navigate a necessary reduced access to school areas, which has enabled staff to identify those needing additional support following the previous summer school closures.

This year also saw the addition of new codes for reasons of exclusions: (PH) wilful transgression of protective measures – relates to Covid; (LG) abuse against sexual orientation and gender; (DS) abuse relating to disability; (OW) offensive weapon or prohibited item; and the removal of 'Other'. This expansion of coding and associated reason allows for a better understanding of the underlying causes and supports targeted interventions where appropriate.

Notes on the Data and Approach Used in This Report

¹ See Daniels et al 2020

The exclusions data available the 2019/20 school year is not directly comparable to more recent or previous years as there were no summer term 2019/20 permanent exclusions due to Covid-19 school attendance restrictions. Similarly, restrictions to attendance made in 2020/21 have impacted on exclusions made in the spring term.

To try and provide a more granular level of consistency that may be masked by reporting only on annual figures, the report (where appropriate) shows the data split by term as well as by school year. Where full academic year data is used (both in the narrative and supporting visuals), readers are requested to keep in mind the above caveat.

A notable consequence of splitting the data into terms is that the adding the pupil numbers across terms will not balance with the total figure reported for the year. This is due to the fact that the same child could be counted up to three times (once per term). However, this approach does allow for a clearer understanding of the number of pupils affected in each term.

The Exclusions data used in this report is taken from the three School Census points in a given school year (using validated data returned from the DfE), used to monitor exclusions and suspensions throughout the school year. Regional, benchmark group, and national comparator data is taken from the *Local Authority Interactive Tool* (LAIT), published by the DfE throughout the year.

Finally, as mentioned in the Overview section, an expanded set of reason codes have been in place throughout 2020/21 to allow for an enhanced understanding of the reasons for exclusion, and to help support targeted interventions where appropriate: (PH) wilful transgression of protective measures; (LG) abuse against sexual orientation and gender; (DS) abuse relating to disability; (OW) offensive weapon or prohibited item. The 'Other' code was removed.

A Note on Permanent Exclusions

Bradford provides education from day six of a pupil's permanent exclusion at either Park Pupil Referral Unit (PRU) or at Bradford Alternative Provision (AP) Academy. Park PRU was rated 'Good' by OfSTED in 2020, and Bradford AP Academy was deemed 'Outstanding' at their last OfSTED inspection in 2015.

The Exclusions Team, together with our AP and PRU providers, ensure that all of our permanently excluded pupils have provision on or before the 6th day after the permanent exclusion.

Bradford, like other areas, had seen a rising trajectory in permanent exclusions over pre-pandemic years. The more recent reduction in permanent exclusions, it could be suggested, is due to school closures or reduced onsite attendance related to the Covid-19 pandemic, a continued commitment to inclusion and partnership working.

Bradford has sought to ensure there is sufficient high quality education places for excluded pupils within our PRU and AP Academy by increasing their capacity, from 50 to 65 places in the AP Academy, and from 50 places to 90 places in Park PRU.

Permanent Exclusions

Please note that a school-level table of data related to Permanent Exclusions is provided as **Annex A** of this report. It is important to bear in mind that only one ‘normal’ full year of data is available across the three years, and therefore any comparisons / trends should be considered with this in mind.

Overall Numbers

- **Bradford has decreasing numbers of permanent exclusions**, from 57 (0.06%) in 2018/19 to 49 (0.05%) in 2020/21 (also expressed as a percentage of the school population). **Bradford’s rate is on a par with the national and regional rates in 2019/20**, as shown in Table 1 and Chart 1, and **consistently below the aggregate exclusionary rate of our statistical neighbours**.
- There were 49 permanent exclusions in 2020/21, a **5.8% decrease from 2019/20**. Without the data for the 2019/20 summer term, it is likely that without the partial school closure the overall number for 2019/20 may have been considerably higher (Table 1). The school population decreased by 0.4% between January 2020 and January 2021.
- Permanent exclusions given in the Primary phase increased by 50%, from 4 in 2019/20, to 6 in 2020/21. **The 2020/21 total is still under half of the exclusions given in 2018/19**.
- **Permanent exclusions made in Secondary Schools have decreased**, from 42 in 2019/20 to 35 in 2020/21 (a **16.7% decrease**). However, exclusions made in All Through schools were all made in the Secondary Year Groups, and these increased from 6 in 2019/20 to 8 in 2020/21 (a 33.3% increase). Therefore, **the overall percentage change of exclusions made in the Secondary phase is a 10.4% decrease**.

	2018/19				2019/20				2020/21			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Primary	1	6	6	13	4			4	3	1	2	6
PRU		2		2								
Secondary	16	9	12	37	16	26		42	20	6	9	35
All-Through	2	1	2	5	5	1		6	3	2	3	8
Total	19	18	20	57	21	31		52	26	9	14	49
<i>3yr Average</i>				39				44				53
Bradford - % of Number on Roll				0.06				0.06				0.05
Yorkshire & Humber - % of Number on Roll (NOR)				0.1				0.06				-
Statistical Neighbours - % of Number on Roll (NOR)				0.15				0.1				-
England - % of Number on Roll (NOR)				0.10				0.06				-

Table 1: Permanent Exclusions - year & term by school phase; comparison to regional and national rates per school pop (January Census)

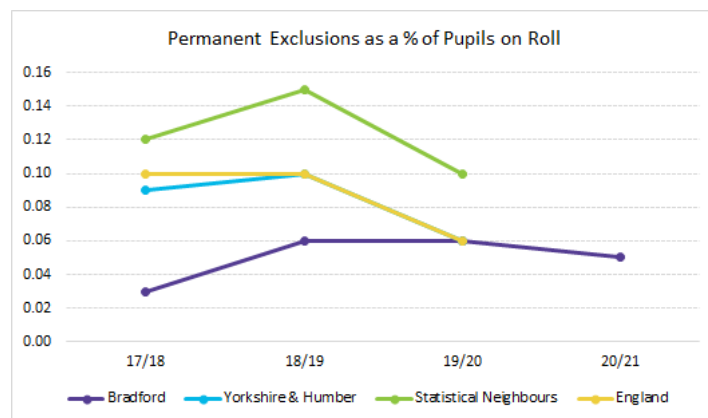


Chart 1: Permanent Exclusions as a % of Pupils on Roll – 2017/18 to 2020/21

Reasons for Permanent Exclusion (Primary Reason: DfE Taxonomy)

The withdrawal of the 'Other' code in 2020/21 means that a more accurate representation for the reason a pupil was excluded should now be possible.

- The top three reasons for permanent exclusion in 2020/21 (Table 2) are:
 - **Use or threat of use of an offensive weapon or prohibited item** (16 instances across all phases);
 - Physical Assault against an Adult (10);
 - Persistent disruptive behaviour (9).
- The most common reason given nationally in 2019/20 was Persistent Disruptive Behaviour, accounting for 34% of all exclusions made. Bradford had a smaller proportion of exclusions given using this reason in 2019/20 (28.8%), and this has fallen even further in 2020/21 (18.4%).
- The rate of drug and alcohol related exclusions made in Bradford in 2020/21 is on a par with the 2019/20 national rate of 10%.
- The rate of exclusions relating to the physical assault of an adult has fallen and accounts for 20.4% of exclusions made in 2020/21, which is still higher than the national rate of 12% in 2019/20.
- The number of pupils who have been permanently excluded where they have had no past suspensions within the school year (see Annex A), has fallen back to a similar number as in 2018/19.

		18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total
Damage	DM	1			1						2		2				
Drug & Alcohol Related	DA						3	3	5				11		1		1
Inappropriate use of Social Media	MT								1				1				
Other	OT		1		1		8	3					11	1	1		2
Persistent Disruptive Behaviour	DB	2	1	1	4		9	14	6		3		29			2	5
Physical Assault - Adult	PA	5	2	2	9	2	6	11	6				23			2	2
Physical Assault - Pupil	PP	3		2	5		2	3	4				9	1	3	1	5
Racist Abuse	RA							2					2		1		1
Use / Threat of an Offensive Weapon	OW			1	1				12				12			3	3
Verbal Abuse / Threats - Adult	VA	2			2		6	4	1				11				
Verbal Abuse / Threats - Pupil	VP												3				
Total		13	4	6	23	2	37	42	35	2	5	6	114	5	6	8	19

Table 2: Permanent exclusions by school phase and primary reason – 2018/19 – 2020/21

Permanent Exclusion Cohort

- Pupils in **Years 8 and 9** were the most excluded year groups 2020/21 (14 excluded in each year). Year 10 pupils were the third most excluded group in 2020/21 (Table 3).

	Female				Male				Total		
	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21
R				0	1			1	1	0	0
1				0	1			1	1	0	0
2				0	3		1	4	3	0	1
3				0	4			4	4	0	0
4				0		1	1	2	0	1	1
5				0	3	2	1	6	3	2	1
6 (Key Stage 2)	1			1	2	1	3	6	3	1	3
7			1	1	9	7	5	21	9	7	6
8		2		2	13	6	12	31	15	6	14
9	1	3	3	7	9	10	11	30	10	13	14
10	2	5	3	10	6	5	4	15	8	10	7
11 (Key Stage 4)			1	1		12	1	13	0	12	2
Total	6	8	10	24	51	44	39	134	57	52	49

Table 3: Permanent Exclusions by Year Group and Gender – 2018/19 to 2020/21

- The number of Year 11 pupils permanently excluded in 2019/20 has not been reflected in the numbers excluded in the same year group in 2020/21 (Table 3).
- **For every 1 girl excluded, approximately 4 boys were excluded** in 2020/21, which is above the 2019/20 national rate of 1 girl to every 3 boys (Table 3).
- There were no Children in Care to the Local Authority, Special School, or PRU permanent exclusions in 2020/21. 4 Children with a Child Protection Plan and 4 Children in Need were excluded.
- Pupils receiving **SEN Support (K) in school account for over half of the permanent exclusion group** each year (Table 4).

	2018/19				2019/20				2020/21			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E		2	2	4								
SEN Support - K	14	13	10	37	8	19		27	14	8	7	29
No SEN Support - N	5	3	8	16	13	12		25	12	1	7	20
Total	19	18	20	57	21	31	0	52	26	9	14	49

Table 4: Permanent Exclusions by SEND Status – 2018/19 to 2020/21

- In terms of ethnicity, pupils whose heritage is **Roma/Roma Gypsy and Mixed** have higher rates of exclusion as a proportion of their ethnicity groupings (Table 5).

