

MINUTES OF THE MEETING OF THE SCHOOLS FORUM HELD ON WEDNESDAY 23 SEPTEMBER 2015 AT CITY HALL, BRADFORD

Commenced 0805
Adjourned 0920
Reconvened 0930
Concluded 1015

PRESENT

School Members:

Bev George, Brent Fitzpatrick, Dominic Wall, Dwayne Saxton, Emma Ockerby, Gareth Dawkins, Kevin Holland, Michele Robinson, Nicky Kilvington, Nigel Cooper, Phil Travis, Sue Haithwaite and Tahir Jamil

Non School Members:

Ian Murch and Michael Walsh

Local Authority Officers:

Andrew Redding	Business Advisor (Schools)
Dawn Haigh	Principal Finance Officer (Schools)
Judith Kirk	Interim Assistant Director, Education and School Improvement
Raj Singh	Business Advisor
Stuart McKinnon-Evans	Director of Finance

Observers:

Councillor Hinchcliffe	Portfolio Holder, Education, Skills and Culture
Councillor Pollard	
Lynn Murphy	Business Manager, Feversham College
Tom Bright	The Association of Teachers and Lecturers (ATL) representative
Richard Foster	Deputy Headteacher, Titus Salt School

Apologies:

Chris Quinn, Dianne Rowbottom, Nick Weller, Paul Burluraux, Ray Tate, Sami Harzallah, Wendy Anderson, Ian Morrel and Maureen Cairns

82. APPOINTMENT OF CHAIR – SCHOOLS FORUM OF 23 SEPTEMBER 2015

Resolved –

In the absence of the Chair and Deputy, Gareth Dawkins was appointed Chair for this meeting.

ACTION: City Solicitor

GARETH DAWKINS IN THE CHAIR



83. DISCLOSURES OF INTEREST

During the course of the meeting, Ian Murch disclosed an interest to Minute 91 "Consultation on the Primary and Secondary School Formulae 2016/17" due to his Trade Union interests.

ACTION: *Assistant City Solicitor*

84. MINUTES OF 8 JULY 2015 AND MATTERS ARISING

(a) Report on progress made on "Action" items. The Business Advisor (Schools) reported that:

- **Bradford Education Improvement Commissioning Board (Item 74 page 55):** A report, which responds to the requests for information and questions from members, is tabled at this meeting.
- **Early Years Flexibility and Places Planning (item 75 page 55):** A report will be presented to the Schools Forum on 21 October.

(b) Other matters arising: The Business Advisor (Schools) reported the following:

- **Living Wage:** that letters will be sent shortly to schools on the implementation of the Council's resolution for the implementation of a living wage.
- **Scheme for Financing Schools:** that the DfE has made a direction for 2 revisions to the Scheme for Financing Schools a) requiring the governing bodies of maintained schools to publically publish (on their websites) a register of business interests and details of any relationships governors have with school staff and b) providing clarification that finance leases are considered to be borrowing and that schools are not permitted to borrow without the permission of the Secretary of State. These revisions have been incorporated into our Scheme and this has been re-published.
- **Ofsted Report:** that a copy of Ofsted's report on its inspection of the Authority's school improvement function has been sent to Members within the papers for this meeting. Accepting the challenge that the District faces in accelerating outcomes for children, Members are asked to note the positive comments made by Ofsted about the Schools Forum and its decision making and use of resources. Members are also asked to note the direction of travel, towards a sector-led improvement model, recognising that this will feature strongly in discussions on the 2016/17 DSG allocation, in particular in those relating to centrally managed and de-delegated funds.
- **Presentations to the October meeting:** that presentations will be made to the Forum on 21 October, which provide an overview of the District's summer 2015 attainment results and the Council's 2016/17 budget position.

Resolved –

That the minutes of the meeting held on 8 July 2015 be signed as a correct record.

ACTION: *City Solicitor*

85. **MATTERS RAISED BY SCHOOLS**

There were no matters raised by schools to report.

No resolution was passed on this item.

86. **STANDING ITEM – DSG GROWTH FUND ALLOCATIONS**

No new allocations were presented.

No resolution was passed on this item.

87. **SCHOOLS FORUM MEMBERS – ELECTION OF A CHAIR**

Members were asked to approve the proposed approach for the election of Chair of the Schools Forum for 2015/16.

Resolved –

That the established approach (email) be followed for the collection of nominations for the election of Chair of the Schools Forum for 2015/16.

Action: *Business Advisor (Schools)*

88. **UPDATE ON 2015/16 DSG FUNDING MATTERS**

Two reports were presented, **Document EX and Document EY**, which provided updates, picking up requests by Members for further information, on the establishment of Bradford's Education Improvement Commissioning Board and the development of the District's strategy for supporting New to English learners.

The Bradford Education Improvement Commissioning Board (BEICB)

The Interim Assistant Director, Education and School Improvement, presented Document EX. Members asked the following questions and made the following comments:

- Whether the Education Improvement Strategic Board (EISB) will continue, as the letter that has been sent by the Leader of the Council to EISB members is unclear. The Interim Assistant Director clarified that the EISB will continue, and that there is work taking place currently on the constitution of this Board and an interim external Chair is in place. The Chair requested that a copy of the Leader's letter be provided for the School Forum's record.
- Where will financial decisions that are taken by the BEICB be recorded and how will these be communicated to the Schools Forum? In response, it was agreed that a report from the BEICB, which includes the minutes of BEICB meetings, be added to the Schools Forum agenda as a standing item.

Supporting New to English Learners

The Interim Assistant Director, Education and School Improvement, introduced Document EY, which provided an update on the development of the District's strategy for supporting new to English learners. The Lead Area Achievement Officer, Co-ordinator New Communities / Travellers and Headteacher of St Joseph's Catholic Primary School (Bradford) attended the meeting to provide more information and to support the Forum's discussion.

The Lead Area Achievement Officer gave a summary of the work that has taken place so far, and the immediate next steps, in the establishment of centres of excellence (hubs), emphasising that these are aimed at delivering sustainable support for new to English learners, building on the range of expertise and good practice that has already been established in schools. It was explained that the BEICB has allocated £80,000 in support of the establishment of the hubs.

The Headteacher of St Joseph's Catholic Primary School presented her school as an example of how existing practice can be used in the development of the hubs. This included sharing experience and systems, such as pupil attainment and mobility tracking systems, teaching strategies and parental engagement. To date, much of the development of additional infrastructures has come from the 'good will' of schools; the District's response now needs to be more formalised and sustainable, and funded accordingly.

Members asked the following questions and made the following comments:

- A Member asked for clarification on what resource is being allocated for the development of the hubs. It was explained that £80,000 is being allocated on a one off basis for establishment costs from the BEICB, with £120,000 allocated from the New Communities Team and further income being generated through the school to school trading of services.
- A Member stated that the Authority currently has an EMA team, which is DSG funded. Referring to the current consultation, which proposes to cease this team, a concern was raised about what strategic capacity would continue to be available within the Authority and what would happen to the DSG funding that would be released. A question was asked about whether an impact evaluation has been carried out on the EMA team and the impact of decreasing the Authority's capacity in this area. The Interim Assistant Director responded by clarifying that capacity was being increased, not reduced, and that resources are being re-aligned with the sector-led improvement model. Where the de-delegated fund for the EMA team ceases, the DSG funding released will go back into school delegated budgets. The Authority will continue to operate its New to English Strategy Group, which has been established for some time, and will evaluate the effectiveness and impact of arrangements through the BEICB back to the Schools Forum.
- A Member commented that it was a little unclear from the detail in the report what schools or groups of schools that bid to establish hubs will get back (in terms of resources) and what they will be expected to put in themselves. It was asked that the detail of this be made clearer.
- Referring to the Press reports about the placement of Syrian refugees in the Bradford District, a member asked what strategic planning is taking place to manage this, especially in the placement of children in schools. The Co-ordinator, New Communities / Travellers, explained that Horton Housing is taking a lead with Bradford Council and that Horton Housing liaises with pupil admissions to place families in areas where there is school places capacity. A discussion followed from

this, and Members asked for further information on the Council's strategic plan, especially regarding admissions, expressing the desire to ensure that the Council is pro-actively managing this situation and is engaging with schools that may be asked to admit children at an early stage. In particular, Members asked for information on:

- A step by step view on how refugees are being / are to be managed, including how decisions are taken on the housing of families, the decision processes for the admission of children in schools and what the influencing factors are, a view on where these children are likely to go, and how the Council pro-actively communicates with admitting schools and schools (or areas of schools) that are likely to be asked to admit children.
- What support (including funding) is available from the Council for schools to support refugee children.
- What other sources of funding and support are available e.g. Home Office funding.
- How the Council will monitor the impact of its placement strategy.
- Responding to the reminder the offer that has been given previously, Members asked for further information specifically on how Bradford College's offer of support in the District's response to supporting new to English learners e.g. working with parents on language and meeting the needs of new arrivals in year 11, has been / will be further explored and utilised.

In summing up the discussion, the Chair commented that the language that is used in the report does not seem to correctly correlate with the graphical information in the appendices. The Lead Area Officer agreed to look at this and to clarify. The Chair also observed that schools that may bid to become hubs, because they have existing infrastructures, may also have issues of pupil turbulence to manage, which may affect the quality of support services offered for other schools. This needs to be managed carefully. The Chair also asked for further information, relating to the discussions on the possible impact of a national funding formula, on how Bradford's formulae funds pupils with multiple needs e.g. deprivation and language and how our approach compares against the national position. There is a crucial question about whether we are targeting our funding in the right way. The Business Advisor (Schools) stated that this was something that the Formula Funding Working Group would look at and would respond to the Forum at the next meeting. He also explained that a report is being presented to the Children's Services Scrutiny Committee on 22 October, which provides an analysis of the relationships between funding levels and attainment. This report will be shared with the Forum.

Resolved –

- (1) That the contents of Document EX be noted.**
- (2) That the proposed programme, outlined in Document EY, to establish six Centre of Good Practice (hubs) be noted. That a report be presented to the next meeting, which responds to the questions asked, and requests for further information made, by Forum Members on this matter and recorded in the minutes of the meeting.**
- (3) That the letter from the Leader of the Council to Education Improvement Strategy Board Members be provided for the Schools Forum's record.**
- (4) That a report from the Bradford Education Improvement Commissioning Board (BEICB) be included as a standing agenda item of Schools Forum meetings. That the minutes of BEICB meetings be provided within these reports.**

Action: *Interim Assistant Director, Education and School Improvement
Business Advisor (Schools)*

89. **EARLY PROJECTION OF THE 2016/17 DSG POSITION AND COST PRESSURES**

The Business Advisor (Schools) presented a report, **Document EZ**, which provided an early indicative view of the 2016/17 Dedicated Schools Grant position and identified the cost pressures, which the Forum will need to consider in making final recommendations in January 2016.

The focus of the Forum's consideration from the presentation of the report was the possible implications of a national funding formula. The Business Advisor (Schools) explained that no specific information has been yet presented by the DfE on what this formula may look like, or from when this will be implemented, but that there have been a number of articles in the Press and also information available on the F40 Group's website (about this Group's conversations with the DfE on national formula issues), which give some informal insight. It is envisaged that change to a national formula will begin at April 2017, with detailed consultation during 2016. The Business Advisor (Schools) explained that the gist of the informal information is that the national formula may (significantly) reduce the proportion of the national DSG pot that is allocated towards additional educational needs, in favour of establishing a higher level of core funding for all authorities / schools. As Bradford receives a high level of additional needs funding, including Pupil Premium, this may mean that Bradford could see its funding level reduce. It was explained that the impact on individual schools within Bradford actually may be different, depending on the characteristics of their pupil populations and also other factors, such as size.

In the discussion about the potential for lobbying Government on this issue, the Chair provided a little further information on the composition of the DfE's national funding steering group. The Chair did not disclose detail about what is being discussed by this group, but did offer his observation that the DfE's terminology has shifted to talk about "fairer" funding, and did suggest that the likelihood is that further announcements from the DfE will not take place before the November Spending Review. Referring to the Forum's previous discussions on budget pressures, the Chair reinforced the message that schools and academies must look closely at their business models and must use the resources that are available to them e.g. the efficiency tools that are available through the DfE's website.

A Member asked whether a national funding formula is likely to have a detrimental impact on smaller schools. The Business Advisor (Schools) suggested that this is very possible, given that the DfE's previous consultations have stated preference for a more pupil-led funding model and that our values of lump sums for both primary and secondary are higher than the national average. The Chair added that the DfE's Post 16 Area Reviews, which are being established now, are focused on re-aligning provision in recognition of the reducing viability of smaller Post 16 settings. Regarding Post 16 provision, the Strategic Director, Children's Services, explained that the Authority has established a review process to look at provision in Bradford going forward, with an event initiating this in October.

A Member asked about the pressure in the DSG from the inflationary (RPIX) increases in the cost of the Building Schools for the Future contract. The Business Advisor (Schools) stated that this is an annual compounded cost; the increase in 2016/17 is estimated to be £125,000.

Resolved –

- (1) That the contents of Document EZ be noted.
- (2) That information be provided for the Schools Forum to consider on the how Bradford's formulae allocates funding for types of pupil needs and multiple needs, how our approach compares with the position nationally, and on the possible areas of risk was a National Funding Formula to be established around current national averages.

Action: *Business Advisor (Schools)*

90. CONSULTATION ON THE EARLY YEARS SINGLE FUNDING FORMULA 2016/17

The Principal Finance Officer presented a report, **Document FA**, which asked the Forum to agree the publication of the consultation document, which outlines the proposals for the formulae to be used to calculate budgets for Early Years providers in 2016/17. It was explained that this consultation document has been agreed by the Early Years Working Group. No changes to the methodology for the calculation of funding are proposed, but it is proposed to move to a system of monthly payments for private, voluntary and independent providers.

The updated position of our free entitlement funding rates against other authorities was presented. This analysis confirms, as already understood by the Schools Forum, the continuation of higher rates of funding in the Bradford District. It was also confirmed that the proposals within the latest consultation from the DfE on the 2016/17 Financial Regulations will not materially affect 2 year old funding in Bradford insofar as we already fund all 2 year old provision on a participation-led, rather than a place-led, basis.

A Member asked for further information on how the Authority audits the eligibility of children that are taking 2 year old places, explaining that, unlike with the Early Years Pupil Premium (where eligibility assessment is carried out by the Authority), eligibility assessment for the 2 year old offer is carried out by settings themselves. A concern was expressed that this may lead to ineligible children being funded for 2 year old places. It was agreed that further information on audit processes will be provided.

Resolved –

- (1) That the publication of the consultation, Document FA, Appendix 1, be agreed.
- (2) That further information is provided to the Schools Forum on the processes in place for auditing the eligibility of children for the 2 year old free entitlement.

Action: *Principal Finance Officer (Schools)*

91. CONSULTATION ON THE PRIMARY AND SECONDARY SCHOOL FORMULAE 2016/17

The report of the Schools Formula Funding Officer was presented, **Document FB**, which asked the Forum to agree to the publication of the consultation document, which outlines the proposals for the formulae to be used to calculate budgets for Primary and Secondary schools (and academies) in 2016/17 and the criteria that will form the basis of the allocation of additional funding to schools (and academies where appropriate) from DSG contingency funds.