Ethnic Group	Total Permanent Exclusions			As a % of Ethnic Group on Roll		
	18/19	19/20	20/21	18/19	19/20	20/21
Any other White background			2			0.16
Irish						
Traveller of Irish Heritage						
Roma/Roma Gypsy	5	2	2	0.38	0.18	0.20
White Eastern European						
White British	34	32	24	0.08	0.08	0.06
WHITE	39	34	28			
Any other Mixed Background	1		3	0.06		0.55
White/Black African			1			0.22
White/Asian	2	4	1	0.09	0.17	0.11
White/Black Caribbean		1	2		0.08	0.16
MIXED	3	5	6			
Any Other Asian Background	1	1		0.08	0.08	
Bangladeshi		1	1		0.03	0.03
Indian						
Pakistani	11	9	11	0.03	0.02	0.03
ASIAN	12	11	12			
African	1			0.08		
Caribbean						
Any other Black background	1			0.53		
BLACK	2					
CHINESE		2			0.17	
REFUSED / NOT OBTAINED	1		2	0.17		0.13
Total	57	52	48	0.06	0.06	0.05

Table 5: Permanent Exclusions by Ethnicity and % of No on Roll – 2018/19 to 2019/20

Permanent Exclusions in Schools

- Annex A shows the rate of permanent exclusions range from 0.05 (when expressed as a percentage of those on roll), to 0.80 in 2020/21.



- **At least a further 17 permanent exclusions were avoided** by the Exclusion Team working with schools and other teams to look at creative solutions and support.

Permanent Exclusion Notifications Withdrawn

- The Exclusions Team, in partnership with our schools, parents and other education partners supported in the case of six pupils who were permanently excluded initially, but this was withdrawn by the head teacher as other support plans were deemed more appropriate.

Pupils Reinstated by the Governing Board

- Two pupils were reinstated at the pupil disciplinary governor meeting.

Independent Reviews

- One family requested an independent review of the governors' decision which was upheld.

Suspensions (fixed period exclusions)

Please note that a school-level table of data related to suspensions is provided as **Annex B** of this report. It is important to bear in mind that only one ‘normal’ full year of data is available across the three years, and therefore any comparisons / trends should be judged with this in mind.

Overall Numbers

- **Bradford has a declining number of suspensions over the three-year period**, from 6594 in 2018/19 to 4896 in 2019/20 (25.8% decrease), to 4875 in 2020/21 (0.4% decrease) (Table 6).
- **Bradford’s suspension rate has increased in 2020/21 by 0.09%** when expressed as a percentage of the school population. The published data for 2019/20 shows Bradford’s suspension rate is down 1.13% to 4.76% however this rate is **above the 2019/20 national average of 3.76%**, which decreased by 1.6% from 2018/19 (Table 6).
- Reviewing suspensions from the Autumn and Spring terms in 2020/21 compared to the previous year’s data of the same period shows a decrease in Autumn Term suspensions and a decrease in the Spring Term (Table 6 – 2020/21 Spring column highlighted in red to indicate when physical attendance restrictions in schools may have had an impact on suspensions and grey for 2019/20 Summer term which was when schools were closed to most pupils).
- **The number of average days lost per pupil has decreased** from 5 days to 4 days in 2020/21. This could be due in part to the 53% reduction in the number of suspensions over 6 days in one suspension period (Annex B)

	2018/19				2019/20				2020/21			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Days Lost	4617	5878	4293	14787	6633	4437		11070	5832	1811	2975	10168
No of Pupils	1282	1608	1219	2980	1695	1328		2442	1670	736	1028	2691
No of Incidents	2075	2618	1901	6594	2933	1963		4896	2538	957	1380	4875
<i>Average Days Lost per Pupil</i>				5				5				4
Bradford - % of Number on Roll				5.89				4.76				4.85
Yorkshire & Humber - % of Number on Roll (NOR)				7.81				5.41				
Statistical Neighbours - % of Number on Roll (NOR)				6.07				4.13				
England - % of Number on Roll (NOR)				5.36				3.76				

Table 6: Suspensions - year & term by aggregate loss; comparison to regional and national rates per school pop

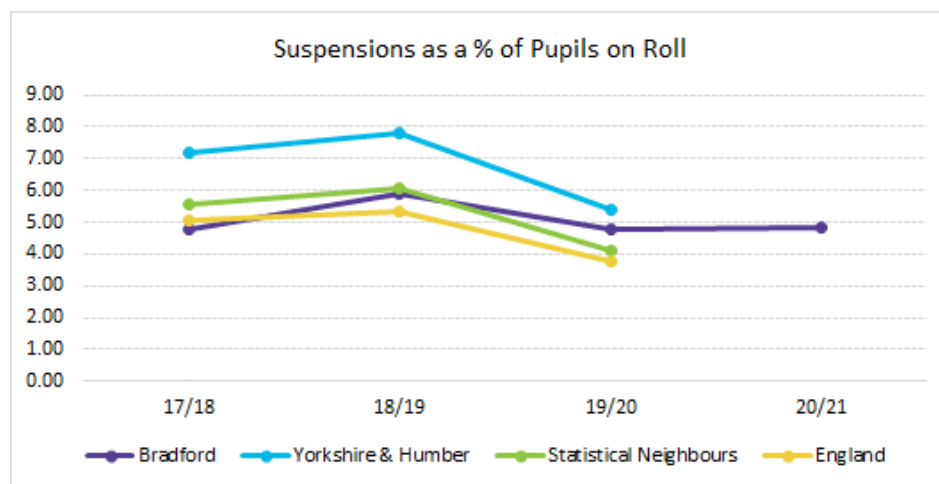


Chart 2: Suspensions as a % of Pupils on Roll – 2017/18 to 2020/21

Reasons for Suspension (Primary Reason: DfE Taxonomy)

- Overall, ‘**persistent disruptive behaviour**’ remains the most prevalent reason for a suspension, followed by ‘**verbal abuse/threatening behaviour against an adult**’.
- Reasons for suspension differs across the school groups with ‘physical assault against an adult’ most frequently seen in the Primary and PRU groups, and ‘persistent disruption’ given most frequently in the Secondary phase. ‘Physical assault against a pupil’ and ‘persistent disruption’ are the main reasons for suspension in All Through settings (Table 7).
- All school groups with the exception of All Through settings saw a decrease in the number of days lost to suspensions from 2019/20 to 2020/21 (Table 7). Again, this could be attributed to the impact of Covid-19 restrictions on physical attendance in schools.

		Primary				PRU				Secondary			All Through				
		18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total
Abuse relating to disability	DS				0				0			1	1				0
Abuse Vs sex orientation / GI	LG				0				0			56	56			1	1
Bullying	BU	11	6	4	21	2	2		4	79	41	112	232	20	1	9	30
Damage	DM	21	37	21	79	52	28		80	264	234	194	692	21	12	57	90
Drug and alcohol related	DA			4	4	13	3		16	438	349	350	1137	118	60	94	272
Inapp use of social media	MT			4	4			1	1			122	122			19	19
Other	OT	68	64		132	56	14		70	2090	1442		3532	281	216		497
Persistent disruption	DB	317	171	175	663	19	7	1	27	3135	2517	2016	7668	327	119	184	630
Phys assault against adult	PA	558	416	288	1262	207	68	14	289	380	411	293	1084	25	44	37	106
Phys assault against pupil	PP	268	192	258	718	36	26	7	69	1957	1366	2045	5368	204	168	303	675
Racist abuse	RA	12	13	23	48	18	35		53	154	180	207	541	4	17	27	48
Sexual misconduct	SM		2		2	3	8		11	63	35	100	198	4	2	7	13
Theft	TH	7			7	1	3		4	83	45	16	144	11	2	21	34
Use/Threat offen weapon/item	OW			14	14				0			385	385			37	37
VA/T behaviour against adult	VA	136	133	65	334	49	5	3	57	2639	2176	1542	6357	198	108	94	400
VA/T behaviour against pupil	VP	34	23	38	95	13	3		16	346	258	345	949	55	11	56	122
Wilful transgress pub health	PH			7	7				0			239	239			123	123
Total		1432	1057	901	3390	469	202	26	697	11628	9054	8023	28705	1268	760	1069	3097

Table 7: Days Lost to Suspensions by school phase and primary reason – 2018/19 to 2020/21

Suspension Cohort

- **Children with an EHCP (at the time of suspension) in 2020/21 lost approximately 5 days to suspension**, compared to children with SEN Support losing 4, and children with no identified SEN losing 3 days (Table 8).

		2018/19				2019/20				2020/21			
		Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E	Days Lost	323	350	252	925	433	248		681	481	172	306	959
	Incidents	147	162	124	433	213	125		338	223	96	138	457
	Pupils	74	80	72	226	111	76		146	126	62	93	192
SEN Support - K	Days Lost	1749	1936	1481	5166	2417	1765		4182	1809	610	1046	3465
	Incidents	820	910	696	2426	1081	730		1811	865	339	495	1699
	Pupils	445	500	403	1348	560	445		836	516	233	334	804
No SEN Support - N	Days Lost	2546	3592	2560	8698	3783	2425		6208	3092	1030	1624	5746
	Incidents	1108	1546	1081	3735	1639	1108		2747	1450	522	747	2719
	Pupils	783	1035	749	2567	1034	826		1455	1028	441	601	1695

Table 8: Suspensions by SEND Status – 2018/19 to 2020/21

- While **boys** are approximately four times as likely than girls to be permanently excluded, this drops to **three times more likely for a suspension** (averaged across three years). When



reviewed at primary and secondary level there is a much higher likelihood that boys will be suspended for a fixed period than girls within the primary school group when compared to secondary (Table 9).

	Female				Male				Overall	Male to Female Ratio
	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total		
R	3			3	25	11	5	41	44	14
1	6	10	1	17	45	18	35	98	115	6
2	1	6	1	8	50	32	29	111	119	14
3	12	5	14	31	172	61	44	277	308	9
4	10	16	9	35	128	117	67	312	347	9
5	10	17	17	44	116	137	79	332	376	8
6 (Key Stage 2)	25	19	19	63	187	132	151	470	533	7
7	146	68	151	365	729	439	491	1659	2024	5
8	392	221	288	901	864	674	675	2213	3114	2
9	472	324	360	1156	864	718	714	2296	3452	2
10	405	339	332	1076	962	651	768	2381	3457	2
11 (Key Stage 4)	243	265	152	660	727	615	473	1815	2475	3
Total	1725	1290	1344	4359	4869	3605	3531	12005	16364	3

Table 9: Instances of Suspensions by Year Group and Gender – 2018/19 to 2020/21

- The number of pupils with **over 15 days of suspension in a term reduced by 70%** in 2020/21 compared to the previous year (from 43 pupils to 13).
- Suspensions **have reduced year on year for vulnerable pupils known to children’s social care** across all three categories of vulnerability. The number of days lost to suspension has reduced from 5 days in 2019/20 to 4 days in 2020/21 (Table 10).










		18/19	19/20	20/21	Trend
Children in Care - CIC	Days Lost	517	405	332	
	Incidents	237	202	179	
	Pupils	81	76	70	
Children with a Child Protection Plan - CPP	Days Lost		424	336	
	Incidents		162	144	
	Pupils		71	77	
Children in Need - CiN	Days Lost		462	373	
	Incidents		217	177	
	Pupils		89	116	

Table 10: Suspensions by Vulnerability – 2018/19 to 2020/21

- In terms of ethnicity, pupils whose heritage is **Roma/Roma Gypsy, Mixed, and Black Caribbean** have higher rates of suspension as a proportion of their ethnicity groupings (Table 11).

Ethnic Group	Pupils with at least one Suspension			As a % of Ethnic Group on Roll		
	18/19	19/20	20/21	18/19	19/20	20/21
Any other White background			92			2.14
Irish			2			1.80
Traveller of Irish Heritage			1			2.94
Roma/Roma Gypsy			85			8.61
White Eastern European						
White British			1189			2.90
WHITE			1369			
Any other Mixed Background			54			2.61
White/Black African			13			2.89
White/Asian			121			4.85
White/Black Caribbean			52			4.13
MIXED			240			
Any Other Asian Background			31			2.56
Bangladeshi			41			1.28
Indian			15			0.78
Pakistani			854			2.35
ASIAN			941			
African			42			3.16
Caribbean			13			5.96
Any other Black background			8			4.10
BLACK			63			
CHINESE			1			1.09
OTHER			30			1.80
REFUSED / NOT OBTAINED			47			3.00
Total			2691			2.68

Table 11: Pupils with at least one Suspension by Ethnicity – 2020/21 only

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 a number of matters relating to the Dedicated Schools Grant.

Date (s) of any Previous Discussion at the Forum

The Schools Forum made its recommendations on the 2022/23 DSG on 12 January 2022.

Background / Context

See the details for consideration below.

Details of the Item for Consideration

Shorter updates on a number of DSG matters

The Executive proposed to Council, un-amended, the School Forum's recommendations on the allocation of the 2022/23 Schools Budget. These recommendations were ratified by full Council on 17 February. Detailed budget information was published for schools, academies and for early years providers, on 18 February. Initial place-element funding for high needs providers was also published on this day.

Members may wish to raise, for the Forum's attention, any significant feedback that they have received directly on the 2022/23 DSG recommendations and / or on the budget and funding information that has now been published.

The Education and Skills Funding Agency (ESFA) has formally confirmed, again un-amended, its approval of our Schools Block Pro-forma for 2022/23 (our primary and secondary mainstream funding formula and Growth Fund / Falling Rolls Fund criteria).

At the time of writing this report, we currently await publication of the outcomes of the DfE's national SEND, EHCP and Alternative Provision reviews. The DfE has previously stated that these outcomes will be published in the first quarter of 2022. We anticipate therefore, that consideration of the DfE's publication (and possible consultation) will be included on the agenda of the School Forum's meeting scheduled for the 18 May.

We currently await final confirmation of our 2022/23 High Needs Block allocation, taking account of changes in deductions for academy places. We have however, now received confirmation of the £3.85m supplementary funding.

A detailed forecast of the spending position of the High Needs Block, as part of our DSG Management Plan (re-presented on 12 January), will be provided for the Schools Forum in autumn, as usual. Also, as usual, the initial reconciliation of DSG balances held at 31 March 2022 will be presented to the Forum in July, following the 2021/22 year-end closedown, and then confirmed in September, following the DfE's final determination of Early Years Block funding for 2021/22.

Following the resolution that was made by the Schools Forum on 12 January, a working group of Forum members has been established to further consider the position of the surplus balance that is forecasted to be held within the High Needs Block at 31 March 2022. This group met for the first time on 2 March and, due to this timing, initial feedback will be presented to the Forum's meeting alongside this report.

Within the recommendations the Forum made for the 2022/23 financial year, the Falling Rolls Fund within the Schools Block is continued for the primary phase. A report on the application of this Fund for 2021/22 is presented to this meeting, under agenda item 6. Recognising the information that is required in order to finalise allocations, it is anticipated that any proposals for Falling Rolls funding for 2022/23 will be presented to the Forum in March 2023.

As usual, it is expected that new allocations from the established Schools Block Growth Fund will be presented to the Schools Forum in October (primary-phase) and in December (secondary-phase), subject to the timing of the release of the October 2022 census data.

Details of the Item for Consideration

DSG 2022-23 Summary

The table below was included in the report, which presented the DSG recommendations to Council, and is a useful simple summary of the 2022/23 Schools Budget.

Description	Early Years Block £m	Schools Block £m	High Needs Block £m	Central Schools Services Block £m	Total DSG £m
Estimated DSG available 2022/23	£40.548	£484.375	£105.048	£3.531	£633.502
Estimated DSG B'fwd from 2021/22	£4.001	£6.375	£21.739	£0.000	£32.115
Total Estimated DSG (Schools Budget) 2022/23	£44.549	£490.750	£126.787	£3.531	£665.617
Delegated to Schools / Providers	£40.116	£482.579	£96.900	£0.000	£619.596
Non-Delegated Items	£0.432	£1.796	£7.829	£3.531	£13.588
Allocation of One Off	£0.735	£0.747	£0.000	£0.000	£1.482
Total Funding Allocated	£41.282	£485.122	£104.729	£3.531	£634.665
Difference (C'Fwd)	£3.267	£5.628	£22.058	£0.000	£30.952

Outcomes of the Early Years Block Consultation 2022/23

On 12 January, the Schools Forum gave its full support to the Authority's proposals for the approach to the funding of the early years entitlements (the Early Years Single Funding Formula) for the 2022/23 financial year. The Authority completed, on 24 January, a wider consultation on these proposals. 4 formal responses to this consultation were received; 3 from Private Voluntary and Independent (PVI) providers and 1 from a maintained nursery school. The 4 responses generally supported the Authority's proposals (either strongly or 'on balance'), whilst making comments in some areas about the insufficiency of funding (funding rates in the context of salaries costs and Early Years Inclusion Funding) and making some suggestions, which, unfortunately, are either not financially possible (limited by the value of Early Years Block funding Bradford receives from the DfE) or are not permitted by the national Regulations.

Following the completion of the consultation, and with the School Forum's support, the Authority recommended to Council that the Early Years Single Funding Formula (EYSFF) that was set out in the Authority's consultation be used to calculate budget shares for all providers delivering entitlement provision for 2 and 3 & 4 year olds in 2022/23. This was agreed by Council on 17 February.

The Authority expects to reconvene the EYWG soon to begin to discuss wider early years entitlement funding matters, leading into 2023/24 arrangements.

Incorporating the Supplementary Funding into our High Needs Block Funding Models 2022/23

We reported on 12 January that the DfE has further increased our High Needs Block funding in 2022/23 via the allocation of £3.85m of supplementary funding. Whilst, for primary, secondary and nursery schools, this supplementary funding is being allocated directly to individual settings via a national grant, the High Needs Block funding is a single sum, which is available to the Authority to use flexibly, including to:

- Increase the values of top-up funding allocated by our EHCP Banded Model and PRU Day Rate Funding Model, specifically to support providers with the additional cost of the 1.25% National Insurance Levy for Social Care / the NHS, from April 2022.
- Support the additional cost of placements in independent, non-maintained and out of authority provisions, where it is expected that placement charges will increase in response to the National Insurance Levy, from April 2022.
- Support the additional cost to post-16 providers of delivering the extra study hours (40 hours), included as part of the Government's COVID-19 education recovery plan, for post-16 students with high needs, across the 2022/23 academic year.

Whilst the proposed rates of funding for 2022/23, that we consulted on in the autumn term, did include some provision for the cost of the National Insurance Levy, it is appropriate that we demonstrate that we have

Details of the Item for Consideration

specifically and clearly allocated an appropriate proportion of this additional supplementary funding directly to high needs providers. To this end, and now agreed by Council on 17 February, we have further increased our rates of top-up funding for 2022/23, as the table below shows.

	2021/22 Actual Rate	Autumn Term Consultation Proposed Rate for 2022/23	FINAL Rate for 2022/23, including supplementary funding
Band 3 Low (3L)	£1,900	£2,137	£2,236
Band 3 Medium (3M)	£3,626	£3,915	£4,036
Band 3 High (3H)	£5,302	£5,641	£5,783
Band 4 Low (4L)	£8,435	£8,989	£9,218
Band 4 Medium (4M)	£12,235	£12,967	£13,270
Band 4 High (4H)	£16,148	£17,017	£17,377
Protected 7	£26,534	£27,961	£28,553
PRU Day Rate	£72.29 pd (£14,096 pa)	£76.17 pd (£14,853 pa)	£77.78 pd (£15,167 pa)

To further uplift the top-up rates, we have applied existing guiding principles, as we set out in the autumn term consultation document. Although the actual cost of the Levy per staff member will be closer to (or lower than) 1%, when the National Insurance threshold is applied, to keep things simple, we have increased the cost assumptions that form the basis of the models by a further 1.25%. So, including the supplementary funding:

- Band 3 EHCP top-up rates, when the £6,000 school's contribution is added, are increasing by 4.25% in 2022/23 (compared with the 3.00% that was proposed in the autumn term consultation).
- Band 4 EHCP top-up rates, when the place-element figure of £10,000 is added, are increasing by a minimum 4.25% in 2022/23 (compared with the minimum 3.00% that was proposed in the autumn term consultation).
- The PRU Day rate, when the place-element figure of £10,000 is added, is increasing by 4.45% in 2022/23 (compared with the 3.14% that was proposed in the autumn term consultation).

Uncertainty, Review and Response to Future System Change and Tighter Financial Settlements

We are again in a period of significant uncertainty. Document OH discusses some of the main uncertainties as these affect school and academy budget planning across 2022-2025.

More immediately for the Schools Forum and for the Authority, in our DSG management, is the lack of informed insight we currently have into the shape and value of our DSG and of the National Funding Formula at April 2023. We normally begin to receive detailed information from Government on the following's years DSG arrangements in June / July, which enables us to formulate plans for consultation, which we can then discuss with schools, academies and providers early in the autumn term. We currently are not clear about the Government's timetable for announcements associated with the 2023/24 DSG. However, it is reasonable to assume that the normal timetable will be followed.