It was explained that the Formula Funding Working Group (the FFWG) will be meeting shortly to consider matters relating to the values of funding factors and the national funding formula. On the Chair's request, the names of the members of the FFWG were given and it was explained that the Authority is currently seeking a replacement academy / business manager representative.

Referring to one secondary school with a very substantial value of funding per pupil, a Member asked that the budget modelling be adjusted to include the number of pupils in each school / academy for reference. This was agreed.

A Member asked that the wording in Appendix 4 on the Trade Union Health and Safety Facilities de-delegated fund be checked and amended to recognise that this has now been redistributed to include non-teaching unions. This was agreed.

In summarising the discussion, and in pulling together the content of discussion under previous agenda items, the Chair asked that the Formula Funding Working Group analyses the potential areas of risk from the national funding formula, looking at where our approach to formulae funding is significantly different from the national position (the most common position in other authorities), for this to be considered by the full Forum at the next meeting.

Resolved –

That the publication of the consultation, Document FB, Appendix 1, be agreed, subject to minor amendments of the wording in Appendix 4 and the inclusion of a total pupil numbers column in the budget modelling spreadsheets, as suggested by Members.

Action: *School Formula Funding Officer*

92. PUPIL PREMIUM SPENDING ANALYSIS

The Business Advisor (Schools) presented a report, **Document FC**, which provided an analysis of the spending of the Pupil Premium in schools and academies across the District from the survey of Pupil Premium Statements that was conducted during summer 2015. Members were reminded that an initial survey took place in summer 2014 and the results of this were reported to the Schools Forum in September 2014. Document FC focused on how reporting has changed over the last year, using the same set of questions, but this time including the statements published by academies.

In considering this report, Members agreed that an assessment of the impact that the Pupil Premium has had on outcomes for children and narrowing the attainment gap of children from more deprived backgrounds must be a crucial part of our analysis. The Director of Children's Services supported this and stated that the Authority would be taking this forward.

A Member asked that, in using the results of the survey (and in drawing potential conclusions about effectiveness from this), it be understood that schools use and publish information in different ways as appropriate e.g. under the Data Protection Act. The Member explained that his school closely tracks the progress of individual children in receipt of Pupil Premium, but that the detail of this would not be recorded in the school's Pupil Premium Statement published on the school's website. This was acknowledged.

In summing up the discussion, the Chair recommended that the results of the survey be discussed with the Partnerships and also that the Authority talks further with the District's Pupil Premium award winners to encourage of the spread of good practice.

Resolved –

- (1) That the contents of Document FC be noted.**
- (2) That this information, and use of Pupil Premium and impact evaluation, is discussed with the Partnerships.**

Action: Business Advisor (Schools)

93. WORK PROGRAMME AND SCHEDULE OF MEETINGS 2015/16 ACADEMIC YEAR

The Business Advisor (Schools) presented a report, **Document FD**, which outlined the School Forum's 2015/16 Academic Year work programme.

Resolved –

That the Schools Forum meetings schedule and work programme for the 2015/16 Academic Year be approved, with the addition of the consideration of the DfE's Post 16 area review and Post 16 costs, funding and provision as an emerging priority theme.

Action: Business Advisor (Schools)

94. SCHOOLS FORUM STANDING ITEMS

There were no further updates presented on the Forum's standing items:

No resolution was passed on this item.

95. ANY OTHER BUSINESS (AOB) / FUTURE AGENDA ITEMS

No additional items of business for consideration were tabled.

No resolution was passed on this item.

96. DATE OF NEXT MEETING

The next meeting of the Schools Forum is Wednesday 21 October 2015.

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

Matters Arising - Bradford Learning Network – Information for Schools Forum October 2015

This update follows from previous progress reports provided to the Schools Forum on the re-procurement of the Bradford Learning Network.

The BLN3 contract between CBMDC and Virgin Media was signed by both parties on 25 September 2015. The rollout programme will start at the end of October 2015, with completion of rollout to all schools by end of March 2016. The school contracts run April 2016 – March 2019.

In addition, 83 Schools chose to sign a further contract for EducationCity software. This will save those schools a combined £162,000 across the 3 year contract.

Current buy back from schools and academies:

Type	Number of Schools	Type	Pupil numbers
Yes	152	Yes	70,118
Bespoke	7	Bespoke	4,692
No	15	No	6,830
Unknown	8	Unknown	2,797
Grand Total	182	Grand Total	84,437

Type	Yes	Bespoke	No	Unknown	Grand Total
Council	1				1
Nursery	1				1
Primary	103	1	10	4	118
Primary Academy	4	1	2	2	9
Primary Free		1	1		2
PRU	7				7
Secondary	17			1	18
Secondary Academy	6	1	2		9
Secondary Free	3	2			5
Special	8			1	9
Through Academy	2	1			3
Grand Total	152	7	15	7	182

The 8 schools who have yet to make a decision (unknown) are doing so for a variety of reasons. All of these schools are being communicated to by the BLN team.

The 15 schools who are not buying into the BLN3 contract on the whole have either gone with the solution provided by their academy chain or with other providers.

Jo Dean

Project Manager

01274 434835

Head Teachers / Business Managers Maintained Community and Voluntary Controlled Schools

Dear Head Teacher / Business Manager

IMPLEMENTATION OF A LIVING WAGE IN SCHOOLS

At the full Council meeting on 26 February 2015, the Council resolved to implement the current level of living wage (which is £7.85 per hour) for non-schools Council employees, from 1 October 2015, and to seek the implementation of the same measure in all schools.

We are now working to introduce the Council's resolution in schools on the same basis and timescale. For pay equality reasons, as the Council implements a £7.85 per hour living wage rate for non-school staff, community and voluntary controlled schools are required to implement this. This is because, for these schools, the Council is the employer.

All other types of maintained school (voluntary aided, trust and foundation) and academies, and other providers (including Further Education settings) would not be required per se to implement this, as Bradford Council is not the employer. However, there potentially would be a 'moral' pressure to do so, and also 'market forces' may necessitate this. The Council anticipates that all schools and academies will wish to implement this policy.

The Council's resolution was first raised at the Schools Forum in March 2015 and was discussed further by the Schools Forum in May and July 2015. The relevant papers, and minutes, are available on the Council's website. A letter was published for all schools in May, which explained the Council's resolution and asked for feedback on how this is to be implemented. This letter explained that this policy would be implemented within existing values of delegated budgets. The Council is aware that the majority of schools have made budgetary provision for this.

The feedback received from schools and other providers, along with that of the Schools Forum, was presented to the Council's Executive Committee in June 2015. Consultation has also taken place with the Trade Unions.

It is now necessary therefore, for governing bodies to formally adopt the decision to implement a living wage. Therefore, at your next governing body meeting, you should adopt the following:

- Payment of the current level of living wage of £7.85 per hour as a supplement to employees in pay bands 1, 2, 3 and the first point of Band 4 (SCP 6 to 10) and to casual workers.
- The term time factor will be applied to employees who have a term time only contract of employment.
- Payable on all contractual hours and any additional plain time hours worked up to 37 per week.
- To be implemented and backdated to 1st October 2015.

Please be aware that:

- The Council has not committed to make any future annual increases to the current level of living wage (£7.85 per hour).

- The pay and grading structure implemented in schools in 2013/14 is not affected as this will be paid as a supplement.
- The introduction of a new compulsory National Living Wage from 1 April 2016 has no effect on the Council resolution.
- Any future annual pay increases agreed nationally will be advised to schools in the normal way.

Further information on payroll implementation will be provided to schools and HR/Payroll providers and FAQ's will also be provided for circulation to affected employees.

Please notify the outcome of the governing body meeting by email to both liz.ott@bradford.gov.uk and linda.wardle@bradford.gov.uk

Where the Council is the payroll provider, if this notification is provided by 30 November 2015, it is anticipated that affected employees will receive the supplement in their pay on the following pay days:-

Weekly paid employees – 8 December 2015
Monthly paid employees – 21 December 2015
4 weekly paid employees – 5 January 2016

For other payroll providers, the dates will vary.

Any queries can be notified by email as above or to your normal payroll contact.

THE BRADFORD LIVING WAGE SUPPLEMENT – FREQUENTLY ASKED QUESTIONS

The Council has decided to pay the current level of living wage (£7.85 per hour) with effect from 1st October 2015.

The increase will be paid as a supplement. You will be advised when you will be paid the supplement which will be backdated to 1 October 2015.

Q1. How do I know if I am entitled to the Bradford living wage supplement?

If you earn less than £7.85 an hour (Bands 1, 2, 3 and the first point of Band 4, SCP 6 to 10) you will be entitled to receive the living wage supplement.

Q2. How will the supplement be calculated?

The supplement is the difference between your current hourly rate and the current level of living wage (£7.85 per hour) for hours worked up to 37 hours per week. The payment will then have the term time factor applied if you have a term time only contract of employment. Your current hourly rate will still show on your payslip.

Q3. Will the supplement count for the calculation of overtime?

No. Overtime hours are not required to be included and are already paid at a premium (enhanced) rate which is higher than the living wage.

Q4. Will the Council increase the supplement each year?

No. The Council has not made any commitment to future increases but this will be reviewed each year.

Q5. Will I be paid the supplement if I am absent from work due to annual leave (if I am an all year round worker), sickness, maternity leave or other paid leave?

Yes.

Q6. Why is the living wage being paid as a supplement?

The supplement does not measure the value of work in the way our job evaluation scheme does and it does not relate in any way to the Council's existing pay and grading structure.

Q7. I have more than one job in a School/Council will I get the supplement on all my jobs?

You will be paid the supplement for any job that has an hourly rate lower than £7.85 per hour.

Q8. Will I pay local government pension contributions on the supplement?

Yes, if you are a member of the Local Government Pension Scheme you will pay a pension contribution on the amount of supplement you receive.

Q9. I am not currently in the Local Government Pension Scheme (LGPS). Will I now have to join the scheme and make pension contributions?

If your total earnings, including the living wage supplement are over £192 per week you will be auto-enrolled into the LGPS from January 2016.

You will be notified if you are auto-enrolled and you are entitled to opt-out if you wish. However, the pension scheme is a valuable benefit and the Council encourages you to remain in the pension scheme.

Q10. I am a Casual Worker, will I be paid the supplement?

Yes.

Q11. I am an Apprentice, will I be paid the supplement?

No. Apprentices are in training and are therefore paid a percentage of the pay for the job.

Q12. Can I decide not to be paid the supplement if my overall income from pay and benefits is reduced?

No. The payment is not optional and will be paid to all employees who currently earn less than £7.85.

Q13. The Government have announced a compulsory National Living Wage, does this affect me?

No. The Bradford living wage supplement is currently more than the compulsory national living wage rate of £7.20 per hour that will be introduced in April 2016.

Living Wage Supplement – Pay Implementation Guidance for Schools

This will be paid as supplement to the job evaluated hourly rate shown on the payslip to bring that hourly rate up to the level of £7.85 per hour. The supplement will be paid as a cash amount on code 4116 for a recurring payment and code 4117 as an additional payment which can be entered as a plus or minus. The term time factor will be applied to the payment where employees have a term time only contract of employment.

SUMMARY

- Payable on all contractual hours and any additional plain time hours worked up to 37 per week whatever day those hours are worked on.
- Payments for all hours worked in excess of 37 (overtime) will all be paid at the job evaluated hourly rate for the job.
- All other allowances and premium payments are based on the job evaluated rate for the job.

SPECIFICS

The supplement will be paid from the following pay days (backdated to 1 October 2015):-

Weekly paid employees – 8 December 2015
Monthly paid employees - 21 December 2015
4 weekly paid employees – 5 January 2016

All contractual hours worked up to 37 per week will attract the LW supplement. The supplement will be set up in Payroll as a standard allowance based on contractual hours and will show on the payslip Living Wage Adj. Where the employee has a term time contract, the term time factor will be applied to the monthly/4 weekly/weekly supplement.

Additional hours paid at plain time overtime rate worked in excess of contractual hours up to 37 hours per week (in the case of part time employees) will attract the LW supplement based on the additional hours worked. This will show as a separate Living Wage Adj payment on the payslip.

All allowances (eg shift allowance) and premium payments will remain based on the job evaluated hourly rate for the job, and will **not** be calculated on the £7.85 LW hourly rate (but see honoraria and acting up below).

Overtime Hours whether contractual or voluntary in excess of 37 hours per week are entirely based on the job evaluated rate for the job and no LW supplement is payable as they are already paid in excess of the £7.85 per hour.

Casual Workers will be paid the LW supplement on all hours worked up to 37 per week.

IMPACTS ON OTHER PAYMENTS

Pay Protection will need to be taken into account when calculating the LW supplement. The LW supplement is calculated on the basis of Band/SCP + pay protection (hourly equivalent) - £7.85 = LW supplement.

Employees receiving an honoraria or 'acting up' in a job graded Band 2, 3 or 4 (SCP 10) will have their LW supplement recalculated and reduced for the days they are 'acting up' or the period they are in receipt of an honoraria and the relevant amount will be deducted for those days.

Employees receiving an honoraria or 'acting up' in a job graded Band 4 (SCP 10) or above, will have the whole of their LW supplement deducted for the days they are 'acting up' or the period they are in receipt of an honoraria.

To leave the supplement unchanged would result in an employee temporarily 'acting up' or in receipt of an honoraria being paid more than a permanent employee on that grade.

DRAFT

Value for money framework for the academies and free schools programmes

This framework indicates the various factors that we will look to consider in making an overall VFM assessment

Inputs <i>Additional resources invested</i>	Outputs <i>Impact on education</i>	Outcomes <i>Impact on attainment and wider outcomes</i>
<p><u>Administrative costs:</u></p> <ul style="list-style-type: none"> • Total DfE administrative costs • Average cost per school • How efficiencies are being achieved <p><u>Start-up costs:</u></p> <ul style="list-style-type: none"> • Total start-up costs • Average cost per school • Progress made in minimising costs <p><u>Capital costs (where relevant):</u></p> <ul style="list-style-type: none"> • Total capital costs • Average cost per place <p><u>Operating costs:</u></p> <ul style="list-style-type: none"> • Additional recurrent operating costs • Progress in minimising additional costs <p><u>Overall total costs:</u></p> <ul style="list-style-type: none"> • Total additional costs of the programme • Total additional cost per school 	<p><u>Use of autonomy:</u></p> <ul style="list-style-type: none"> • What academies and free schools are doing differently • Extent to which freedoms are being used • Evidence on benefits of using these freedoms <p><u>Impact on education quality:</u></p> <ul style="list-style-type: none"> • Impact on Ofsted inspection ratings • Areas being improved over time • Prevalence and benefits of multi-academy trusts <p><u>Attractiveness of academies:</u></p> <ul style="list-style-type: none"> • Extent to which academies and free schools are filling their places • Evidence of impact on parents getting first choice of school <p><u>Behaviour and attendance:</u></p> <ul style="list-style-type: none"> • Impact on improving absenteeism and exclusion rates 	<p><u>Impact on attainment:</u></p> <ul style="list-style-type: none"> • Attainment over time, compared to similar schools and by length of time open <p><u>Narrowing attainment gaps:</u></p> <ul style="list-style-type: none"> • Pupil intake characteristics • Impact on reducing attainment gaps for disadvantaged groups <p><u>Impact on wider schools system:</u></p> <ul style="list-style-type: none"> • Impact on attainment in other local schools through competition effects <p><u>Impact on longer term outcomes:</u></p> <ul style="list-style-type: none"> • Impact on post-16 attainment and labour market outcomes • Estimated impact on improving longer term economic and social outcomes <p><u>Overall value for money:</u></p> <ul style="list-style-type: none"> • Costs per unit increase in attainment • Net Present Value of the programme • NPV per additional £ pound spent

Report of the Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 22 October 2015

Subject:

Funding and Educational Attainment

Summary statement:

Children's Services Overview and Scrutiny Committee has asked for a report on the relationships between funding and educational outcomes.

Michael Jameson
Strategic Director Children's Services

Portfolio:

Children's Services

Report Contact: Andrew Redding
Title: Business Advisor Schools
Phone: (01274) 432678
E-mail: andrew.redding@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services



1. SUMMARY

- 1.1 In its investigation of education attainment in autumn 2012 a report (document W) was presented to the Committee, which discussed the extent to which the distribution of the Dedicated Schools Grant has influenced the improvement in pupil attainment in schools across the Bradford District. The main conclusions of the report are summarised in paragraph 2.4 below,
- 1.2 This report focuses on funding allocated to schools and academies through the Dedicated Schools Grant and in Pupil Premium Grant, looking at impact at school level.
- 1.3 In this context, the overarching conclusions of this report for the Committee to consider are:
- There is a relationship, at school level, between funding and attainment, including the acceleration of outcomes for vulnerable groups. However, **the most important factor is not levels of funding**. More important is how the totality of a school's available resources (resources including classroom staffing, leadership, buildings and grounds) are targeted, as well as other finance and non-finance related factors, especially the strength and expertise of a school's leadership and the quality of teaching.
 - Critical in securing improvement is the use of data to inform decisions about resources allocations, followed by effective assessment of impact.
 - Securing rapid acceleration in the improvement of outcomes for children in the Bradford District, from this point, cannot be dependent on levels of funding, given the reduction in the real terms value of funding in schools (estimated by the Institute for Fiscal Studies to be a 12% reduction over the next 5 years) and the very possible loss of funding to Bradford as result of a National Funding Formula, at the same time as a growth in numbers and in the levels of need of children. Schools are being / will be required to secure greater rates of improvement than previously achieved with less funding in real terms i.e. secure greater value for money. In this respect, successful collaborative use of resources between schools will become increasingly essential.
- 1.4 The conceptual framework that the DfE uses to assess value for money of the academies and free schools programme is attached at Appendix 1. This is a useful reference in the development of our thinking on how to measure the impact of our resourcing decisions from this point, working alongside the targets that are set within the District's Education Improvement Plan.
- 1.5 The Committee should also consider the direction of travel of the school funding system:
- A National Funding Formula is expected to replace existing local funding arrangements. It is expected then that decisions on levels of funding for Bradford schools, and the split of funding between phases and between core activities and



additional educational needs, will be taken nationally, rather than by the Local Authority in consultation with Bradford's Schools Forum. We are also not sure that it will be possible in the future for the Local Authority to identify from the DSG additional targeted resources, as we have done, for example, in establishing the £1.246m Joint Improvement Investment Fund in 2015.

- Bradford's establishment of a sector-led improvement model, including more formal partnership arrangements, means that DSG funding that is currently managed centrally, or is used by the Local Authority to provide support and services for schools, will be redirected over time so that schools will have significant spending power. With the expected increase in the number of academies in the District, and the growth of Multi Academy Trusts, how schools and academies use their resources in collaboration will be a key factor. For example, in the ability to raise standards through the sharing of outstanding teachers, especially in English and maths. Arguably, the effectiveness and impact of this collaboration, over time, will be more important in influencing the acceleration of improvement than the mechanism by which individual school allocations will be calculated.
- Tighter financial times, at the same time as a changing school improvement model in Bradford, will lead to the development of new school leadership models, including Multi Academy Trusts and executive headteacher models.

2. BACKGROUND

2.1 The table below summarises the 2015/16 values for the Bradford District of these funding streams, separated into 'core' funding (funding for all schools and academies allocated without reference to the needs of pupils) and 'AEN: additional educational needs' funding (funding for schools and academies that is differentiated according to the measured needs of pupils, which includes funding for vulnerable groups). This split is important, as there is much debate currently, at national level, about the balance of funding between 'core' and 'additional' educational needs, with the growth of an argument that too high a proportion of DSG funding is directed towards additional educational needs:

	DSG Early Years Block	DSG Schools Block	DSG High Needs Block	Pupil Premium	Total
Core	£26.7m	£324.4m	x	x	£351.1m
AEN	* £14.1m	£75.0m	£45.9m	£35.1m	£170.1m
Total	£40.8m	** £399.4m	£45.9m	£35.1m	£521.2m
% AEN	35%	19%	100%	100%	33%

* includes the Early Years Pupil Premium and funding for the 2 Year Old Free Entitlement

** delegated formula funding only (excluding centrally retained sums)

2.2 Bradford's DSG Schools Block (primary and secondary) value of funding per pupil in 2015/16 is £4,837. This is £153 greater than the mean average of Metropolitan District Authorities; £225 greater than the England mean average and £285 greater than the Yorkshire mean average.



2.3 Ofsted's June 2015 inspection report of Bradford Local Authority arrangements of school improvement included positive comment about our financial management and resourcing decisions, including the work of the Schools Forum. The report also states however, "The local authority and the schools forum recognise that the use of resources does not represent good value for money currently, given pupils' below average achievements and the lower-than-average proportions of good or outstanding schools."

2.4 The overarching conclusions of the report (document W), which was presented to the Committee in November 2012, were (please note the wording has been amended for clarity):

There is a relationship between levels of AEN (additional educational needs) funding and levels of attainment in schools, with schools with greater proportions of lower achieving pupils, or pupils that are identified as at risk of lower attainment, receiving greater amounts of delegated formula funding. So it is possible to state clearly that formula funding is allocated in such a way as to provide the capacity for improvement (i.e. funding is allocated to the right places). However, our analysis has shown that the relationship between higher rates of improvement in outcomes and higher levels of AEN funding is not particularly strong. Given the lower starting position of schools that receive higher levels of AEN funding, one would expect the relationship between levels of funding and rates of improvement to be much more marked, if funding is the sole factor that influences the rate of improvement.

It is not a certainty that funding delivers improvement. It is therefore, not possible to determine a formula, which says that 'if you put x more in you will get x more improvement out'.

It is possible to say that funding is an important part of the picture, in contributing to the capacity for improvement. The way the DSG is allocated puts resources in schools where the overall attainment gap is greatest. This is a valid essential strategy. How this funding is used to deliver improvement is then influenced by other finance and non-finance related factors. The success of a school's financial management and academic performance, in particular, is strongly linked to the quality, strength and expertise of governors, headteachers and business managers. Improvement in attainment is strongly linked to the quality of classroom teaching.

2.5 These conclusions are still very valid, and backed up by findings nationally, for example:

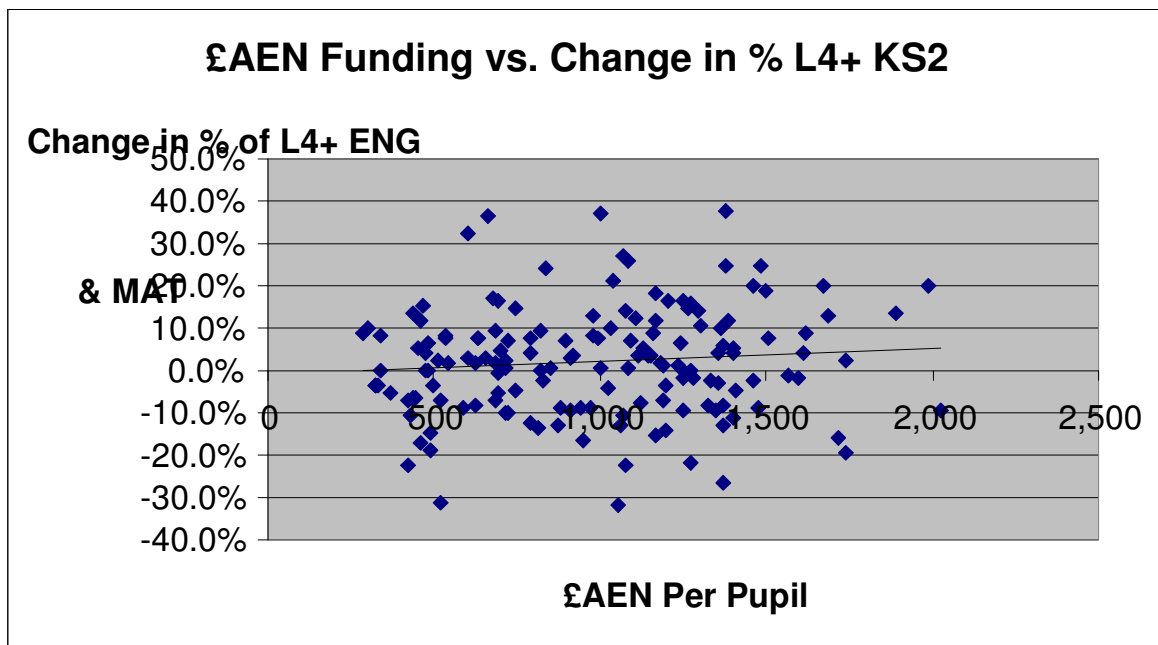
- Ofsted's key finding is that Pupil Premium is having the greatest impact where it is carefully targeted, where impact is rigorously monitored and where strategies have changed as a result of an impact assessment evidencing that an activity is not working. The most common Ofsted criticism in inspections is that impact of spending is not evaluated and / or the school's leadership has not ensured that money allocated is being spent on its intended purpose (weakness of leadership and management).



- A report from the National Audit Office, in June 2015, found that, “many schools spend some of the Pupil Premium on approaches that may not be cost effective...reducing the funding’s impact....72% of schools provided individual tuition, which is highly effective but relatively costly...63% have sought to improve feedback between teachers and pupils, which is both effective and low cost...However, 71% of schools employ extra teaching assistants to support disadvantaged pupils, a high cost approach which will only improve results if schools learn to deploy these staff more effectively”.

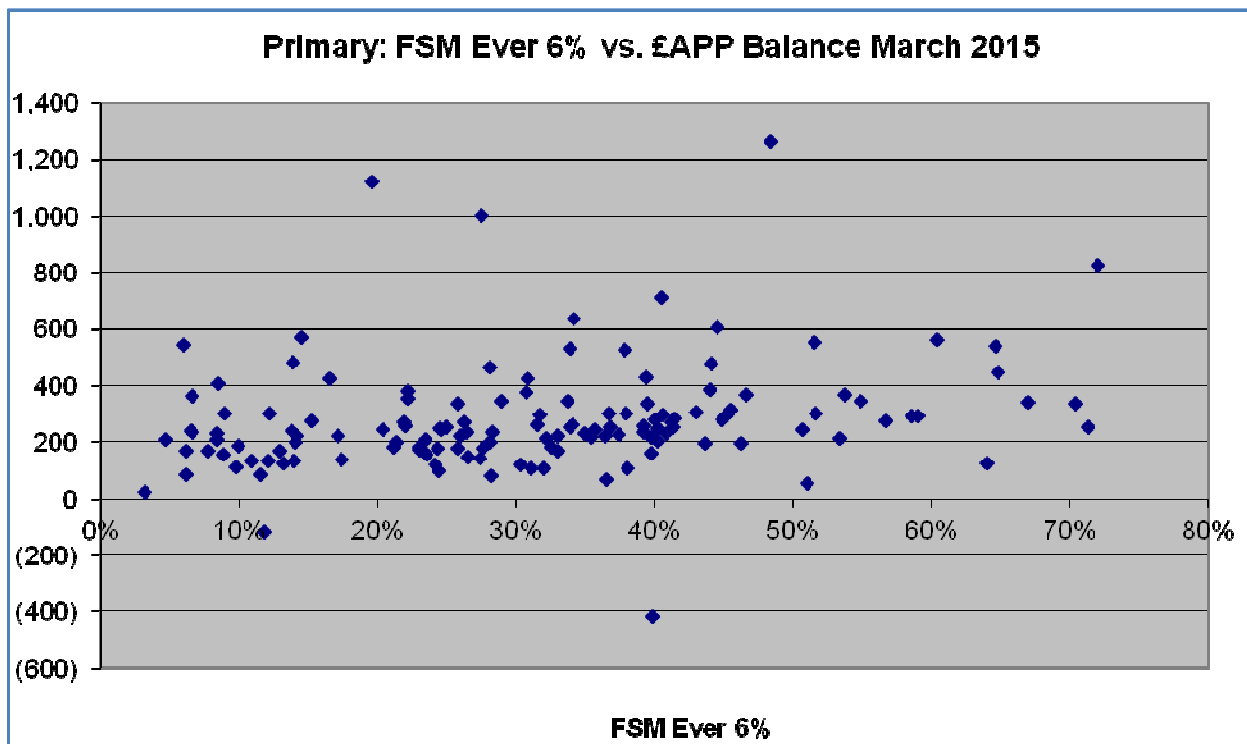
2.6 In the Bradford District,

- The surveys the Authority has conducted of the Pupil Premium Statements that have been published by Bradford schools in 2014 and 2015 have found that there is some relationship between a school’s success in narrowing the attainment gap of children from more deprived background (as measured by FSM) and the clarity of a school’s spending strategy, and evaluation of impact, as recorded in the school’s Pupil Premium Statement.
- Analysis of summer results in Bradford has previously evidenced that schools with similar levels of per pupil funding have achieved different attainment positions and different rates of improvement. The graph below is an example of this (same rates of funding; very different rates of improvement).



- Analysis of levels of revenue balances held by maintained schools in Bradford evidences only weak correlations between levels of funding, types of school / pupil characteristics and sizes of balances. The graph below is an example of this.