As stated in the section above, we currently await publication of the outcomes of the DfE's national SEND, EHCP and Alternative Provision reviews. We anticipate that these reviews will bring changes to funding systems, beginning April 2023. We are likely to need to respond to these changes within our 2023/24 DSG and formula funding decision making cycle.

We anticipate that the DfE will soon either make a confirmed announcement, or will initiate a further round of consultation, on the movement to the 'hard' National Funding Formula (NFF) within the Schools Block, from April 2023. Again, we anticipate that we will likely need to respond to these changes within our 2023/24 DSG and formula funding decision making cycle. This may deliver changes in the NFF, and in other grants (such as the Pupil Premium Grant), within the next 3-year budget period, that may impact both on the Authority's and the School Forum's responsibilities as well as on the levels of funding received by the District and by individual schools and academies. Changes are likely also have implications for centrally managed functions and budgets, as well as for other specific activities, such as de-delegation, Growth Funding and the funding of PFI (BSF).

We currently do not have any information on which to assess the position of the protection of maintained nursery school funding after 2022/23. The DfE has recently qualified the additional statements that were made shortly after the October 2021 Spending Review, which indicated significant increases in early years funding in 2023/24 and 2024/25. We currently therefore, are generally quite uncertain about rates of Early Years Block funding after 2022/23.

Details of the Item for Consideration

The Spending Review 2021 gave an indication of the potential cash budget growth nationally in formula funding for schools and academies from April 2023. From this information, and on advice received from the DfE recently, we anticipate that increases in funding in 2023/24 and in 2024/25 may not be at the levels that have been seen over the last 3 years. This is potentially across the board – mainstream primary and secondary formula funding, early years entitlement funding, high needs funding and post-16 funding. In a recent email, the DfE has specifically advised local authorities that, for their High Needs Block planning, authorities should plan on the basis of receiving a 5% increase in funding per pupil in 2023/24 and 3% per pupil thereafter. Compare these increases with those we have received the last 3 years: 17% (2020/21); 14% (2021/22) and 13% (2022/23).

High Needs Block – Surplus Balance Working Group, Places Creation and Capital Funding

Following the resolution that was made by the Schools Forum on 12 January, a working group of Forum members has been established to further consider the position of the surplus balance that is forecasted to be held within the High Needs Block at 31 March 2022.

This group met for the first time on 2 March and, due to this timing, initial feedback will be presented to the Forum's meeting alongside this report.

This feedback will include the Authority's initial response to the Forum's request, that was recorded from the 8 December meeting, for a plan for how the projected 200-240 additional specialist places will be created across the 2022/23 and 2023/24 academic years. As we discussed on 8 December, and again on 12 January, sufficient capital funding is critical to the creation of these specialist places. At the time of writing this report, the DfE has not yet announced the distribution of the £2.6bn national SEND capital funding that was included in the Spending Review 2021 (October 2021). The DfE also has not yet published details relating to further special school free school application opportunities. These announcements are expected 'early spring' (and they may well be 'linked' to the announcement of the outcomes of the national reviews, which are expected by the end of March).

Schools Block – School Improvement Monitoring and Brokering Grant (SIMB)

Within the 2022/23 DSG recommendations, maintained schools members, representing both the primary and secondary phases, agreed to retain, via de-delegation, funds to replace the monies that the Authority has previously received via the DfE's School Improvement Monitoring and Brokering Grant (SIMB). De-delegation for this purpose equates to a new £4.29 per pupil contribution.

This new de-delegated fund comes directly from the DfE's decision to reduce the value of SIMB grant for local authorities by 50% for the period April 2022 to March 2023. Within the consultation that introduced this change, the DfE stated that local authorities will have the power in the Regulations (and will be expected) from April 2022 to fund all improvement activities, including the core improvement activities previously funded by the SIMB grant, via de-delegation of funds from maintained school budget shares.

In asking the Forum to take a decision on this, the Authority presented some information in December and in January, which outlined how the SIMB grant is used. The Authority explained that a large proportion of this funding enables school-led improvement support, where the SIMB grant reimburses Bradford-located schools and academies that provide agreed peer-to-peer support to maintained schools. The funding also provides funds for critical support for school governance. The Authority emphasised that the complete removal of the SIMB grant at April 2023 will be a larger issue that we will need to consider with the Schools Forum for the 2023/24 DSG budget cycle. The £4.29 per pupil contribution only replaces 50% of the existing SIMB grant funds.

The minutes of the 12 January meeting record that the Forum asked for some further information to be provided on the allocation of these monies, as well as on their impact. The further information that is given here is a first step in response to this, and will be built upon during the year as the 2021/22 academic year SIMB programme is delivered. For example, the Authority expects to provide further information and assessment of actual use and impact in the autumn term, in time for the critical review of funds to be available from April 2023 when the DfE's SIMB grant ceases.

The Authority's published Schools Causing Concern (intervention) guidance is at the base of the Authority's approach here. Further information on this is published on Bradford Schools Online and Forum members are recommended to review this:

<https://bs0.bradford.gov.uk/Schools/CMSPage.aspx?mid=3527>

Details of the Item for Consideration

In terms of allocation, the Authority's 2021/22 academic year SIMB programme estimates the following:

1. Induction of new headteachers – 5 days support for each new headteacher of a maintained school, from an experienced and successful headteacher partner. Estimated at 6 schools at £2,500 per school. Total of £15,000 per year.
2. Support for interim or acting headteachers – 5 days support for each interim or acting headteacher of a maintained school from an experienced and successful headteacher partner. Estimated at 3 schools at £2,500 per school. Total of £7,500 per year.
3. Support to bring about rapid improvements in maintained schools causing concern. The model for each school will be bespoke, but typically will include leadership support, teaching support and mentoring and support for governance, delivered by a partner school, and additional monitoring by an Authority advisor and support from other consultants (such as early years), with monitoring through school review days. Allocation is decided against a costed improvement plan, which is submitted to Authority's Schools Causing Concern Group and which is then monitored through the Authority's Scrutiny Group meetings that take place with the school's headteacher and chair of governors. Estimated at 10 schools at c. £15,000 per school. Total of £150,000 per year. This is the largest single area of use of funding.
4. Additional support:
 - a. Delivered by Leaders of Governance, to support schools where governance requires support, challenge and modelling of good practice. Estimated at up to 1 year's support (for 8 meetings) for 10 schools at £2,400 per school. Total of £24,000 per year.
 - b. Additional advice to governing bodies in difficulty. Estimated at £1,000 per school for 10 schools. Total of £10,000 per year.
 - c. Core governance support (proportion of governance officer salary to support the delivery of the School Improvement Support programme). Estimated at £25,000. Total of £25,000 per year.
 - d. Curriculum support for middle leaders in primary schools and for subject heads in secondary schools. Estimated at £25,000 for primary-phase and £25,000 for secondary-phase. Total of £50,000 per year.

To its fullest extent, this programme would cost c. £282,000. However, the programme is based on estimates of delivery. The SIMB Grant and de-delegated funds are estimated together to produce £240,000 for the period April 2022 to March 2023. This takes account of planned academy conversions during the year. Following academy conversions, especially in the secondary phase (where 3 out of 6 maintained secondary schools are expected to convert), we anticipate that the maximum cost of the SIMB programme will reduce in line with available resources for the 2022/23 academic year.

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

As set out in the report.

Recommendations

The Schools Forum is asked to consider and to note the information provided in the report.

List of Supporting Appendices / Papers (where applicable)

none

Contact Officer (name, telephone number and email address)

Andrew Redding, Business Advisor (Schools)
01274 432678
andrew.redding@bradford.gov.uk

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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 Members with an update on matters concerning school and academy budgets. This includes an update on the position of the conversion of maintained schools to academy status and on the general forecasted position of school and academy budgets over the 2022-2025 3-year period.

Date (s) of any Previous Discussion at the Forum

The Schools Forum received a similar report this time last year on 10 March 2021.

Background / Context

The Authority's financial year runs from 1 April to 31 March. At the end of each financial year, maintained schools are required to 'closedown' their accounts and to finalise the values of balances held at this point. This information is forwarded to the DfE and is publicly published.

The Authority's Deficit Budget Protocol is in place to manage maintained schools that hold (or forecast to hold) deficit revenue balances. Maintained schools are permitted to carry forward surplus revenue balances. Currently, schools with revenue balances in excess of 4% (Secondary), or the greater of £60,000 or 6% (other schools), of funding must comply with the Authority's Surplus Balances Protocol, which requires schools to assign values of excess balances to spending on permitted schemes.

Academies and Free Schools are responsible to the Education and Skills Funding Agency (the ESFA) for their financial reporting, on an academic year basis. The Local Authority does not have a direct view of academy financial positions. The ESFA sets monitoring and reporting requirements and has oversight of academy balances. A key 'intervention tool' used by the ESFA is the issuance of a 'Financial Notice to Improve'. These Notices are posted on the ESFA's website for public record and scrutiny.

Deficit budgets, on the closure of a maintained school, revert back to the Local Authority and may be charged to the DSG if de-delegated arrangements operate to enable this. Surplus balances are credited to the DSG, but with regulations in place governing the treatment of balances where schools close and amalgamate. Any claw back of surplus balances from maintained schools, through the Intended Use of Balances process, increases the amount of funding available for the Schools Budget in the DSG.

On the conversion of a maintained school to academy status:

- A surplus is typically transferred to the academy trust (so there is no benefit to the Local Authority nor to the DSG), although there is provision for the Authority to retain surpluses held by sponsored academies.
- A deficit of a maintained school that is a 'converter' academy is also transferred to the academy trust (so there is no liability on the Local Authority nor on the DSG).
- A deficit of a maintained school that is a 'sponsored' academy reverts back to the Local Authority and may be charged to the DSG, if de-delegated arrangements operate to enable this. We have de-delegated arrangements in place for the primary phase.

Forum Members are reminded:

- An identified sum of £0.65m is held within the DSG Schools Block (within balances carried forward at 31 March 2022) to support the cost of the deficit of a secondary school converting to academy status.
- Within the recommendations that were made by the Schools Forum on 12 January 2022, and that were agreed by Council on 17 February, is the continuation of the de-delegated fund for deficit provision for sponsored conversions in the primary phase. No new budget value has been retained in 2022/23 (but a balance is carried forward). A de-delegated fund for this purpose is not held in the secondary phase.
- Of the information that has previously been presented on how the Local Authority supports and challenges schools on their budget positions. The Authority also publishes a detailed guidance document for schools, which sets out expectations in preparation for financial close on academy conversion.
- That the deadline for the submission of governor approved budgets for 2022-2025 from maintained schools is 15 May 2022. It is these submissions that give the Authority a clearer view of the positions of school budgets going forward. A report on budget positions and balances held by maintained schools at the end of the 2021/22 financial year will be presented to the Schools Forum on 18 May.