3. OTHER CONSIDERATIONS

3.1 It is helpful to highlight for the Committee the key ways in which the Local Authority, with Bradford's Schools Forum, has invested / is investing DSG resources to create capacity for the acceleration of improved educational outcomes. The majority of these have been previously reported to the Committee within the regular Schools Forum updates:

- Bradford Schools Forum's Formula Funding Working Group has regularly and routinely assessed how formula funding targets resources. The Schools Forum has not reduced overall levels of deprivation-led funding within the main funding formula for primary and secondary phases to counter-balance the introduction and increase in Pupil Premium. This means that Pupil Premium has been allocated as an additional grant for schools to use to narrow the attainment gap of children from more deprived backgrounds. This also means that the differential in the funding levels of 'outer' and 'inner' city schools has increased and this has become especially identifiable, and challenged, as we have moved into tighter financial times. Nationally, there is much discussion about whether the current balance of funding is correct, between core and additional educational needs and between local authorities. The direction of travel under a National Funding Formula could be to increase levels of core funding with a corresponding reduction in funding for additional educational needs.
- Bradford's rates of delegated funding for the delivery of the 3 and 4 year old free entitlement are higher than statistical neighbour averages: + £1.30 per hour (PVI), + £0.76 per hour (nursery classes), + £0.42 per hour (nursery schools), based on 2014/15 benchmarking. This has been to support early intervention and to improve



school readiness. The DfE has recently published a 'call for evidence' asking for feedback from authorities and early years providers on the sufficiency of funding rates nationally, responding in particular to widespread concern from PVI providers that the extension of the free entitlement to 30 hours for working parents (at September 2017) will not be deliverable on current funding rates. The Government has made a commitment to increase national early years funding rates.

- Bradford Schools Forum has invested £2.94m of DSG so far to provide capital resource to develop places capacity for the delivery of the 2 year old free entitlement offer. Capital resources, in total, have provided a further 1,300 2 year old places for the District's most deprived children. The impact of the 2 year old offer on raising outcomes for children later in their school experiences will be carefully assessed.
- Bradford Schools Forum has invested £1.50m of DSG in the refurbishment of the District's 3 outdoor education centres, recognising the educational benefit that enrichment activities have. Analysis of Statements evidences that a large number of schools spend a proportion of their Pupil Premium allocations on enrichment activities and on subsidising the cost of school trips.
- Bradford Schools Forum in 2015 has established from the DSG a Joint improvement Investment Fund at a (currently non-recurring) value of £1.246m. The key purpose of the Joint Improvement Investment Fund is to provide a budget that can be used for new strategies, for engineering changes in policies and infrastructures (including co-commissioning), and for interventions, that will have a demonstrable whole systems impact on improving education outcomes for children and young people and on the delivery of the targets set out in the District's Education Improvement Strategy. The impact of this fund will be specifically assessed.
- The Local Authority is currently seeking to commission pilot centres of good practice to support schools in admitting new to English learners. These centres are to be pump-primed and financed from the re-direction of existing budgets and through a bid to the Joint Improvement Investment Fund.
- Bradford's DSG has continued to fund enhanced statutory capacity within the Authority's school improvement and children's services functions; £1.98m in total in 2015/16, of which £1.2m has provided additional capacity in the Achievement Officer, Consultation and Education Analysis Teams. The Ofsted inspection concluded that the effectiveness of the use of our resource in this way has been low. Ofsted supports the adoption of a stronger sector-led improvement strategy. Over time then, with the move to the sector-led improvement model, it is expected that this funding will be largely re-directed to schools.
- The Local Authority in 2015 has changed how the Pupil Premium allocated for Looked After Children is allocated, with £500 of the £1,900 annual figure being retained by the Local Authority to deliver centrally managed support services focused on raising the outcomes of Looked After Children. The remaining £1,400 is allocated to schools but linked to specific education plans for individual pupils,



progress against which is monitored by the Virtual School Headteacher. In the summer term 2015 there were 503 Looked After Children recorded in Bradford's schools and academies. The impact of the retention will be closely assessed.

3.2 The Committee is reminded that the Council has allocated a sum from base budget of £660,000 over 3 years (2015-18) to support the recruitment and retention of outstanding school leaders. Recognising the relationship between effective leadership and the successful use of funding for the acceleration of improved outcomes, this budget is crucial.

3.3 It is also helpful to highlight for the Committee the ways in which the Local Authority supports and challenges maintained schools in their financial management:

- The Authority operates a control of excess surplus revenue balances mechanism. As reported to the Committee in July, the evidence from the 2014/15 financial year end is that the strengthening of this Protocol, which took place for March 2014, has had a positive impact both on the values of unspent / uncommitted balances held and on schools' budget management.
- The Authority, with the Forum's agreement, has DSG resources available to allocate to financially vulnerable maintained schools, where financial pressure may have a negative impact on standards or may destabilise the school. The following are 'contingency' provisions funded by the DSG:
 - Growth Funding, to support schools manage the expansion of places capacity without this having a negative impact on standards.
 - Exceptional Funding, which can be allocated in support of schools that face exceptional in year pressures, especially from the admission of numbers due to high levels of mobility.
 - Schools Causing Concern Funding, which is available to support interventions in Priority 1 schools, where additional support is immediately required as recommended e.g. seconded leadership support, and where the school's budget cannot meet the costs without financial difficulty. This fund also supports the costs of Local Authority Statutory interventions in schools e.g. cost of an Interim Executive Board.
- The Authority's School Funding Team (SFT) works closely with the Bradford Achievement Service in supporting specific schools. SFT, Priority 1 schools in particular, especially where the financial position of the school may be a barrier to securing immediate improvement or where the school is uncertain about its financial position.
- For a number of years SFT has operated a system of checks on school budget and monitoring returns and has regularly 'intervened' to support and advise. This system is weighted towards schools that show early signs of financial stress. Intervention ranges from an informal conversation through to the more formal and intensive processes surrounding deficit budget avoidance. The formal expression of this system is the 'Financial Classification of Schools', where all maintained schools are placed in support categories (A, B, C or D), based on an objective calculation of the position of the school's previous and current budgets and future financial forecasts.



This Classification provides a framework through which SFT can differentiate its levels of support.

- The Light Touch Financial Monitoring System (the 'Scorecard'), whereby schools receive penalty points for the late / non submission of required returns, acts as an additional useful early warning tool, picking up where a school may begin to accrue points due to the absence of key staff.
- SFT provides training for schools in key areas, including inductions for new headteachers and finance staff and a half termly 'Effective Financial Governance' (EFG) course for governors. The EFG course is also run specifically for all governors at a single vulnerable school, where this is needed to strengthen the decision making of the governing body. A new course 'Leading an Efficient and Effective School' is being delivered through the Teaching Alliances from this September.
- SFT has provided Bradford specific financial benchmarking information for a number of years, which is available to inform financial decision making but also to help assess actions that schools may seek to explore when struggling to balance budgets.
- A database of guidance and information has now been developed on Bradford Schools Online on a wide range of financial matters. Key announcements, that may have significant funding implications, are identified for schools on a 'latest news and updates page'. The SFT also regularly attends Business Managers' Forum meetings.
- 162 maintained schools in 2015/16 use the HCSS Budgeting Software, which has been developed with the Authority and provides a consistent basis for schools to calculate budgets and forecasts.

4. OPTIONS

4.1 Not applicable – this is for information.

5. FINANCIAL & RESOURCE APPRAISAL

5.1 Not applicable – this is an update for information.

6. RISK MANAGEMENT AND GOVERNANCE ISSUES

6.1 Not applicable – this is an update for information.

7. LEGAL APPRAISAL

7.1 Not applicable – this is an update for information.

8. OTHER IMPLICATIONS



Not applicable – this is an update for information.

8.1 EQUALITY & DIVERSITY

Not applicable – this is an update for information.

8.2 SUSTAINABILITY IMPLICATIONS

Not applicable – this is an update for information.

8.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable – this is an update for information.

8.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable – this is an update for information.

8.5 HUMAN RIGHTS ACT

Not applicable – this is an update for information.

8.6 TRADE UNION

Not applicable – this is an update for information.

9. NOT FOR PUBLICATION DOCUMENTS

None.

10. RECOMMENDATIONS

10.1 Committee Members are asked to consider and to note the information provided in this report.

11. APPENDICES

Appendix 1 – Value for Money Framework for academies and free schools programmes (EFA document)

12. BACKGROUND DOCUMENTS

None.



Document Control

Protective Marking [tick one below]

Unclassified		Protected	
Restricted		Confidential	<input checked="" type="checkbox"/>

**Bradford Education Improvement Commissioning Board
Andrew Redding
14 September 2015**

Attendees:

Name	Job Title
Andrew Redding	School Finance: Chair
Sara Rawnsley	Recruitment & Retention Lead: Vice Chair
Judith Kirk	Interim Assistant Director: Education & School Improvement
Clare Skelding	Secondary Teaching Schools Representative
Christian Bunting	Primary Teaching Schools Representative
Simon Gallacher	Catholic Partnership Representative
David Horn	Bradford Partnership Representative
Jayne Clark	Bradford Primary Improvement Partnership Representative
Trish Pearson	Special Schools Representative
Paul Burluraux	Schools Forum Representative
Yasmin Umarji	LA Primary Lead
Sara Morrissey	LA Secondary Lead
Michael Garside	Teacher Development Lead
Sanam Nazir	Education Liaison Officer : Notes

Apologies:

Name	Job Title
Sharon Hogan	Nursery Schools Representative

Ref. No.	Action / Decision	Action/ Owner	Due Date
1.	Welcome, Introductions & Apologies JK welcomed everyone to the meeting and introductions were made. Apologies were noted.		
2.	Role of Commissioning Board JK lead the meeting and explained the role of the board: - To provide a forum to ensure effective collaboration and joint		

	<p>accountability between the Local Authority, formal School Partnerships, the School Forum and Teaching School Alliances within a self-improving school led system</p> <ul style="list-style-type: none"> - Funding consists of £1.246m schools forum money plus leadership funding of £660k over the next 3 years - The Board will report the progress of commissioned work to the Education Improvement Strategic Board (EISB) - A key element is a need for transparency of funding <p>The TOR were referred to and agreed by the board (Copies were sent to the board prior to the meeting).</p> <p>There was discussion regarding the chair and vice chair of the board:</p> <ul style="list-style-type: none"> - SR and AR were nominated - It was agreed AR would be the Chair of the BEICB and SR would be the Vice Chair <p>AR gave content to why the Board was formed:</p> <ul style="list-style-type: none"> - Based on the idea of a joint improvement investment fund. - Funding to focus on education and accelerating outcomes - Strong focus is 'value for money', to do more with less - Funding is a one off, non-occurring amount - In February 2015, Secretary of State advised to use the funds for school improvement - Key element will be to track and evaluate the money spent - AR advised there has been discussion regarding the BEICB at the last Schools Forum meeting; questions were raised as to decision making process and how information would be communicated 		
<p>3.</p>	<p>Commissioning Board Approach & Allocation of Funding</p> <p>There was a discussion as to how the funds should be allocated:</p> <ul style="list-style-type: none"> - JK queried whether it should be allocated on a yearly basis, £500k this year, £500k next year and the remainder in the third year and possibly some kept centrally? - Need to have a spend plan - DH advised that the board needs to align finance to schools strategically if 'all schools are to be good by 2018' - Need to act quickly <p>There was a discussion around allocating funds to the three strands:</p> <ul style="list-style-type: none"> - Schools causing concern - Themes - CPD <p>SR advised funding could potentially be allocated for commissioned work on areas such as, bespoke work on SCC, leadership work for aspiring headteachers.</p> <p>AR advised that the money should be used in a way that is different and new, as there is a mechanism in place currently within the DSG for schools in financial difficulties. CS agreed and advised funding must be creative and innovative. JC stated that some of the SCC has been in that category for a long time and a</p>		

	<p>financial audit maybe required to establish whether or not they are in financial difficulties. CB agreed and commented there are some schools are sitting on budgets entries of £150k plus.</p> <p>AR advised that with school budgets there are exceptions if schools can't meet the financial difficulties criteria, but the cost of interventions does fall into school budgets. SR queried what the process was regarding school budgets. AR advised where there is concern, the LA can allocate a 'notice of concern' to the school.</p> <p>YU proposed using the Wigan model, using school to school support but acknowledged that there are some schools who want financial reimbursement in order to provide support.</p> <p>SG commented that we need to raise the bar for all schools, from 'good' to 'outstanding' as well as 'RI' to 'good'.</p> <p>DH stated that we must look at 'themes' strategically and support teaching schools and partnerships to help schools which would help make them secure. The identified themes are leadership and governance.</p> <p>JK suggesting using analysis of data e.g. white boys not making progress. JC advised it is necessary to use data such as RAISE online and analyse why trends are not being hit and explore the hidden themes.</p> <p>AR questioned how would funding operate? Would things be taken as they come along? Or plan - budget per theme? Budget per year? Spending in groups?</p> <p>DH stated that we must also look at the positives and where Bradford is now; have good partnerships across all phases, there are good academies and collectively work well with the LA. PB agreed with DH but queried do we have the capacity as recruitment continues to be an issue in Bradford.</p> <p>CB advised there is a need to push to recruitment immediately. SR related there is a lot work being done to address recruitment in Bradford such as the upcoming recruitment fair, bus tours, the 'pass on' method for potential candidates but stressed there is a need to be fair and equitable across the whole district.</p> <p>CS advised that the partnership models do know more and are in the best position to do the work.</p>		
4.	<p>Relationships between Commissioning Board, Finance & EISB</p> <p>The board will report to EISB and members may need to attend EISB on occasion to provide reports/update.</p>		
5.	<p>Methodology for accountability</p> <p>The TOR states that funding is within a framework of accountability including success criteria, milestones and impact measures. The Board will have the</p>		

	authority to cease funding if the impact of the commissioned work is not being achieved		
6.	<p>Allocation of resources – Centres of Excellence, NQT Funding for Primary LAPS</p> <p>CB queried further funding for the board. AR said it would be unlikely but may find more from DSG, which could lead to a mechanism.</p> <p>There were questions raised:</p> <ul style="list-style-type: none"> - How much do we spend? - How is it split? Split between the partnerships and centres? - Rules for spending? - Tracking? Impact of? - If we don't put into partnerships, then what? <p>SR proposed £200 per primary school for the NQT programme. There are 140 maintained schools and 163 schools. All LAPS are aware of the proposal and on board (£32k in total).</p> <p>JK proposed £80,000.00 for the 'new to English' hubs and centres of excellence, The LA are no longer responsible for the delivery and it will be a school led approach.</p> <p>JC questioned if there was possibility of investment in data? AR advised that schools pay for IT and support, and need to get most out of it.</p> <p>JK suggested £150k allocated to partnerships for delivery? PB proposed £200k for secondaries?</p>		
7.	<p>Agreed Actions</p> <ul style="list-style-type: none"> • £200,000.00 to be allocated to the Secondary Partnerships (with planned use to be considered by the BEICB at its next meeting) • £200,000.00 to be allocated to the Primary Partnerships (with planned use to be considered by the BEICB at its next meeting) • £32,000.00 to be allocated to SR for NQT programmes in schools (from her £220k budget) • £80,000.00 to be allocated for 'New to English' hubs and centres of excellence • SR's NQT proposal to be circulated to the Board • Review special schools and EYs at the next meeting • Each lead from the partnerships to bring key issues to the next meeting. 		
8.	<p>Any Other Business</p> <ul style="list-style-type: none"> • To invite Lynne Donohue to future meetings as LA EYs Lead. • The board agreed for the meeting scheduled to take place on 29 Sept 2015 to be cancelled. 		
9.	Dates of Future Meetings		

Department of Children's Services

	<p>Thursday 12 November 2015, 16:00 (Future House) Thursday 7 January 2016, 16:00 (venue TBC) Wednesday 9 March 2016, 16:00 (venue TBC) Tuesday 3 May 2016, 16:00 (venue TBC) Tuesday 5 July 2016, 16:00 (venue TBC)</p>		
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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 paper provides the Schools Forum with an overview of the results achieved by Bradford's pupils in the tests and examinations that they completed during the summer term 2015

Date (s) of any Previous Discussion at the Forum

Summer 2014 results were presented to the Forum in October 2014.