Background / Context

- That the timing of a conversion is an important factor in the potential for liability related to deficit budgets of sponsored academies. For example, a school that has an in year deficit budget in 2022/23, and converts on 1 September 2022, may respond to this in year, but savings from curriculum restructure may only be implemented at the start of the new academic year. So, although the school's budget will balance in the full year, it is the academy's budget post 1 September that will benefit from these savings. The maintained school's budget may fall into cumulative deficit if the value of the school's balance held at the end of 2021/22 is not sufficient to meet the value of overspending in the first half of the year.
- That an update on the position of academy conversions is a standing item on Schools Forum agendas.
- That the Forum, in 2016, did established "a formal 'Panel' of Forum Members with the remit to discuss in detail the financial implications of academy conversions and any requests for financial support from the DSG that may be made. Following an initial 'scoping' meeting, the Panel recommended criteria that should be used in the consideration of requests that may be made to the Schools Forum for financial support related to academy conversion. The Forum agreed these criteria on 20 July 2016.
- Of the general warnings previously given, that the opportunity for liabilities to arise relating to deficit balances are greater when there are larger numbers of academy conversions.
- That it was reported to the Schools Forum on 22 May 2019 (Document KJ) that 3 sponsored primary schools were determined to hold deficit balances totalling £252,432, with this value charged to the de-delegated fund in 2019/20. This is the first and only time a charge has been made against the DSG's primary-phase de-delegated funds relating to deficits from academy conversion.

Details of the Item for Consideration

Summary Position - Academy Conversions

- At 1 March 2022, we have 84 maintained schools and 124 academies.
- There has been 1 conversion, of a maintained primary school, to academy status between April 2021 and March 2022. The Local Authority has completed the necessary financial close, which resulted in a surplus balance being transferred across to the academy trust.
- We have immediate sight of 8 maintained schools that are planning to convert to academy status during 2022/23. The position of conversions is moving regularly, and there likely will be further conversions in the next financial year.
- Of the 8 maintained schools currently identified, 6 are 'converter' academies. None of the 6 are showing immediate signs of financial challenge (in terms of holding small or deficit balances), based on latest monitoring information. However, as these are converter academies, the Authority would be reimbursed for any deficits that might be held on financial close (with these deficits then transferring to the academy trusts to be repaid to the ESFA). 2 of the 8 are 'sponsored' academies, one primary and one secondary. The primary maintained school is not showing immediate signs of financial challenge, and will be closely monitored. The maintained secondary school is currently in deficit and the existing agreed £650,000 DSG provision will be used to support this. As previously assured, the DSG will not be asked to support the cost of the school's deficit beyond this.
- In terms of the financial positions of currently maintained schools, more generally, 2 schools held deficit revenue balances at the end of 2020/21. Based on quarter 3 budget monitoring information, we currently forecast that up to 5 schools may be in revenue deficit at 31 March 2022. The Schools Forum will receive a full report on 18 May on 2021/22 final year-end balances, deficits and surpluses, held by maintained schools.

School and Academy Budgets 2022-2025 – 'On the Horizon'

It is helpful to highlight some key matters and developments that are 'on the horizon' and that are likely to have budget implications for maintained schools and academies over the 2022-2025 period. Whilst a number of points listed below are uncertain, it will be helpful for schools and academies to consider these matters, as this will 'set the tone' for budgeting and forecasting at this time, and will help schools and academies in their financial risk management. Schools and academies continue to need to take prudent budget decisions, understanding that there is uncertainty for the near-future.

- The DfE has announced the introduction of a new grant for the 2022/23 financial year for primary and secondary mainstream schools and academies, known as the '[Supplementary Grant](#)'. This is additional funding that is being allocated by the DfE to support the cost of the 1.25% National Insurance Social Care / NHS Levy and wider priorities and pressures, including continuing to support COVID-19 pandemic recovery. School and academy budgets will be required to absorb the cost of the new National Insurance Levy, from April 2022. The Grant to support this is not ring-fenced and can be spent in support of their own priorities. Supplementary Grant monies will continue after 2022/23 and schools and academies should

Details of the Item for Consideration

budget for this funding on an on-going basis. From April 2023 however, the DfE has indicated that the Grant will cease as a separate funding stream and instead will be merged into core formula funding, allocated through the National Funding Formula. Schools will recall that this is what happened in 2021/22 to the Teacher Pay and Pensions Grants, for reception to year 11 pupils.

- The Government has recently re-affirmed its intention to implement a 'hard' National Funding Formula (NFF) for mainstream primary and secondary maintained schools and academies. 'Hard' NFF will mean that Bradford Council will no longer decide locally how the primary and secondary mainstream funding formula operates. Further cautious transition to this is expected in 2023/24 and in 2024/25, and this may have implications for how much funding individual primary and secondary schools and academies receive in these years. More than ever, it is important that schools and academies understand how they are funded by the current formula at 'factor level', so that they can understand the changes and the risks to their budgets. Schools and academies are advised to discuss in their Governing Boards a comparison at factor level (FSM, IDACI, EAL, Low Prior Attainment etc) of 2022/23 formula funding vs. 2021/22. Within this comparison, it is important for schools and academies to identify specifically whether they are currently funded via either of the two protection mechanisms - the Minimum Funding Guarantee (MFG) and the Minimum Level of Funding (MFL). This is especially important in 2022/23, as these protection mechanisms are only increasing by 2% per pupil, whereas the headline for the wider financial settlement is 3%.
- The DfE has confirmed the continuation of protected funding for maintained nursery schools for the full 2022/23 financial year. Unfortunately however, the DfE has not yet announced the continuation or otherwise of the protection after this. In practical terms, this does continue to impede provision and financial planning in maintained nursery schools.
- Pupil numbers in Bradford are reducing (numbers are currently increasing in secondary but are then expected to reduce). This is a result of recent demographic trends, which have now begun to more widely affect primary schools / academies and nurseries. It is important that all schools and academies understand their medium term forecast of pupil numbers (reception and year 7 intake as well as nursery and post-16 numbers) and that they bring this information into their budget planning. Within this, it continues to be important for primary schools / academies with early years entitlement provision to monitor their early years provision as a 'mini budget', so that they understand the extent to which the school's / academy's nursery provision is either subsidising, or is being subsidised by, the school's / academy's larger budget. The same principle is also true for secondary schools / academies with post-16 provision.
- The Spending Review 2021 (published in October 2021) gave an indication of the potential cash budget growth nationally in formula funding for schools and academies from April 2023. From this information, and on advice received from the DfE recently, we anticipate that increases in funding in 2023/24 and in 2024/25 may not be at the levels that have been seen over the last 3 years. This is potentially across the board – mainstream primary and secondary formula funding, early years entitlement funding, high needs funding and post-16 funding. Whilst this position is currently uncertain, the impact of possible tighter funding settlements e.g. 1-2% rather than 2-3% increases in funding per pupil, must be assessed by schools and academies in the context of the likely continuing increases in costs, especially in salaries costs. It is important that schools and academies continue to model different budget scenarios going forward, modelling different assumptions for year on year funding and salaries costs increases.
- Towards the end of the summer term 2022, the DfE is likely to make what may be quite financially significant decisions about teacher pay, affecting the next 2 years. This includes the overall scale of the pay awards at September 2022 and September 2023, but also the likelihood that these upcoming awards, in continuing to establish a minimum £30,000 salary for a qualified teacher, will have a differentiated impact on teacher scales and allowances. Individual schools and academies will be affected differently, depending on the profile of their teachers across the pay scales. We advise schools and academies that the impact of this pay change should be brought into budget forecasts now for the next 3-year period, albeit this will be estimated and will need to be reviewed as the position becomes clearer, in summer 2022.
- All schools and academies are increasingly expected to bring [Integrated Curriculum Financial Planning \(ICFP\)](#) into their budget setting processes. In the context of changes in teacher pay, as well as changes in pupil numbers from recent demographic trends, ICFP is very relevant to schools and academies in Bradford. For schools and academies that have not previously used ICFP, this will alter how they construct and assess their budgets, especially their salaries costs, and their deployment of staff.
- The announcement of the outcomes of the DfE's national reviews on Special Educational Needs & Disabilities (SEND), Education Health and Care Plans (EHCPs) and Alternative Provision systems is due by the end of March 2022. These reviews have the potential to significantly alter systems and the financial responsibilities that are placed on schools and academies, from April 2023. These reviews may have implications for areas such as the £10,000 place element value for specialist settings, the £6,000 SEND threshold, notional SEND, EHCP top-up funding and the use of banded models, the continuation of the SEND Funding Floor, and responsibilities for alternative provision. In constructing their 2022/23 budgets,

Details of the Item for Consideration

schools and academies should ensure that they have good understanding of the following:

- The school's / academy's notional SEND budget figure and how this is calculated (mainstream schools and academies).
 - How much of the notional SEND budget the school / academy is currently spending and where this is being spent (mainstream schools and academies).
 - Whether the school / academy receives additional 'SEND Funding Floor' monies (mainstream schools and academies).
 - How much funding per occupied high needs place the school / academy currently receives (special schools and academies, PRUs and mainstream schools and academies with resourced provisions).
 - How much funding the school / academy receives for each Education Health and Care Plan, allocated via the Authority's EHCP Banded Model (all schools and academies).
 - How much the school / academy spends on behaviour support and alternative provision (mainstream schools and academies).
 - How many children the school / academy has excluded, either on a permanent or fixed term basis over the last 12-18 months (mainstream schools and academies).
- The DfE is expected to publish shortly some updated (possibly revised) guidance regarding leasing in schools, which will become live from 1 April 2022. This guidance may result in changes to the Scheme for Financing Schools (affecting maintained schools), which may alter how schools are permitted to enter into leases. This may potentially have budget, as well as operational management, implications.

2022-25 Estimated Financial & Budget Climate and Context

Looking across the 2022-2025 budget period, it is important that schools and academies continue to manage their budgets prudently, with an understanding of the uncertainties, risks and opportunities.

Per pupil funding for schools and academies, across all sectors (mainstream, high needs and early years), has increased in 2020/21 and in 2021/22, and will increase again in 2022/23.