Background / Context

- There is national testing for pupils in the following age groups annually during the summer term
 - At the end of the Early Years Foundation Stage – 5 year olds
 - At the end of Year 1 – Phonics Screening Check – 6 year olds
 - At the end of Key Stage 1 – 7 year olds
 - At the end of Key Stage 2 – 11 year olds
 - At the end of Key Stage 4 – 16 year olds
 - At the end of Key Stage 5 – 18 year olds
- The results are received from the Department for Education (DfE) from July through to January of the following year. Initially provisional results are provided which are checked by schools. The checking involves the possible remarks of test papers and the discounting of pupils that are new to the country.
- Final validated results are received as follows
 - October – Key Stage 1, Phonics, Early Years Foundation Stage
 - December – Key Stage 2
 - January – Key Stage 4 and Key Stage 5
- This report provides an overview of Bradford's performance in each of the national tests and examinations. A detailed analysis of the data has already been undertaken and is being used by LA officers and the school partnerships to address areas of underperformance and to share good practice,

Details of the Item for Consideration

- Outcomes in Early years have sustained a rising trend over three years. The percentage of pupils achieving a good level of development (GLD) has risen by 7% points in Bradford in 2015 securing a 13% increase over the last three years. The national average improved by 6% points in 2015 to 66%
- There is a rising trend in the percentage of Y1 pupils achieving the required standard in phonics, with a 3% point increase in Bradford's figures in 2015 and an 8% increase since 2013, the same as the national improvement. This result places Bradford 117th out of 150 local authorities.

- In 2015 Bradford's Key Stage 1 results at Level 2b+ (L2b+) have improved at a faster rate than the national figures from 2014 to 2015 and this represents an accelerating 3 year trend of improvements for Bradford's 7 year old children. Whilst Bradford's results are still below the national averages, the gaps have been reduced in 2015 and Bradford's rankings against 150 other local authorities have improved. Reading at L2b+ has improved by 7 places to 139th, writing by 18 places to 123rd and maths by 10 places to 137th out of 150 local authorities. The proportion of higher achieving pupils (L3+) continues to be low in Bradford and well behind the national figures.
- At the end of KS2, standards across Bradford have risen slightly though the overall performance in all subject areas continues to be below the provisional national figures. There has been a slight improvement, of at least 1% point, on all the key measures except for reading, where the proportion of pupils achieving level 4 or better has fallen by 1% point. The gap has widened by 1% point with regards to the proportion of pupils achieving L4+ in reading, writing and maths combined (RWM).
- The proportion of Bradford pupils making expected (two or more levels) progress in reading is 2% points below the national figure but the gap has remained consistent. The rate of improvement in Bradford in relation to the proportion of pupils making expected progress in writing has kept track with national, both improved by 1% point, so both remain at 94%. In maths, expected progress has improved by 1% point – this is better than the national figure so the gap is now down to just 1% point. However Bradford is very aware that progress results must exceed national figures if we are to close the attainment gap. National rankings continue to place Bradford's attainment results in the bottom 10% of all LAs and in the bottom three of our statistical neighbours. Bradford's progress rankings are a little better with expected progress in writing ranked 79th out of the 150 LAs.
- Based on the provisional data, the indications are that the number of schools below floor standards will reduce to 14 from 23. This demonstrates an improvement in 2015.
- At KS4, standards across Bradford have risen slightly in relation to the proportion attaining five A*-C including English and mathematics. Performance against other GCSE indicators varies significantly between schools. Comparisons with statistical neighbours indicate that Bradford may have gained some marginal ground on some local authorities. However, standards remain well below the national and regional average. Based on the results received from our 29 secondary schools with eligible Year 11 students, 12 have improved on their performance in 2014, 7 are above the national average for 2014, 12 are below the minimum expected floor standard (10 in 2014), and there is a three-year downward trend in nine schools compared with an overall improvement over three years in six schools.
- At KS5 standards rose across the board, however Bradford's results remain below the national averages. Strong performance was seen for students studying for vocational qualifications but it was a much more mixed picture for the academic results. There is also concern that Bradford students do not achieve enough of the higher grades in A Levels.

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

It is important that financial resources are targeted on the schools and pupils where the greatest levels of improvement are required.

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

This paper provides information on the priority outcome focus 'Good Schools and a Great Start for All Our Children':

- Ensuring that children are school ready
- Accelerating educational attainment and achievement
- Ensuring young people are life and work ready

Recommendations

The Schools Forum is asked to consider how the position presented should inform the Forum's financial decision making for 2016/17.

List of Supporting Appendices / Papers (where applicable)

None

Contact Officer

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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 asks Members to consider the outcomes of the consultation on the 2016/17 Primary and Secondary funding formulae. Schools Members of the relevant phases are then asked to make final recommendations on the structure of the formulae in the indicative pro-forma (shown in Appendix 1) in order that it can be submitted to the Education Funding Agency by 30 October 2015.

Date (s) of any Previous Discussion at the Forum

The consultation document and appendices were discussed and approved at the last Forum meeting held on 23 September 2015.

Background / Context

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

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

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

On 16 July 2015, the Schools Block per pupil funding rates for each local authority for 2016/17 were confirmed to be the same as in 2015/16, including the additional money allocated to the least fairly funded authorities as a result of minimum funding levels. Final schools block allocations will be confirmed in December 2015 in line with data on pupils recorded in the October 2015 Census. On the same day the Government published the "[School revenue funding 2016 to 2017: Operational guide](#)" which confirms that the regulations in place for 2015/16 remain unchanged for 2016/17, so there are no required changes in the funding mechanisms for primary and secondary schools and academies in the 2016/17 financial year.

A National Fair Funding Formula for primary and secondary schools and academies is now expected to be introduced in April 2017.

At the last Forum meeting, members discussed and approved the consultation document on the 2016/17 Primary and Secondary funding formulae.

Details of the Item for Consideration

At the last Forum meeting, members discussed and approved the consultation document, which outlines the proposals for the formulae to be used to calculate budgets for Primary and Secondary schools and academies in 2016/17.

The main consultation document and accompanying appendices were subsequently published on Bradford Schools Online (BSO) [here](#) on 23 September 2015.

Details of the Item for Consideration (continued)

Stakeholders have been invited to respond to the consultation by providing comments on the proposals and answering the specific questions within the paper by Friday 16 October 2015; this means that the analysis of responses will not be available prior to the Forum meeting, but will be tabled for discussion at the meeting.

The consultation document makes it clear that there are a number of significant discussions taking place within the Schools Forum that are likely to have implications for delegated budgets in the future. Although the consultation modelling, and the indicative EFA pro-forma (shown in Appendix 1) is currently based on seeking to maintain an overall 'cash flat' position for the funding of primary and secondary schools and academies in 2016/17, it is highly possible that further reductions in formula variables may be needed to balance the overall DSG allocation.

The Formula Funding Working Group has started to discuss the key issues that will need to be taken into account when setting the values of factors within the primary and secondary funding formulae for 2016/17; an update on these discussions is provided in Document FK.

The final pro-forma detailing our factor values must be submitted to the EFA by 21 January 2016; the only changes between the provisional and final versions should be for the unit values, not the factors used.

Schools Members of the relevant phases are asked to make final decisions on the structure of the formulae in the indicative pro-forma (Appendix 1) for a) Primary and b) Secondary in order that it can be submitted to the EFA by 30 October 2015. Appendix 1 has been completed on the basis of the proposals outlined in the consultation document and as agreed by the Forum in the last meeting held on 23 September. If members do not wish to make any changes to the proposals, Appendix 1 is the pro-forma that will be submitted to the EFA.

Contingency Criteria

The Schools Forum made final decisions on the 2015/16 contingency funds to be held within the Schools Block of the DSG in the meeting held in January 2015. The proposed criteria for 2016/17 contingency funds are the same as in 2015/16.

The following contingency funds and criteria were proposed in section 5 of the consultation document:

- The Growth Fund (as for 2015/16)
- School Re-Organisation Costs (as for 2015/16)
- Exceptional Costs and Schools in Financial Difficulty (as for 2015/16)

The consultation document asks for a view whether, for 2016/17, sums should continue to be held in contingency for the above items, and whether the criteria included in section 5 should be used to allocate funding. Any responses from stakeholders will be included in Appendix 2 which will be tabled at the meeting.

Schools Members of the relevant phases are asked to consider the responses and make a recommendation on the continuation of the above existing funds for a) Primary and b) Secondary in 2016/17.

The values of funding held for contingency items will be set in the January meeting.

De-Delegated Funds

The Schools Forum made decisions relating to de-delegated funding for the current financial year in the meeting held in January 2015.

The consultation document asked maintained schools for their views directly on whether, for 2016/17, sums should continue to be de-delegated from maintained school budgets for the purposes outlined. Any responses from stakeholders on the future position of de-delegated funds will be included in the presentation of Document FJ.

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

There are no direct implications arising from the updated funding regulations for the DSG in 2016/17; the DfE has confirmed that the per pupil unit of Schools Block funding allocated to the Bradford District will remain at the same level as in 2014/15 and 2015/16.

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

The District's key strategic aims are to:

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

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

Overall continuity in our funding model for primary and secondary schools and academies in 2016/17 will provide a stable platform for schools / academies to continue to meet their educational priorities.

Recommendations

Prior to taking final decisions, the Forum is asked to consider the outcomes of the consultation. Members are then asked to consider whether the proposals should be changed in light of the responses. These responses will be tabled at the meeting, following the conclusion of the consultation period on Friday 16 October.

1) Schools Members of the relevant phases are asked to make final recommendations on the structure of the formulae in the indicative pro-forma (Appendix 1) for a) Primary and b) Secondary in order that it can be submitted to the EFA by 30 October 2015. Appendix 1 has been completed on the basis of the proposals outlined in the consultation document and as agreed by the Forum in the last meeting held on 23 September. If the Forum does not wish to change any of the proposals, Appendix 1 is the pro-forma that will be sent to the EFA.

2) Schools Members of the relevant phases are asked to consider the responses and make recommendations on the continuation of the existing contingency funds for a) Primary and b) Secondary in 2016/17.

List of Supporting Appendices / Papers (where applicable)

- Appendix 1 - Indicative EFA Primary and Secondary Pro-forma for 2016/17
- Appendix 2 - Analysis of Consultation Responses (*this will be tabled at the meeting*)

Contact Officer (name, telephone number and email address)

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Local Authority Funding Reform Proforma

LA Name:

Bradford

 LA Number:

380

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	Yes	Pupil Units			83.00				
	Description	Amount per pupil		Pupil Units		Sub Total	Total	Proportion of total pre MFG funding (%)	Notional SEN (%)	
	Primary (Years R-6)	£2,879.17		54,913.00		£158,103,638	£288,178,093	38.65%	7.51%	
	Key Stage 3 (Years 7-9)	£4,157.97		18,950.50		£78,795,538		19.26%	6.28%	
	Key Stage 4 (Years 10-11)	£4,276.57		11,990.67		£51,278,917		12.53%	6.28%	
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
2) Deprivation	FSM6 % Primary	£1,030.06		18,555.40		£19,113,210	£64,144,152	15.68%	23.08%	
	FSM6 % Secondary		£961.26		11,860.23	£11,400,778			10.16%	
	IDACI Band 1	£305.12	£394.01	3,809.27	2,180.58	£2,021,447			22.45%	19.18%
	IDACI Band 2	£381.40	£492.51	4,698.85	2,725.68	£3,134,563			22.45%	19.18%
	IDACI Band 3	£457.68	£591.01	11,769.69	6,867.91	£9,445,756			22.45%	19.18%
	IDACI Band 4	£533.96	£689.51	11,241.93	6,529.69	£10,505,043			22.45%	19.18%
	IDACI Band 5	£686.52	£886.51	4,499.95	2,345.78	£5,168,883			22.45%	19.18%
	IDACI Band 6	£839.08	£1,083.52	2,414.98	1,225.74	£3,354,471	22.45%	19.18%		
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
3) Looked After Children (LAC)	LAC X March 14	£0.00		473.48		£0	£4,631,472	0.00%	0.00%	
4) English as an Additional Language (EAL)	EAL 3 Primary	£164.86		13,080.07		£2,156,384		0.87%	0.00%	
	EAL 3 Secondary		£1,170.03		1,196.73	£1,400,211			0.00%	
5) Mobility	Pupils starting school outside of normal entry dates	£1,615.88	£1,925.59	617.13	40.33	£1,074,876	0.26%	0.00%	0.00%	
	Description	Weighting	Amount per pupil	Percentage of eligible Y1-2 and Y3-6 NOR respectively	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
6) Prior attainment	Low Attainment % new EFSP	46.16%		21.81%			£7,534,912	1.84%		
	Low Attainment % old FSP 73		£242.46	21.81%	11,955.43	£2,898,756			100.00%	
	Secondary pupils not achieving (KS2 level 4 English or Maths)		£496.91		9,329.93	£4,636,156			100.00%	

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
7) Lump Sum	£175,000.00	£175,000.00			£33,425,000	8.17%	0.00%	0.00%

8) Sparsity factor	£0.00	£0.00	£0.00	£0.00	£0	0.00%	0.00%	0.00%
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum for one or both of the phases.								
Primary distance threshold (miles)		Primary pupil number average year group threshold		Fixed or tapered sparsity primary lump sum?	Fixed			
Secondary distance threshold (miles)		Secondary pupil number average year group threshold		Fixed or tapered sparsity secondary lump sum?	Fixed			
Middle schools distance threshold (miles)		Middle school pupil number average year group threshold		Fixed or tapered sparsity middle school lump sum?	Fixed			
All-through schools distance threshold (miles)		All-through pupil number average year group threshold		Fixed or tapered sparsity all-through lump sum?	Fixed			
9) Fringe Payments					£0	0.00%		
10) Split Sites					£159,626	0.04%	0.00%	
11) Rates					£5,305,837	1.30%	0.00%	
12) PFI funding					£5,724,059	1.40%	0.00%	
13) Sixth Form					£0	0.00%	0.00%	
14) Exceptional circumstances (can only be used with prior agreement of EFA)								
Circumstance					Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
Additional lump sum for schools amalgamated during FY15-16					£0	0.00%	0.00%	0.00%
Additional sparsity lump sum for small schools					£0	0.00%	0.00%	
Exceptional Circumstance3					£0	0.00%	0.00%	
Exceptional Circumstance4					£0	0.00%	0.00%	
Exceptional Circumstance5					£0	0.00%	0.00%	
Exceptional Circumstance6					£0	0.00%	0.00%	
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)					£409,103,151	100.00%	£40,229,196	
15) Minimum Funding Guarantee (MFG is set at -1.5%)					£689,964			
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)					Yes			
Capping Factor (%)	0.77%	Scaling Factor (%)	100.00%					
Total deduction if capping and scaling factors are applied					-£689,964			
					Total (£)	Proportion of Total funding(%)		
MFG Net Total Funding (MFG + deduction from capping and scaling)					£0	0.00%		
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)								
Additional funding from the high needs budget					£688,663.71			
Growth fund (if applicable)					£1,728,692.00			
Falling rolls fund (if applicable)					£0.00			
Total Funding For Schools Block Formula					£409,103,151			
% Distributed through Basic Entitlement					70.44%			
% Pupil Led Funding					89.09%			
Primary: Secondary Ratio					1 :		1.33	

SCHOOLS FORUM AGENDA ITEM

For Action



For Information



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

This report asks Members to consider the outcomes of the consultation on the 2016/17 Early Years Single Funding Formula. The report also provides further information on places planning and on the development of flexibility in the maintained sector, responding to the request from Members for further information.