To highlight immediate 'positives' in 2022/23:

- The National Funding Formula (which the Authority is mirroring) provides for an overall headline increase of 3% in core formula funding values per pupil for primary and secondary schools and academies. This is the same headline increase as provided in 2021/22.
- Mainstream primary and secondary maintained schools and academies, that are now funded on the DfE's mandatory minimums (MFLs), have seen significant recent growth in their funding levels. Whilst the increases in the MFL values in 2022/23 are more modest (only 2% on 2021/22), this recent significant growth has now been consolidated.
- The vast majority of secondary schools / academies, and more than half of primary schools / academies, are funded in 2022/23 above the level of the Minimum Funding Guarantee.
- Following the collection of updated pupil circumstances data at October 2021, funding for individual schools and academies has now responded to increases in Free Schools Meals numbers, meaning that more funding is allocated in 2022/23 in support of this pupil-led need.
- It is expected that Pupil Premium Grant (PPG) allocations will increase as a result of this FSM increase. PPG rates in 2022/23 have also been uplifted by the DfE, in response to inflation and expected pay award.
- Mainstream nursery, primary and secondary maintained schools and academies will receive a new non-ring-fenced additional Supplementary Grant in 2022/23, which will directly support the cost of the new 1.25% National Insurance Levy and will provide additional resources for other priorities and pressures, including the absorption of pay awards and COVID-19 pandemic recovery. For special schools / academies and PRUs / AP Academies, the Supplementary Grant is allocated via additional uplift of our EHCP Banded Model and our PRU Day Rate Model top-up funding values. This new funding will be allocated, in addition to the Recovery Premium and the School-Led Tutoring Grant, both of which continue for the 2022/23 and 2023/24 academic years. The Supplementary Grant is an on-going funding stream (it is not a one off grant allocated in 2022/23 only).
- Our Early Years Single Funding Formula (EYSFF) universal base rates for early years entitlement providers increase by more than 3% in 2022/23. We have retained spending on the Deprivation and SEND Supplement at 8% of the EYSFF.

Details of the Item for Consideration

- The base student rate for full time provision, that is to be funded by the national Post-16 formula in the 2022/23 academic year, is increasing by more than 8%. This increase is complicated however, and has 3 parts (with an additional expenditure commitment relating to extra study hours and with not all of it representing new funding).
- Through our Banded Model, we continue to substantially increase the value of top-up funding that is allocated to schools and academies in support of Education Health and Care Plans (EHCPs). We continue in 2022/23 to apply our strengthened SEND Funding Floor arrangement, which supports mainstream primary and secondary maintained schools and academies to meet their responsibilities for the first £6,000 of the cost of the additional needs of all pupils. Although place-element funding for high needs provision (for special schools / academies, PRUs / AP Academies and resourced provisions) for 2022/23 has remained cash flat, at £10,000 and £6,000, the Authority has taken this into account in setting the rates of top-up funding to be allocated by the EHCP Banded Model and by the PRU Day Rate.
- The pay pause for teachers at September 2021 has positively benefited maintained school and academy budgets and this benefit will continue within the salaries costs that transfer into 2022/23.

To highlight possible 'challenges' in 2022/23:

- It is unclear, at the time of writing this report, whether the PE & Sports Premium will continue from September 2022. Schools and academies should look out for announcements on this and, in the meantime, should be cautious about entering into any new commitments that are funded by this Premium. Whilst not yet confirmed, we do anticipate the continuation of the Universal Infant FSM Grant for the 2022/23 academic year. We also do anticipate the continuation of the early years element of the former Teacher Pay and Pension Grants. However, there is still some risk as these have still to be confirmed.
- The COVID-19 pandemic is likely to have some continuing impact on school and academy budgets. This is due to additional and different expenditure that will be incurred e.g. staffing absence cover, social distancing measures, as well as possible continued losses against 'normal' levels of private income. Schools and academies will continue to need to take focused decisions on how they use the totality of their resources, including the additional recovery grant monies, to support their pupils. This will likely include refreshing budget allocations again for 2022/23, in line with a re-focused School Development Plan, as well as continuing to manage financial implications related to additional and uncertain expenditure and reduced and uncertain funding and income.
- Although the headline funding increase is 3% per pupil in 2022/23, primary and secondary schools and academies will not uniformly receive 3%. Increases will depend on changes in pupil circumstances data, but also significantly on the school's relationships to both the Minimum Funding Guarantee (MFG) and to the Government's mandatory minimum per pupil funding levels (MFL), which are only increasing by 2%. Schools and academies that are on either the MFG or the MFL in 2022/23 will potentially feel greater financial pressure because of this, especially in meeting increasing salaries costs.
- Increases in the cash values of formula funding and other grant allocations for individual maintained schools and academies will be affected by changes in the numbers of pupils recorded on roll. Demographic trends are currently reducing the numbers of early years children and primary phase pupils across the District. Despite increases in per pupil funding values, the cash funding that some schools and academies will receive will reduce in 2022/23, which will require spending adjustments at the same time as increased costs are absorbed.
- School and academy budgets will be required to absorb the impact of pay award, incorporating the teacher pay award, the support staff (NJC) pay award, the increase in the National Living Wage and employer contributions to national insurance and pension costs. As such, it is expected that the funding increases in 2022/23 will be predominantly used by schools and academies to meet the increased costs of current activities, rather than permitting schools and academies to allocate substantial new sums to brand new activities. Individual schools and academies must continue to assess the sufficiency of their increases in formula funding in 2022/23 against their increases in costs, especially in salaries costs.
- Regarding teacher pay, it is expected that the DfE will agree in the summer term a pay award at September 2022. The DfE has asked the STRB to provide its recommendations, to include the transition towards establishing a minimum £30,000 salary for a qualified teacher. We estimate, for planning purposes, that the pay award for teachers at September 2022 could be concluded on the basis that an approximate overall 3% increase in the national teacher pay bill will be affordable. An award at this level will have a varying impact, and may create financial pressure in schools and academies that are not receiving c. 3% increases in funding per pupil. In this context, we again highlight that the Minimum Funding Guarantee, and the DfE's mandatory minimum funding levels (MFLs), provide only 2% increases in per pupil funding. It is also possible that the presence of the additional Supplementary Grant funding will permit the teacher pay award at September 2022 to be agreed at a level higher than would otherwise.

Details of the Item for Consideration

This is by no means certain, and we do not wish simply to speculate on the pay award at this time. The purpose of the warning here is to highlight to schools and academies that a proportion of their Supplementary Grant may be needed to support, in addition to the new National Insurance Levy, an increase in teacher salaries costs at September 2022 that may be greater than the school's / academy's current budget scenario predicts. Schools and academies should be cautious at this time therefore, about committing their supplementary funding to new activity.

- Regarding support staff pay (NJC), at the time of writing this guidance, both the April 2021 and April 2022 pay awards are still to be determined. This obviously creates an additional element of uncertainty in budgeting for 2022/23.
- As well as pay award as the new National Insurance Levy, schools and academies will need to absorb the impact of inflation on the prices of goods and services, including (and especially) on energy costs. Inflation is expected to be higher in 2022/23 than levels that have been absorbed by delegated budgets in recent years. It is anticipated that energy costs will be a particular source of pressure. This comes in addition to higher levels of non-staffing spending that have been caused by the COVID-19 pandemic. Schools and academies should review very closely their non-staffing budgets, to ensure that these are appropriate and realistic.
- Looking across the 2022-2025 period, in their management of their delegated funds, schools and academies continue to need to take prudent decisions, understanding that there is uncertainty for the near-future. This includes uncertainty regarding funding formulae and levels of increases in per pupil funding from April 2023, pay awards in 2022/23 onwards, and the financial implications of the major national SEND and Alternative Provision reviews.

One of the more critical immediate elements is the confirmed teacher pay award at September 2022 and September 2023. Any changes in the DfE's policy position, in the overall total value of the national pay award, or in the timing or weighting of the movement to a minimum £30,000 salary, will have an impact. Changes will directly affect salaries expenditure, but may also likely affect formula funding increases from April 2023. Schools and academies may be unlikely to receive significant funding increases in future years if teacher salaries do not increase (by as much as currently estimated). Schools and academies should be careful therefore, not to lower estimates of salaries increases without also considering adjustments to reduce formula funding increases at the same time.

As there clearly are structural pay changes on the horizon, schools and academies must keep a very close eye on their staffing budget calculations. Within their use of Integrated Curriculum Planning, schools and academies should take the time now to assess the implications of different scenarios, for example, to identify how much an additional x% in pay award would cost, and should begin to explore options for managing variations, where the assumptions made about funding and salaries costs in 2023/24 and beyond may need to be revised. For example, how would you manage the scenario where your cost of teachers increases at September 2022 or at September 2023 by 1% or 2% more than you have originally planned for? What would be your response if your core formula funding settlement in 2023/24 or in 2024/25 is 1% or 2% lower than you expected?

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

This is a report for information.

Recommendations

The Schools Forum is asked to consider and to note the information provided in the report.

List of Supporting Appendices / Papers (where applicable)

None

Contact Officer (name, telephone number and email address)

Andrew Redding, Business Advisor (Schools)
01274 432678
andrew.redding@bradford.gov.uk

Schools Forum Document

Sufficiency of SEND Places – Update March 2022

(TABLED AT THE MEETING)

Introduction

1. Bradford Metropolitan District Council (the 'Local Authority' or the 'Authority') has a statutory duty under The Education Act 1996 Section 14(1) to ensure a sufficient number of school places for all children and young people who are resident within the Bradford District. The Authority has specific duties to ensure that there is sufficient specialist provision available for children and young people with Education, Health and Care Plans (EHCPs), where their EHCPs determine that their needs should be met in specialist provision.

2. The annual statement was presented to the Schools Forum on 8th December 2021 which set out the analysis and processes that enable the Local Authority to plan and ensure the sufficiency of specialist places over the next three years. The 2021 statement highlighted the projected scale of growth in the number of specialist places required to meet the projected increase in demand. The 'Strategic Plan 2021 – Sufficiency of Specialist Places for Children and Young People in Bradford' is available to view at www.bradford.gov.uk and provides a detailed review of our current position.