Date (s) of any Previous Discussion at the Forum

The consultation on the Early Years Single Funding Formula (EYSFF) for 2016/17 was discussed and agreed in the Forum meeting held on 23 September 2015.

Background / Context

The Early Years Single Funding Formula (EYSFF) was implemented in April 2011. This introduced a new common approach to the funding of the free entitlement in all maintained and PVI settings. The Department for Education (DfE) confirmed on the 16 July 2015 that there would be no required changes to the operation of the EYSFF in 2016/17.

At the September Forum meeting members agreed the proposed consultation document, which had been approved by the Early Years Working Group (EYWG) prior to the Forum meeting. The document proposes no changes to the calculation of funding using our EYSFF in 2016/17, but does propose a move to monthly payment to private, voluntary and independent providers. The consultation document was published on Bradford Schools Online on 23 September.

The values of funding shown in the technical statement within the consultation document are indicative only at this stage, and are based on a cash flat position. As reported at the last meeting, overall affordability and the benchmarking data, will be key considerations for Forum members to take into account when confirming the EYSFF rates for 2016/17.

The DfE has recently published an initial analysis of its national 'call for evidence' on costs of early years provision and the sufficiency of funding rates. It is now expected that a formal reaction to this (in terms of the Government's commitment to increase funding rates) will be included in the autumn Spending Review, which will be announced in November.

Details of the Item for Consideration

Consultation on the 2016/17 EYSFF

The key proposals within the consultation paper were:

- To continue to fund the free entitlement for eligible 3 and 4 year olds in 2016/17 via the EYSFF in the same way as in 2015/16. The indicative values of funding currently based on a cash flat position.
- To continue to fund the free entitlement for eligible 2 year olds using a flat base rate, indicatively set at £4.85 per hour (which is the value the DfE funds the DSG for this offer).
- To introduce a monthly payment mechanism for Private, Voluntary and Independent (PVI) providers.

Stakeholders were invited to respond to the consultation by providing comments on the proposals and answering the specific questions within the paper by Friday 16 October 2015. As this deadline falls after that for the publication of reports for the 21 October Schools Forum meeting, an analysis of the responses received will be provided at the meeting, as per previous practice.

The Forum is asked to consider the outcomes of the consultation and make final recommendations on the 2016/17 Early Years Single Funding Formula. In the absence of negative responses (or where the majority of responses are positive) it is recommended that the Forum agrees to the proposals, and also agrees for the Local Authority to work with PVI providers to establish a monthly payments mechanism, as set out in the consultation paper.

Details of the Item for Consideration (continued)

Benchmarking of EYSFF Funding Rates - Update

Members of the Schools Forum will be asked to consider the EYSFF rates values in the January 2016 meeting, once our overall level of DSG is known, and when a more accurate assessment of take-up of funded hours (based on the termly numbers for the current 2015/16 financial year) can be calculated. It should be noted that the Minimum Funding Guarantee (MFG) of -1.5% applies to the EYSFF Base Rates, so the maximum reduction that could be applied to the base rate would be 1.5% of the 2015/16 value for each type of provider.

Members were reminded at the last meeting, using 2014/15 benchmarking data, that our EYSFF rates for the 3 and 4 year old offer continue to be higher than the average of our statistical neighbour authorities and the national average. This higher spend is the result of deliberate decision by the Schools Forum to support early intervention and to enable providers to drive forward improvements in outcomes for children from the start of their education. As reported at the last meeting, the key question for the Schools Forum and the Local Authority is how this additional spend is impacting on educational outcomes in the Bradford District.

Benchmarking has now taken place using 2015/16 planned budget data. This is shown in Appendix 1. This looks at the position of base rate and deprivation rate funding, excluding supplements (sustainability, quality and flexibility; Bradford's formula has a sustainability supplement for nursery schools, but does not contain quality or flexibility supplements). Arguably, it is the difference in the value of the pupil-led rates, rather than the supplements, that it is more important to identify in seeking assess risk of impact of the national funding formula.

Flexibility of the Free Entitlement Offers Maintained Schools

At previous meetings, the Schools Forum has expressed some concern regarding the reduction in the numbers of 3 and 4 year olds in maintained school nurseries that has taken place this year in certain areas. Although some of this of this is explained by an overall drop in birth rate in the District, Forum Members have expressed the desire to better understand what support is available for schools in developing the flexibility of their free entitlement offers, understanding that it is this flexibility that is increasingly attractive to parents in their decision making about providers.

The report, Flexibility in School Nurseries, has been written by the Early Childhood Services Team and is attached at Appendix 2. This provides some case studies and useful links to further information. It is recommended that this report is made available to all school on Bradford Schools Online and is also considered by the Primary Partnerships.

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

Funding of the free entitlement for 2, 3 and 4 year olds in early years settings is identified within the Early Years Block of the DSG and will be calculated on the January Census data for 2, 3 and 4 year olds.

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

The District's key strategic aims are to:

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

This item supports the improvement of the school readiness of children and early year's outcomes.

Recommendations

The Forum is asked to consider the outcomes of the consultation and make final recommendations on the 2016/17 Early Years Single Funding Formula, as outlined in this report.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – 2015/16 benchmarking analysis
Appendix 2 – Flexibility in School Nurseries

Contact Officer (name, telephone number and email address)

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Statistical Neighbours

National

1. EYSFF (three and four year olds) Base Rate(s) per hour, per provider type

STATISTICAL NEIGHBOURS	UNIT VALUES		
	PVI	Nursery	Nursery Class
Description			
Bradford 3-4 YO Base Rates	4.63	5.71	4.13
Average 3-4 YO Base Rates Statistical Neighbours	3.71	4.77	3.68
Difference Between Bradford Base Rates & Statistical Neighbours Average Rates	0.92	0.94	0.45

*Bradford Rates are higher***2. Supplements - Deprivation**

STATISTICAL NEIGHBOURS	UNIT VALUES		
	PVI	Nursery	Nursery Class
Description			
Bradford 3-4 YO Deprivation Rate	0.77	0.76	0.73
Average 3-4 YO Deprivation Rates Statistical Neighbours	0.30	0.38	0.37
Difference Between Bradford Deprivation Rates & Statistical Neighbours Average Rates	0.47	0.38	0.35

Bradford Rates are higher

STATISTICAL NEIGHBOURS	UNIT VALUES		
	PVI	Nursery	Nursery Class
Description			
Bradford Base Rates & Deprivation combined	5.40	6.47	4.86
Statistical Neighbours Base Rates & Deprivation combined	4.02	5.15	4.06
Combined / Total Difference	1.38	1.32	0.80

1. EYSFF (three and four year olds) Base Rate(s) per hour, per provider type

NATIONAL AVERAGE FIGURES	UNIT VALUES		
	PVI	Nursery	Nursery Class
Description			
Bradford 3-4 YO Base Rates	4.63	5.71	4.13
National Average 3-4 YO Base Rates	3.70	4.98	3.68
Difference Between Bradford Base Rates & National Average Base Rates	0.93	0.73	0.45

*Bradford Rates are higher***2. 2a Supplements - Deprivation**

NATIONAL AVERAGE FIGURES	UNIT VALUES		
	PVI	Nursery	Nursery Class
Description			
Bradford 3-4 YO Deprivation Rate	0.77	0.76	0.73
National Average 3-4 YO Deprivation Rates	0.28	0.18	0.40
Difference Between Bradford Deprivation Rates & National Average Rates	0.49	0.59	0.32

Bradford Rates are higher

NATIONAL AVERAGE FIGURES	UNIT VALUES		
	PVI	Nursery	Nursery Class
Description			
Bradford Base Rates & Deprivation combined	5.40	6.47	4.86
National Average Base Rates & Deprivation combined	3.97	5.16	4.08
Combined / Total Difference	1.43	1.31	0.77

Please note that this benchmarking looks at base rate and deprivation rate funding only
(it excludes any additional supplements for sustainability, quality and flexibility)

Flexibility in School Nurseries

Background

The Schools Forum has asked for a report, which provides more information on the position of early years place planning and numbers across the District and strategies for the development of flexibility in maintained provisions / how the Authority is helping schools to be more flexible. The issues that have triggered this request are:

1. A number of maintained nursery provisions being down on 3 and 4 year old numbers (causing budget pressure for their settings)
2. A feeling that, because the 2 year old offer is predominantly delivered in PVI settings, that this is affecting through-put to maintained nurseries
3. A feeling that, as maintained schools are not as flexible, schools are becoming increasing less attractive to working parents than PVI offers. Maintained schools need to do something to respond to this i.e. get better at flexibility otherwise they will be pushed out of the market.
4. The need to prepare for the forthcoming 30 hour entitlement.

The Government want schools to offer more flexibility. On October 14, Childcare Minister Sam Gyimah's speech at a Policy Exchange on giving the most disadvantaged children the best start in life, explained how schools across the country are offering flexibility <https://www.gov.uk/government/speeches/childcare-minister-speaks-about-more-pre-schools-in-schools>

Family and Childcare Trust have produced an evaluation of Family Action's Childcare in School project (2013-2015) and made recommendations for schools across England http://www.learning-exchange.org.uk/case_studies/wraparound_case_studies/developing-childcare-in-schools-research-duncan-lugton.30.3.15.pdf

Position in Bradford

Bradford schools predominantly offer morning and afternoon sessions, with some schools providing before school, after school, holiday care and wrap around care.

Case study one - Foxhill Primary – have a morning only nursery and, if parents need, afternoon wrap around childcare they can attend the school run Fox Club which provides afternoon sessions up to 3pm, which includes lunch. If parents need childcare until 6pm they can access a 3pm-6pm session which includes a meal. Fox Club also provides childcare in the school holidays. All the childcare is very popular and is meeting working families' needs.

Case Study 2- Home Farm Primary - had always offered morning and afternoon sessions and was concerned about falling nursery numbers. From September 2014, the school offered parents the choice of 2.5 days or am/pm sessions. From September 2015, all 60 children opted for the 2 and a half day split and the school have made it a permanent arrangement.

Case study 3 – St Oswald's CofE Primary - offer full flexibility with full day sessions and am and pm sessions. The school started offering flexible places in January 2014 with early education places for 2 year olds and parents were requesting flexibility for 3 and 4 year olds as well. They have changed the environmental to create sleep areas and at times the 2 year olds share the same space as 3 and 4 year olds. Additional part time staff was employed to cover lunch time as well as full time staff on a rota basis. The school feels flexibility is working well and this has helped to increase take up of early education places at the school.

Support for Schools in Bradford

Family Action Network provides lots of useful information for schools which want to explore flexibility

http://www.learning-exchange.org.uk/documents_library_pages/wraparound/setting_up_childcare_in_schools_dismantling_the_barriers

Sufficiency Officers based in Early Childhood Services can support schools to undertake market research to ascertain the need in the area and give advice on developing a model that meets the needs of parents and children.

30 hours - Bradford has expressed an interest in being part of the pilot for the introduction of 30 hours from September 2016. Full implementation isn't until September 2017 and Bradford will learn from the pilots and implement recommendations. For more information on the extended free entitlement.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440631/Childcare_Bill_-_policy_statement.pdf

NAHT have produced a report from 791 members on extending childcare provision in schools

https://www.pacey.org.uk/Pacey/media/Website_files/PACEY%20general/An-Early-Years-Place-for-All-Final-Report.docx

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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 asks the Schools Forum to agree the publication of the proposed consultation document on the High Needs Block funding model for 2016/17. This includes the number of places the Authority plans to commission and the arrangements for paying top up (Plus) funding. Members are also asked to begin to consider the issues raised in the report regarding affordability pressures within the High Needs Block.

Date (s) of any Previous Discussion at the Forum

The Forum considered the consultation on the 2015/16 high needs funding model in October 2014 and set the High Needs Block budget in January 2015. High needs funding is regularly discussed by Members.

Background / Context

Please see Appendix 1 (the proposed consultation document itself) for the background to the proposals for the 2016/17 funding model.

Members are reminded that the DfE has announced that 2016/17 is a 'stand-still' year and no major technical changes are being made to the funding framework in so far as this affects high needs providers. By stand still:

- DSG per pupil rates of funding (Schools Block and Early Years Block) are expected to remain at 2015/16 levels (cash flat). The Schools Block rate has been confirmed at cash flat.
- The DfE has said in its guidance that authorities cannot claim additional funding for additional high needs places and that increases in High Needs Block funding for demographic growth are unlikely i.e. Bradford will not receive any further HNB funding on 2015/16 levels.
- The Minimum Funding Guarantee, including for special school funding, is set again at minus 1.5%.

Members are also reminded that the total of planned expenditure on high needs in 2015/16 exceeds the notional High Needs Block allocation from the DfE by £4.30m. The size and growth of the cost pressure within the High Needs Block remains one of the key issues the Forum must continue to manage. This pressure is related to the growth in the number of places required in specialist provisions and the need to increase the capacity of support / outreach services for mainstream settings.

A report was presented to the last Forum meeting, which identified that there is an approximate £0.92m growth in pressure in the High Needs Block in 2016/17, before any additional places are provided for. The attached consultation paper (Appendix 1) now identifies a £2.7m total growth in pressure, inclusive of an estimated number of additional places.

Further work is being undertaken to assess the growth in need for places. Further work is also being undertaken to look at the options that are available to manage a £2.7m additional cost pressures within the DSG in 2016/17. The Authority has met with the SEN Reference Group twice this term and also met with the District Achievement Partnership on 20 October. The SEN Reference Group has also begun to discuss the possible implications and risks associated with funding changes (national funding formula) and other key matters, including the sufficiency of places. We anticipate that a report on these matters will be presented to the Schools Forum in December.

The challenging aspect of the 2016/17 funding position will be managing the additional financial pressure brought into the DSG as a result of needing to fund additional high needs places from a cash flat funding position. This will dominate the Schools Forum's discussions on the 2016/17 DSG allocation.

This report does not provide further specific detail on the development of the District's behaviour strategy or on the spending of the identified £600,000 one off monies. It also does not provide further details on the development of the District's ASD strategy and provision. Updates on these matters will be provided to the Schools Forum in December.

Details of the Item for Consideration

Please see Appendix 1, which is the draft of the consultation paper on proposals for the funding of High Needs provision in 2016/17. This document also includes information on how the funding system works and other issues, including cost pressures and a comparison of our top up funding against other authorities. The document proposes continuity in 2016/17.