3. This report addresses the following points:
 - 3.1.1 The pressure points and gaps in the currently established specialist places across the District.
 - 3.1.2 Outlines our plan to establish between 200 and 240 additional specialist places within academic years 2022/2023 and 2023/2024.
 - 3.1.3 Summarises the many obstacles that we are currently facing as a Service in the delivery of additional specialist places.
 - 3.1.4 Budget – spend to date and constraints

Background

4. Bradford District continues to experience a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision. It is projected that demand will continue to grow across all sectors.
5. The percentage increase between 2017 and 2021 in the number of children and young people in the Bradford District with an Education, Health and Care Plan was 49.8%. This exceeds the increase across England of 33.2% and the increase in Yorkshire and Humber of 36.5% as illustrated in Appendix 1.
6. Despite the decrease that we have seen in the birth rate both within the Bradford district and nationally, the number of children and young people with an EHCP and undergoing assessment continues to rise.
7. In Bradford the current number of children and young people between 0-25 years with an Education, Health and Care Plan (EHCP) is 4932. This is the number as of 2nd March 2022 taken from our live internal database. (*SEN Dashboard*) A breakdown of this cohort is provided in Appendix 2.
8. The three most prevalent primary needs recorded for children and young people with an EHCP in the Bradford district are:
 - Communication and Interaction Inc. Autistic Spectrum Disorder (ASD)
 - Social, Emotional and Mental Health (SEMH)
 - Speech, Language and Communication needs (SLCN)
9. During the academic year 2020 to 2021, the Local Authority created a further 145 specialist places across the District despite the constraints caused by the pandemic. Please see Appendix 3 for full details of the additional places created.
10. Since 2017 the Local Authority has created 859 specialist places across the District.

Pressure Points and Gaps in Provision

11. The table below details the areas in which additional specialist places are required across the District (as identified in the 'Strategic Plan 2021 – Sufficiency of Specialist Places for Children and Young People in Bradford')

Type of Provision Additional Places Required	Phase of Education	Primary Need
Resourced Provision	Primary	Social, Emotional and Mental Health (SEMH)
Resourced Provision	Primary	Communication and Interaction needs including ASD
Resourced Provision	Secondary	Communication and Interaction needs including ASD
Resourced Provision	Secondary	Social, Emotional and Mental Health (SEMH)
Special School	Primary	Communication and Interaction needs including ASD
Special School	Primary	Severe Learning Difficulties (SLD)
Special School	Primary	Social, Emotional and Mental Health
Special School	Secondary	Communication and Interaction needs including ASD
Special School	Secondary	Severe Learning Difficulties (SLD)
Special School	Secondary	Social, Emotional and Mental Health (SEMH)

12. The data also evidences that there has been a significant rise in children and young people with an EHCP for SLCN. However, census data shows that children and young people across the district with an EHCP for SLCN are accessing mainstream provision and their specialist needs are being met in these settings. This is confirmed by the lack of demand that we see for specialist places for SLCN. However, it is recognised that the data for this need requires close and continual monitoring.

Plans to Address the Gaps in Provision

13. As already mentioned, in order to address the pressure points/gaps in the current provision of specialist places across the District it has been identified that a further 200 to 240 places are required within academic years 2022/2023 and 2023/2024.

14. The Intelligence and Sufficiency Service has engaged with many schools in order to move forward with establishing the required specialist places across all phases of education.

15. The table below details the projects that the I&S Service are currently working towards establishing:

Type of Provision	Phase of Education	Primary Need	Number of Places
Resourced Provision LA and School Led	Secondary	Communication and Interaction needs including ASD, Social, Emotional and Mental Health (SEMH) and Speech, Language and Communication (SLCN)	114
Resourced Provision LA and School Led	Primary	Social, Emotional and Mental Health (SEMH)	18
Special School	Secondary	ASD, SLD, PMLD and SEMH	98
EYESP*	Early Years	Early Years SEND	10
Total			240

*Early Years Enhanced Specialist Provision

16. The plan detailed above seeks to address the identified pressure points across the District, with the exception of:

- Primary specialist places within Special Schools.
- Primary specialist places within Resourced Provisions for children with Communication and Interaction needs including ASD.

17. Currently the Authority has not engaged with the Primary Special Schools to discuss the expansion of provision. Going forward this will be on our agenda but does largely depend on our financial situation.

18. Between September 2020 and September 2021 three Resourced Provisions were established for Primary Children with Communication and Interaction needs including ASD at the following Primary Schools:

- Fagley Primary School – 12 places
- Parkwood Primary School – 12 places
- Worth Valley Primary School – 8 places

19. These newly established Resourced Provisions have resulted in an additional 32 specialist places for Primary children with Communication and Interaction needs including ASD. As such, when preparing our future attention has been focused on the remaining gaps identified in provision. Places remain available within these newly established provisions and this will now be monitored to identify whether further Primary Specialist Places are required for children with Communication and Interaction needs including ASD.

Issues Facing the Development of Specialist Places

20. The identification of areas requiring additional specialist places taking into consideration the phase of education, type of provision and primary need, producing forecasts and engaging with schools is a relatively small part of the journey in establishing the required specialist provision. There are a significant amount of factors that impact on the delivery of additional specialist provision:

- Availability of capital
- No update on the announcement of a further free school wave
- Government delay in the delivery of the long awaited SEND Review
- Acquiring planning permission – a process which has set timescales and incorporates a statutory consultation period
- Private Finance Initiative (PFI) school sites (requiring funder approval)
- Increased construction costs due to Brexit/Covid
- Reduced construction workforce due to Brexit/Covid
- Current occupancy levels at established specialist provisions
- The engagement/agreement of schools
- No update has yet been received on Bradford's allocation of the 2.6 billion Spending Review

21. The additional places required can only be established subject to the availability of the required capital funding. A creative approach has been taken in order to ensure that we meet the needs of the children and young people across the District even when the capital funding has not been available, such as:

- The transfer of funds from Basic Needs to capital investment in order to establish the required specialist provisions.

- Using knowledge of the occupancy of mainstream schools to establish specialist provisions within schools with falling rolls. These schools have the availability of space and with a building already in situ the amount of capital funding required is significantly reduced e.g. split site provisions etc.
- Local Authority has repurposed existing Council buildings e.g. split site provisions.
- Local Authority working with schools to remodel existing/underutilised space.

22. When plans have been drafted for a proposed scheme a planning application is submitted (if required). Depending on the individual scheme a planning decision can take between 8 and 12 weeks. Works cannot progress on projects until planning permission is obtained.

23. Private Finance Initiative schools (PFI) bring with them further issues and delays. The Funder approval process sits outside of the control of the Local Authority and the establishment of additional provision within these schools takes significantly longer to deliver and are more expensive.

24. Due to the Covid pandemic and Brexit there has been a significant impact on the construction industry in the UK. This has resulted in a reduction in the available workforce across the construction industry, reduced availability of building materials and significantly inflated material costs. This has had a significantly detrimental impact on the timely delivery of scheduled projects for the establishing of additional specialist provision and has resulted in projects costing on average 45% more than the estimated costs. Thus impacting on the capital available for further additional specialist places.

Budget

25. The first tranche of spending commenced on SEND Programmes in May 2017. The funding received from various incomes is listed in the below tables:

Source of Capital	Amount in £
Basic Need	£4,000,000
S106*	£1,422,317
Basic Need	£2,500,000
S106*	£811,263
Basic Need	£2,000,000
Total	£10,733,580

*S106 money is unknown until its allocation and as such cannot be budgeted for in advance.

26. The Basic Need allocations were drawn down on the following dates:

- £1,000,000 – May 2017
- £500,000 – June 2017
- £2,500,000 – July 2017
- £2,500,000 – July 2019
- £2,000,000 – July 2021

Department of Education Grants	Amount in £
Special Provision Grant	£1,120,110
High Needs	£2,144,168
Total	£3,264,278

27. The table below shows the capital allocated to the establishment of additional specialist places and the spend to date:

Spent/Allocated Capital	Capital
Total amount of capital	£13,997,858
Amount spent on completed schemes/allocated to schemes	£14,691,021
Remaining Capital	- £693,163

28. Additional to the above capital £6,000,000 was allocated from Council's Reserves to SEND projects, to be drawn down in three amounts of £2,000,000 over three years. In April 2021 the first £2,000,000 was drawn down. Deducting the above deficit from this amounts leaves £1,306,837.

29. In order to add some context to the above capital and available budget, a recent estimation has been received by the I&S Service for a 12 place Resourced Provision of £668,000. This estimation does not relate to a PFI school site. In comparison a recent quotation has been received to deliver a similar scheme on a PFI site costing in excess of £1.2 million. When considering this figure against the Authority's plan (detailed on page 4) to ensure a sufficient number of specialist places across the District, there is a significant shortfall of capital.

Conclusion

30. The I&S service continually work with services to improve the accuracy of the data, in turn ensuring the robustness of the forecasting. This work goes on to support the plan that has been developed in order to ensure that we, as a Local Authority meet our statutory duty in ensuring the sufficiency of specialist places across the District. However, establishing the specialist places required is only achievable if there is an injection of capital investment to support the Strategic Plan. As highlighted at the Schools Forum on 8th December 2021, capital funding is critical to the creation of additional specialist places.

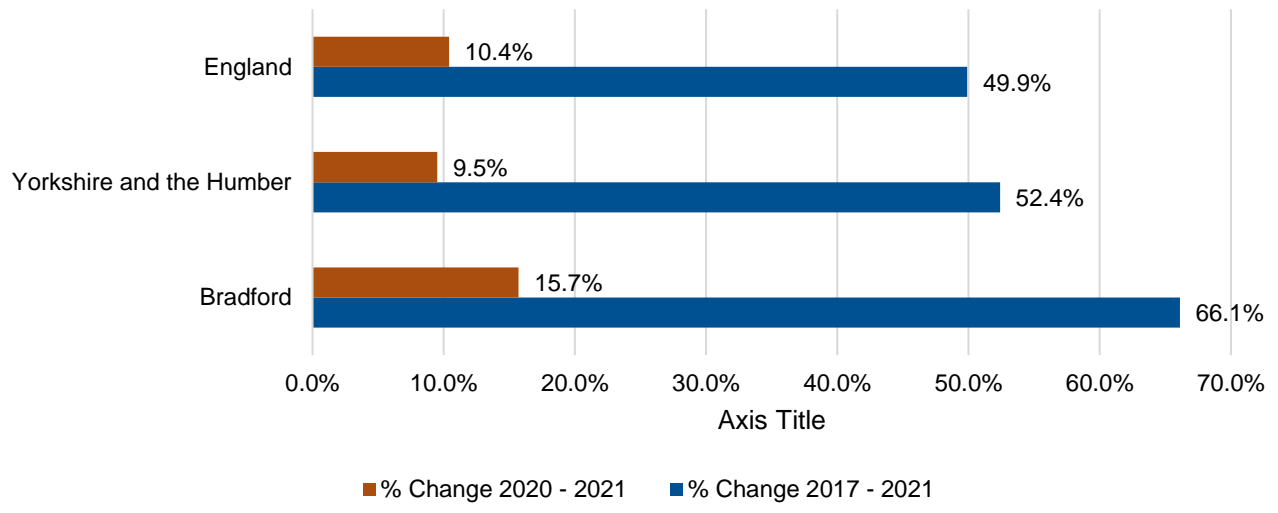
31. The availability of the funds within the High Needs Block ensures that the revenue funding of additional specialist places is available, however without the required capital funding the additional specialist places cannot be created.

32. It was indicated at the previous meeting that the Authority would know by this point Bradford's allocation of the £2.6bn Spending Review and about the status of any further

free school waves. To date no further information regarding these matters has been made available.

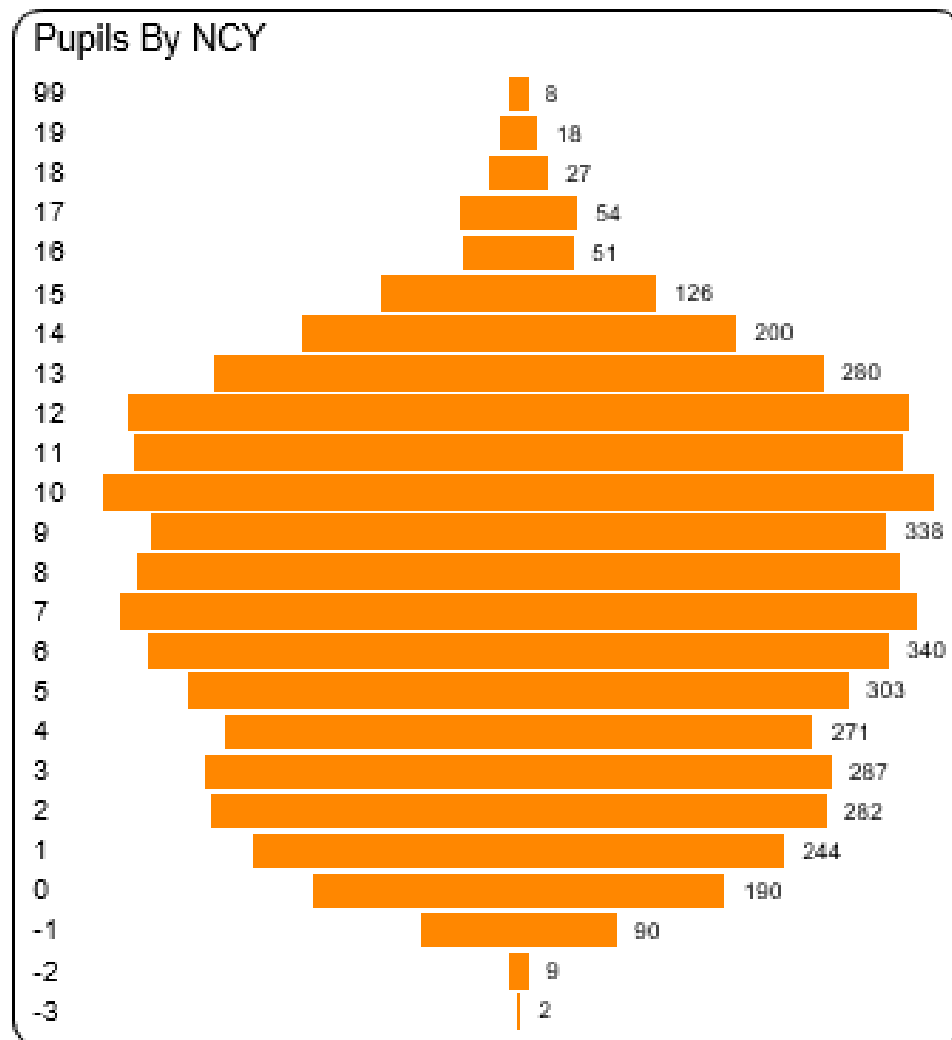
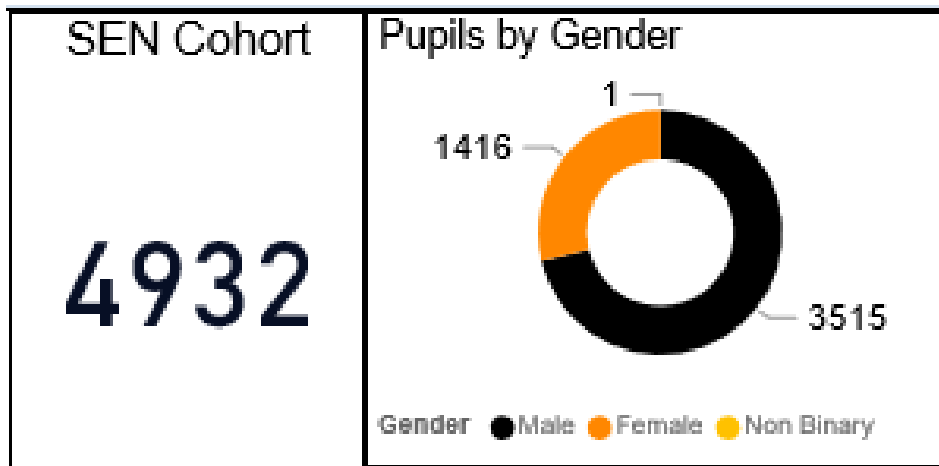
Appendix 1

The Percentage Increase in the Number of Children and Young People with an EHCP

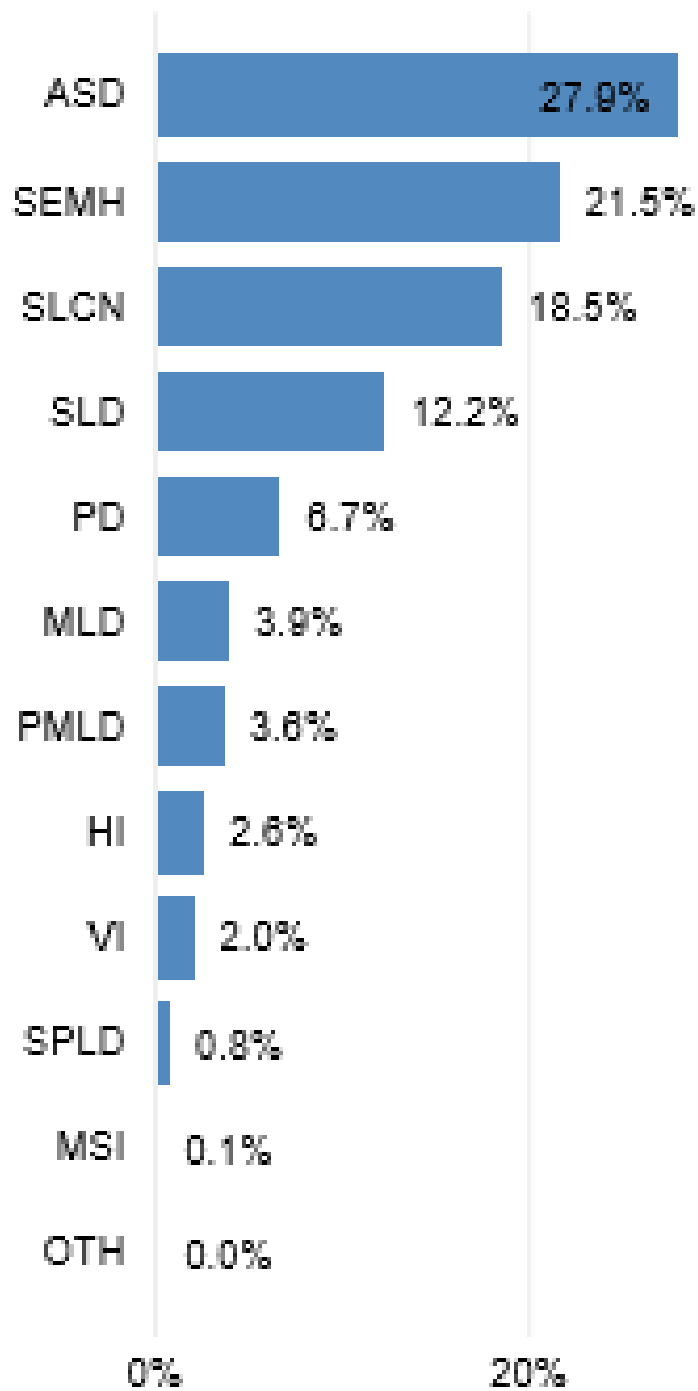


Source: DfE Statistical Release and the SEN2 Return

Details of children and young people in Bradford aged between 0 – 25 years with an Education, Health and Care Plan as of 2nd March 2022.



Pupils By Primary Need



Source: SEND Dashboard

Appendix 3

SEND SUFFICIENCY 2021

Appendix 2 - List of New Provisions Opened between 2020 - 2021

Bradford East Constituency

Name	Primary Need	Provision	Type	Primary/Secondary/All Through	No. of Additional Places	Ward
Holybrook Primary School	RP-SL New Provision	Social, Emotional and Mental Health	Academy	Primary	16	Eccleshill
Fagley Primary School	RP-LA New Provision	Communication and Interaction Inc. Autistic Spectrum Disorder	Maintained	Primary	12	Eccleshill

Bradford South Constituency

Name	Primary Need	Provision	Type	Primary/Secondary/All Through	No. of additional Places	Ward
Co-op Academy Southfield	ASD, SLD and PMLD Expansion of existing provision	Special School	Academy	Secondary	45	Great Horton

Bradford West Constituency

Name	Primary Need	Provision	Type	Primary/Secondary/All Through	No. of additional Places	Ward
Thornton Primary	Social, Emotional and Mental Health	RP-LA New Provision	Academy	Primary	12	Thornton and Allerton

Shipley Constituency

No additional specialist places opened within this constituency during this period.

Keighley Constituency

Name	Primary Need	Provision	Type	Primary/ Secondary/All Through	No. of Additional Places	Ward
Long Lee Primary School	Social, Emotional and Mental Health	RP-SL Expansion	Maintained	Primary	6	Keighley East
Parkwood Primary School	Communication and Interaction Inc. Autistic Spectrum Disorder	RP-SL New Provision	Academy	Primary	12	Keighley East
The Holy Family Catholic School	Communication and Interaction Inc. Autistic Spectrum Disorder	RP-SL Expansion	Maintained	Secondary	4	Keighley Central
Worth Valley Primary School	Communication and Interaction Inc. Autistic Spectrum Disorder	RP-SL New Provision	Academy	Primary	8	Keighley West
Oastlers	Social, Emotional and Mental Health	Special School New Split Site	Maintained	Secondary	30	Keighley West

The total number of additional specialist places created across the Bradford District between 2020 and 2021 is 145.

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