A view of the number of places to be funded in Bradford-located settings is given in paragraph 5.

The proposals for change for 2016/17 are discussed in paragraph 6.

Members are asked to consider the document and agree for this to be published. The outcomes of the consultation will be presented to the Forum in December and Members will be asked to make final recommendations on the funding model at this point.

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

Yes – as referred to in Appendix 1 and as presented above.

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

Ensuring appropriate resources are available, in the right places, to support the most vulnerable children across the District, must be a key focus for the Forum, building on current good practices. It is also vitally important that, alongside managing increasing cost pressures, that sufficient resources are available to the Local Authority and to schools to meet statutory responsibilities around SEN and meeting pupil need.

Recommendations

The Forum is asked to agree to the publication of the proposed consultation on the High Needs Block funding model for 2016/17.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 - Consultation on Funding High Needs Provision 2016/17

Contact Officer (name, telephone number and email address)

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

Document FI Appendix 1

INFORMATION AND CONSULTATION ON FUNDING HIGH NEEDS PROVISION 2016/17 FINANCIAL YEAR

1. Introduction

1.1 Significant changes to the way 'High Needs' provision is funded were required to be implemented by the Department for Education (DfE) for the 2013/14 financial year. These changes affected activities funded by the High Needs Block, which is a specific block within the Dedicated Schools Grant (the DSG) that amounts to about 10% of the overall DSG resources available to the Local Authority:

- Children with Statements in all mainstream settings
- Special Schools, Academies and Free Schools
- Resourced Units attached to mainstream schools, academies and Free Schools
- Pupil Referral Units (PRUs)
- Behaviour Centres
- Behaviour & Attendance Collaboratives (the BACS)
- Provision for students aged post 16 in Further Education (FE) settings
- Services for high needs children that are managed centrally by the Local Authority
- Education in Hospital provision
- Children placed in out of authority and non-maintained settings

1.2 This new funding approach is based on the financial definition of a 'High Needs' student being one whose education (incorporating all additional support) costs more than £10,000 per annum. This threshold lays the foundation of the national 'Place Plus' framework and the basis of the definition of the financial responsibility that maintained schools, academies and other settings have for meeting the needs of children from their delegated budgets.

1.3 Bradford Local Authority's response to these changes has been as follows:

- Our consultation document, published in autumn term 2012, outlined the major changes brought about by the new system and explained the proposals for our approach to High Needs funding for the 2013/14 financial year. Our approach was agreed by the Schools Forum in January 2013. At the centre of our approach is the application of a uniform banding model containing 7 'ranges' of need, with 7 bands of funding (referred to in this document as the 'Ranges Model').
- In March 2013, the Schools Forum agreed a series of reviews, 8 of which related to items from the High Needs Block. Our consultation document, published in autumn 2013, proposed mostly incremental changes and resolved some outstanding issues, including:
 - The funding of high needs provisions via our full Ranges Model / Place-Plus Framework, including ARCs, Early Years Children's Centre Plus, Primary Behaviour Centres and the PRUs
 - The continuation of the cash budget protection factor, which helps guard settings against unexpected monthly budget fluctuations
 - Improvements in the processes for the identification and moderation of pupil-need, so that information about Ranges is more accessible and so that the system is more responsive to in year changes
 - Additional setting-based factors for the PRUs (split sites, rates and churn factors)
 - An increase in the value of the SEN Funding Floor for students with statements in mainstream schools

The Schools Forum agreed our 2014/15 funding model in January 2014.

- In March 2014, the Schools Forum again agreed a number of reviews (outlined in a DSG Reviews Matrix) relating to the High Needs Block, which completed to inform decisions for the current 2015/16 financial year. The Schools Forum agreed our 2015/16 funding model in January 2015, which included only incremental changes on 2014/15, some of which were changes directed by the DfE:

- Following the DfE's direction - the value of an alternative provision place was increased from £8,000 to £10,000, with a corresponding decrease of £2,000 per place made to each setting's Plus element, so that this change is impact neutral.
 - Following the DfE's direction - Post 16 places were changed to be funded on the basis of the location of the setting rather than who commissions the place, bringing this in line with pre-16.
 - Early Years Children's Centre Plus - the total planned DSG budget allocated to this provision was adjusted to remove the previous double funding within the £6,000 place-led element per FTE place.
 - Alternative Provision – a change to calculate the Plus element for all students without a statement on a formula of 50% Range 4D and 50% Range 5.
 - SEN Funding Floor Primary schools and academies – the value of the SEN Funding Floor for primary schools and academies was increased. The SEN Funding Floor is a protection mechanism that ensures that all schools / academies receive a minimum amount of SEN funding.
 - Cash Budget Protection Factor – the cash budget protection factor for special schools and DSPs was continued, but with the eligibility for this factor based on criteria, so that protection is not continued in settings that are more permanently reducing their pupil numbers.
 - Exceptional circumstances / financial difficulties – a more formal Exceptional Circumstances / Financial Difficulty mechanism within the High Needs Funding Model was adopted, in line with that of mainstream provision.
 - The Authority's Control of Excess Surplus Balances mechanism was adjusted to provide a greater amount of flexibility for stand-alone maintained high needs providers in managing the possible negative impact of in year changes in pupil population.
- In July 2014, following consultation, the Schools Forum agreed an initial step towards the funding of post 16 high needs students in Further Education (FE) settings on a formula-basis for the 2014/15 academic year. A further step towards a funding formula for FE settings has been made for the 2015/16 academic year, which is outlined later in this paper.
 - During 2015, the Schools Forum has received regular reports of the development of the District's ASD strategy. Discussions on this are continuing.

1.4 As indicated in consultation documents in previous years, and has been outlined recently in national Press, some significant changes are on the horizon for the funding of education and schools. We expect, possibly from April 2017, the introduction of a national funding formula. We do not know the detail of this formula yet, or the timescale for implementation, or what this will mean for the funding of high needs. We do not know, at this time, whether a national formula will establish a consistent national needs-assessment and banding framework, which can be used for funding individual settings, or whether it will stop short of this. We anticipate further announcements from the DfE following the autumn Spending Review in November. A national funding formula however, is likely to have significant consequences for all aspects of local education and school funding and this is currently clearly on the radar of the Schools Forum and its working groups. The Schools Forum has a specific SEN Reference Group in place, made up of representatives across the high needs sector in Bradford. This group has begun to discuss the possible implications and risks associated with funding changes and other key matters, including the sufficiency of places.

1.5 The DfE has announced that 2016/17 is a 'stand-still' year and no major technical changes are being made to the funding framework in so far as this affects high needs providers. By stand still:

- DSG per pupil rates of funding (Schools Block and Early Years Block) are expected to remain at 2015/16 levels (cash flat). The Schools Block rate has been confirmed at cash flat.
- The DfE has said in its guidance that authorities cannot claim additional funding for additional high needs places and that increases in High Needs Block funding for demographic growth are unlikely i.e. Bradford will not receive any further HNB funding on 2015/16 levels.
- The Minimum Funding Guarantee, including for special school funding, is set again at minus 1.5%.

1.6 No change means that we continue to have complete flexibility in how we define and fund levels of need. It is the Authority's view that our current Place-Plus funding system is still robust and fit for purpose. As a

result, we propose to make only minor adjustments to the structure of our funding approach. These proposals are explained in paragraph 6.

1.7 The challenging aspect of the 2016/17 funding position will be managing the additional financial pressure brought into the DSG as a result of needing to fund additional high needs places from a cash flat funding position. This will dominate the Schools Forum's discussions on the 2016/17 DSG allocation. This may (is likely) to require a reduction in the values of funding rates across all 3 DSG Blocks, including a reduction in the top up 'Plus' rates for high needs providers. Providers are encouraged to keep track of the School Forum's discussion over the autumn term. The Forum will make its final recommendations at its meeting on 6 January 2016. The Authority has met with the District Achievement Partnership to further discuss, where reductions to Plus rates are needed, how these reductions could be taken i.e. whether all rates in all 7 Ranges are adjusted or whether some form of sliding-scale approach is applied.

1.8 The deadline for responses to this consultation is **Monday 30 November 2015**. Please address all questions and responses to Andrew Redding 01274 432678 andrew.redding@bradford.gov.uk. A response form is included at Appendix 2.

2. High Needs Block Rates Comparisons, Cost Pressures (and Sustainability)

2.1 The values of formula factors quoted in this document e.g. the values of 'Plus' funding by Range shown in Appendix 1, are indicative only for 2016/17. In particular, these values will be subject to the School Forum's management of costs pressures within the DSG.

2.2 The Authority's benchmarking of Top up (Plus element) rates against other authorities shows that our 2015/16 rates can be said, at the very least, to be comparable for both SEN and Alternative Provisions. Accepting the limitations of the data taken from Section 251 Planned Budget returns, and that this makes no reference to differences in levels of need between authorities or in how provision is delivered or the nature of PRU provision, this data indicates that our top up rates per place (this is the total of funding allocated in addition to the nationally set place-element) compare as follows:

	Bradford	National Median	Statistical Neighbour Median
SEN Places	£11,396	£10,460	£10,713
Alternative Provision Places – All our PRUs *	£9,573	£7,514	£8,586
Alternative Provisions Places – our turn-around PRUs only	x3 settings: £7,438, £7,875 and £9,795	£7,514	£6,416

* we have PRUs that act more like special schools, so we would expect their funding rates to be higher, assuming that the PRUs in other authorities are only for turn-around provision.

2.3 The High Needs Block continues to be under significant financial pressure; overspending in 2015/16 by £4.2m (9%) against the notional DSG budget allocated by the DfE. This is largely the result of demographic stresses, which will continue for a number of years. This overspending is met currently through contributions from the Schools and Early Years Blocks within the DSG. This is a long term pressure. The Local Authority, with the SEN Reference Group and the Schools Forum is reviewing this position, from the perspectives of both financial pressure and the sufficiency of places. The longer-term pressure must be viewed in the context of the impact of a national funding formula in the future. Our view of this will be shaped as further details of the national formula are announced.

2.4 As outlined in paragraph 5, the Authority's indicative 2016/17 DSG planned budget currently assumes the need for the following:

- For individual settings, the greater of either actual occupancy at October 2015 or the 2015/16 planned places total, with some adjustments to individual settings for known additional changes.
- Further provision, not yet allocated to individual settings, for a further 30 places for the full 2016/17 financial year and a further 20 more places at September 2016. These places would be available to allocate across different provisions, though the Authority's forecast suggests that these additional places will be needed in special school provision.

- An adjustment (reduction) to the number of secondary-aged alternative provision places in Bradford-located settings, to take account of the increased number of placements in independent schools.

2.5 Planning on this basis, indicatively, increases the cost of high needs provision by £2.72m on top of the position in this current financial year i.e. the overspending in 2016/17 increases from £4.2m to £7.0m.

2.6 The Authority will continue to affirm places forecasts over the autumn term and will talk to providers, prior to agreeing the DSG's provision for high needs places with the Schools Forum for 2016/17 on 6 January 2016. There is some work that still needs to be done here, including in confirming the forecasted need for places in the Further Education Sector.

2.7 In the light of *an indicative* £7.0m total pressure, the Authority is currently considering, with the SEN Reference Group and the Schools Forum, a range of possible cost saving measures within the High Needs Block.

3. Reminder of the Key Characteristics of the 'Place-Plus' Framework, updated for 2016/17

3.1 Under 'Place-Plus', delegated budgets in 2016/17 will be constructed in 2 parts:

The Place Element - the value of the 'Place' element is set at

- £10,000 per place for specialist SEN settings (pre and post 16)
- £10,000 per pre 16 place and £11,165 per post 16 place for resourced provisions attached to mainstream settings
- £10,000 per place for specialist Alternative Provision settings (including Pupil Referral Units).

These values are set nationally by the DfE. The number of places per setting will be set with the Local Authority before the start of the 2016/17 financial year.

The £10,000 / £11,165 values are made up of:

- a basic £4,000 (for £10,000), £5,165 (for £11,165), which is the funding that all pupils attract within formula funding,
- an additional £6,000 for additional needs, which in the mainstream primary and secondary funding formula is allocated within already delegated budgets, calculated on measures of additional need such as Free School Meals, IDACI and low attainment.

The Plus Element – the top up, above the value of the Place element, which is allocated on an individual pupil basis. This will be calculated on an assessment of the additional needs of individual pupils (we use our 7 Ranges Model – see Appendix 1) and allocations will be re-calculated, on a monthly basis, to take account of the movement of children. The Plus element is the only vehicle through which differences in costs associated with settings (rather than pupils) can also be recognised e.g. split sites, smaller settings. It is for local authorities, in consultation with their providers, to set the values of their Plus elements. Plus elements will be paid to settings by the commissioning authority, which in most instances is the Local Authority. For Further Education settings for the 2015/16 academic year, Bradford has implemented the formula already agreed with providers, as outlined paragraph 6, which represents a further step towards a formula Ranges based approach to the calculation of Plus funding.

3.2 Other key characteristics of 'Place-Plus' are:

- For academies and other non-maintained providers, including Further Education settings, the Place element will be allocated directly by the Education Funding Agency, rather than by the Local Authority.
- Specific stand-alone maintained high needs providers i.e. Special schools and PRUs, are still not able to access de-delegated or centrally managed funds within the DSG in the way that they did prior to 1

April 2013. This means that, in areas such as maternity cover for employees and trade union facilities time, settings must either purchase services, where possible, from the Local Authority, or make their own arrangements, with the cost falling to their delegated budgets.

- A basic Minimum Funding Guarantee is still required in 2016/17 for special schools, to protect an individual school's Plus allocation against reductions of more than 1.5% per pupil. This MFG is not a requirement in other phases e.g. alternative provision or resourced units.
- Local authorities are permitted to continue to separately fund additional outreach and support services that may be managed centrally or may be devolved to providers under service level agreements. It has been specifically recognised by the DfE that this sort of separate approach may be required to provide effective support services for children aged 0-19 with low incidence sensory impaired requiring high levels of specialist support in mainstream settings.
- Place-Plus contains sufficient flexibility for local authorities to continue current strategies and to ensure that individual settings do not face unmanageable budget pressures. The new system does not require per se an adjustment to overall levels of funding for specific types of provision. It is still for the Local Authority, with the Schools Forum, to determine this.

4. Reminder of our funding approach in this current financial year

4.1 A helpful way to outline the basics of our approach is to explain the funding model for Special schools, as this has laid the foundations of the funding of all high needs provision.

Identification and Moderation of Pupil Need

4.2 As the majority of placements are commissioned by the Local Authority, the process for placing children into the 7 Ranges framework is led by the Local Authority, using the primary need data that is held by the Authority and the descriptors of need that have been agreed by school colleagues and applied for the funding of Special schools for a number of years.

4.3 The Local Authority reviews existing pupil populations and discusses the outcomes of this with each setting. Assessment places are funded at Range 4D.

4.4 The processes for managing in year changes, and for the placement of pupils newly statemented, are also led by the Local Authority. The Authority tracks the movement of children between settings and re-calculates funding on a monthly basis. SEN Services provides to each setting a list of pupils on roll and their funding range by the 5th day of each month. Any discrepancies in that month's data are resolved at this point, before the 10th of the month deadline. Newly statemented children are placed into one of the 7 Ranges by the Authority using primary need data. Children initially placed at Range 4D are re-categorised following assessment and settings are notified of this. Settings are also notified of the proposed funding range of a child at the point of consultation on placement. Schools are able to refer to the monthly funding statements to check changes and the funding position of newly admitted pupils

4.5 Adjustments to reflect changes in the needs of individual children, where an issue has been raised by a setting, are referred to the SEN Strategy Manager / Assessment Manager. If agreement is not reached, the SEN Panel is asked to make a final decision. Where changes are agreed with the Authority, funding is updated from the next applicable month.

Funding Pupil-Based Need – the 7 Ranges Model

4.6 The agreed 7 Ranges Model, shown at Appendix 1, is used to assign pupils into categories of need for funding purposes. Each range has an applicable level of funding, and every pupil assigned to a range is allocated the set value of funding, regardless of setting. This model has been applied in the same way to both pre and post 16 students.

4.7 The Local Authority's intention has been to establish a single uniform framework for calculating 'Plus' funding. The Authority's expectation is that this framework will categorise the vast majority of pupils and will thus ensure consistency in the approach to the funding of high needs in mainstream and specialist settings. It

is accepted that there will be a small number of children or young people that will sit outside the Ranges framework; most of whom will be placed in specialist independent provisions.

4.8 The values of funding per pupil set for each range in 2015/16 are:

Range	Plus Funding (annual value)
Range 1	£0
Range 2	£0
Range 3	£0
Range 4A	£985
Range 4B	£3,105
Range 4C	£4,758
Range 4D	£7,411
Range 5	£10,806
Range 6	£14,398
Range 7	£23,658

4.9 For example then, for a child assessed at Range 7 in a Special school or academy receives £10,000 Place funding and an additional £23,658 Plus funding; a total of £33,658 for a full year. Where a child is placed at a setting during the year, the setting receives the Plus value for the proportion of the year the pupil is on roll.

Funding Setting-Based Need

4.10 The following setting based needs factors are included in the calculation of Plus funding in 2015/16. These are allocated in addition to the values of pupil-based need funding shown in the table above.

- New Delegation Costs – an additional amount per pupil to reflect that stand alone specialist settings under Place Plus cannot access de-delegated and centrally managed services and this may create additional budget pressure - set at a flat £364 per pupil. So a setting with 100 pupils receives $100 \times £364 = £36,400$ additional funding.
- Small Setting Protection – an additional sum, for stand-alone settings with fewer than 75 places, to ensure a minimum level of funding for fixed costs. The formula in 2015/16 is:
 A $(75 \times £10,000 \times 20\%)$
 B $(\text{setting's place funding} \times 20\%)$
 = top up to the value of A where B is less than A
- Split Sites – an additional agreed sum to replicate 2014/15 values for maintained schools that continue to operate across split sites (£162,850 for a full year allocation).
- Post 16 Places – an additional sum per Post 16 place, to continue the additional £1,165 per Post 16 place following the directed reduction from £11,165 to £10,000 place value within the national funding model from August 2014. This ensures that special schools with post 16 places do not lose out from the technical simplification. This is a factor specific only to special schools.
- Minimum Funding Guarantee - the DfE set a condition that, in 2015/16, the level of 'Plus' funding should be such that, if all the high needs pupils in a setting are placed by the Local Authority, the setting's total funding for 2015/16 will not reduce by more than 1.5% on 2014/15. This is a pupil-driven protection and takes account of the income received by the setting from other local authorities for pupils placed by them.
- 2014/15 Budget Protection – an additional total cash budget protection, for eligible settings only, which ensures that at no point during 2015/16 will the total 'Place Plus' calculated budget for an individual setting be more than 1.5% lower than the 2014/15 total level of funding (taking account of the income received for placements by other local authorities).

In Year Re-Calculation

4.11 The value of Plus funding is re-determined on a monthly basis for the movement of children. This re-calculation is based on the position recorded at the 10th of each month. Where a child is admitted after the 10th, funding begins from the next month.

4.12 For any errors in the data for a single month, or where the position has been estimated due to the most up to date data not being available (at September, picking up all changes for the new academic year), retrospective adjustments are made in the subsequent month's calculation.

4.13 Funding for August repeats the position recorded for July.

4.14 A ready reckoner is available, which helps settings predict the impact on funding of movements in pupil numbers / ranges on a monthly basis.

The Application of this Approach for the funding of other High Needs Providers

4.15 The approach outlined in paragraphs 4.2 to 4.14 is used to calculate allocations for SEN Resourced Provisions attached to mainstream primary and secondary settings, with the following differences:

- Designated Specialist Provision (DSPs):
 - Of the setting based need factors listed in paragraph 4.10, only the Minimum Funding Guarantee and the 2014/15 budget protection factors are applied. The other factors are not applied, because DSPs are not stand alone units and because Post 16 places continue to be funded at the original value of £11,165 within the national model.
- Additional Resourced Centres (ARCs – support for hearing and visually impaired pupils):
 - The funding model is applied to ARCs in the same way as for the DSPs above, with four differences. Firstly, all children placed in the ARCs are funded at Range 5. Secondly, as ARC provision is managed by the Local Authority, the monthly calculated 'Plus' element is retained by the Authority, plus the settings pay back to the Authority £6,000 of the £10,000 for each funded place on a full year basis. Thirdly, the New Delegated Costs factor is applied, as the Authority cannot access the de-delegated arrangements that resources provisions attached to maintained schools can. Fourthly, the 2014/15 Budget Protection Factor is not applied, to enable the repayment of place-led funding.

4.16 The approach outlined in paragraphs 4.2 to 4.14 is used to calculate allocations for placements in Pupil Referral Units, with the following differences:

- The value of the Place element has now been set, by the DfE, at £10,000, but previously was set at £8,000. As a consequence, the Small Setting Protection factor is calculated on the £8,000 per place value and an additional setting factor is included, which removes the £2,000 additional funding per place, so that the impact of the DfE's directed change to £10,000 is neutral. However, this adjustment is not applied to Primary PRU, to recognise that, although a PRU in name, this setting acts as a special school and has a similar cost structure.
- The Place element for the District PRU has been added to the Plus element and allocated flexibly on a monthly basis following the actual placement of pupils.
- For Central PRU, recognising the short term intensive nature of placements, rather than following the moderation processes, which are more suited to determining needs over the longer term, we have used a 'formulaic' basis to placing pupils into the Ranges model; placing 50% of pupils on roll in Range 4D and 50% in Range 5 on a monthly basis.
- This method is extended to calculate the Plus element for all non-statemented students in other PRUs settings. These students are funded on a formula of 50% Range 4D and 50% Range 5.

- Of the setting based need factors listed in paragraph 4.10, only the New Delegation Costs and Small Setting Protection are employed. A separate (different) split site factor has been used. Please see below.
- The following additional setting based need factors are included in the funding model for the PRUs:
 - A split sites factor, which recognises where provision is delivered across sites that are geographically separated. For qualifying settings, we have doubled the value of the small setting protection, to recognise the duplication in running costs of a separate site (s).
 - A 'Churn' factor, for settings that delivery short term provision, to recognise additional pressures that relate to the continuous movement of children. For qualifying settings, we calculate funding on a monthly basis as follows: the mobility variable (taken from the secondary mainstream formula) x5 (this is a standard weighting for high needs provision) x number of pupils on roll.
 - A 'Rates' factor, for all settings. As special schools do not pay rates, our basic funding model does not include any provision for the cost of rates. However, PRUs are liable for rates charges.

4.17 The approach outlined in paragraphs 4.2 to 4.14 has been used to calculate allocations for placements in the Primary Behaviour Centres, with the following differences:

- The value of the Place element has now been set, by the DfE, at £10,000, but previously was set at £8,000. As a consequence, an additional setting factor is included, which removes the £2,000 additional funding per place, so that the impact of the DfE's directed change to £10,000 is neutral. This adjustment is not applied to the 5 SEN places at the Phoenix Centre.
- For SEN placements (at Phoenix Centre), pupil need is identified and moderated as outlined in paragraph 4.2. For all other behaviour placements, recognising the short term intensive nature of provision for children that do not necessarily have Statements, the same formulaic approach as used for the Central PRU is employed; 50% of pupils funded at Range 4D and 50% of pupils funded at Range 5 on a monthly basis.
- Like other resourced provisions, the Behaviour Centres are not stand alone units. As such, it is not applicable to apply all the setting-need based factors that are included within the special school and the PRU funding models. The only setting need based factors that have been included within the calculation of Plus funding for the Centres in 2015/16 are the Churn factor (as per Central PRU above and calculated on the same basis), and the 2014/15 Budget Protection factor (which is only in place for the period of primary behaviour support review).

4.18 An interim funding model is being used in 2015/16 for the funding of Early Years Children's Centre Plus provision, as a review of this provision takes shape. This interim model applies the established principles of Place-Plus, setting the number of places on expected occupancy, funding all places at Range 4D, and including an additional allocation in response to estimated setting-based costs. The model will continue to be developed as the review of this provision takes shape.

4.19 A separate process has been followed to calculate allocations for placements in Post 16 Further Education Settings. A new approach is being implemented for the 2015/16 academic year, based on Place-Plus principles and the 7 Ranges model. This is further explained in paragraph 6.

4.20 The funding for Education in Hospital in 2015/16 is allocated to local authorities outside of the DSG, based on a national formula, with the requirement that local authorities continue the same amount per place funding as in 2014/15 (which for Bradford is £18,000 per place). As such, the Place-Plus framework is not fully applicable. This is a pragmatic, short term funding approach, in place until a longer term solution can be developed.

4.21 The new Place-Plus framework for the funding of children with SEN in mainstream Primary and Secondary schools / academies mainstream has been applied in 2015/16 as follows. This approach has not been significantly different from our approach prior to 1 April 2013.

- The vast majority of funding, which supports the costs of children at School Action, School Action Plus and with Statements, is allocated to schools / academies through the SEN funding formulae – calculated on low prior attainment, FSM and IDACI. This funding is allocated to schools / academies within their overall funding allocations at the start of the financial year. This is a separately identified amount on budget statements. The expectation then is that schools / academies will meet the vast majority of the costs of support for children with additional needs from these resources.
- For children with Statements, a threshold has been established, at a value of £6,000. For all children with Statements, the first £6,000 is allocated within the SEN formulae and the school / academy meets this proportion from their identified funding allocation.
- For Statements with a value greater than £6,000, the balance between the full cost of the Statement (calculated using the established 7 Ranges Model) and the £6,000 threshold is allocated by the Local Authority as a separate individual amount, re-calculated on a monthly basis for the movement of pupils.
- A separate SEN Floor ensures that all mainstream settings receive a minimum amount of SEN formula funding, compared against the value of Statements of children at the school / academy. In effect, the Floor provides a top up for schools / academies with higher numbers of individual Statements at a value of greater than £6,000 that have lower levels of FSM and IDACI. The SEN Floor is re-calculated on a monthly basis as the position of Plus funding changes for the movement of children.
- On top of SEN formula funding, the Local Authority publishes a 'notional SEN' figure for each school, which identifies the proportion of delegated resources that should be made available to contribute to supporting children with SEN.

4.22 Within the 2015/16 DSG, a number of centrally managed services and strategies have been continued at existing levels. These have not operated according to the Place-Plus framework described above. As stated in paragraph 3.2, local authorities are permitted to continue to fund separately additional outreach and support services that may be managed centrally or may be devolved to other providers under service level agreements. In Bradford in 2015/16, these include: the Junction Project, SEN Teaching Support Services (formerly known as 'Learning Support Services or LSS'), the Youth Offending Team and support for Traveller Children. The DSG has also continued to meet the cost of out of authority of non-maintained placements for high needs children.

4.23 The DSG continues to provide a small budget (£115,000) in support of Speech and Language Therapy Services. This is a very small contribution in the context of the total budget managed by Health Services. We are still awaiting further information from the Clinical Commissioning Groups about the detail and timetable for the expected holistic review of SLT support services for children and schools. The Authority is aware that schools have begun to commission their own SLT services.

4.24 The DSG also continues to fund mainstream and special school settings for the cost of non-transferrable education-focused specialist equipment for individual children. In 2015/16 this arrangement was extended to Early Years provision and the total DSG budget is now £175,000.

5. Places Setting for 2016/17

5.1 As summarised in paragraph 2.4, the 2016/17 planned DSG currently has provision for:

- For individual settings, the greater of either actual occupancy at October 2015 or the 2015/16 planned places total, with some adjustments to individual settings for known additional changes.
- Further provision, not yet allocated to individual settings, for a further 30 places for the full 2016/17 financial year and a further 20 more places at September 2016. These places would be available to allocate across different provisions, though the Authority's forecast suggests that these additional places will be needed in special school provision.

- An adjustment (reduction) to the number of secondary-aged alternative provision places in Bradford-located settings, to take account of the increased number of placements in independent schools.

5.2 The Authority will continue to affirm places forecasts over the autumn term and will talk to providers, prior to agreeing the DSG's provision for high needs places with the Schools Forum for 2016/17 on 6 January 2016. There is some work that still needs to be done here for specific settings, including in confirming the forecasted need for places in the Further Education Sector.

5.3 The table below lists the currently planned 2016/17 places by existing Bradford-located individual high needs setting. These numbers include all places (early years, pre and post 16), including placements from other local authorities.

Setting	Type (AP or SEN)	October 2015 Occupancy (FTE)	15/16 Funded Places (FTE)	16/17 Initial Planned Places (FTE)
Primary PRU	AP	33	42	42
Central PRU	AP	47	50	50
Ellar Carr	AP	49	45	45
District PRU *	AP	120	160	146
Acorn Centre	AP	6	10	10
Horizons Centre	AP	8	10	10
Long View Centre	AP	7	10	10
Phoenix Centre	AP & SEN	12	20	20
EY Canterbury Nursery School & CC *	SEN	1	12	12
EY Hirst Wood Nursery School & CC *	SEN	1	12	12
EY St Edmunds Nursery School & CC *	SEN	10	12	12
EY Strong Close Nursery School & CC *	SEN	6	12	12
EY Barkerend (Children's Place)	SEN	7	10	10
EY Woodroyd Children's Centre	SEN	3	10	10
ARC - Girlington Primary School	SEN	15	20	20
ARC - Swain House Primary School	SEN	16	25	25
ARC - Grove House Primary School	SEN	10	12	12
ARC – Hanson School *	SEN	53	65	65
Special – Beechcliffe School	SEN	107	99	107
Special – Chellow Heights School	SEN	183	165	183
Special – Delius School	SEN	100	110	110
Special – Hazelbeck Academy	SEN	125	116	125
Special – High Park School	SEN	93	96	96
Special – Phoenix School	SEN	77	80	80
Special – Southfield Academy	SEN	226	217	226
Special – Oastler School	SEN	76	80	90
DSP – Carrwood Primary School	SEN	4	8	8
DSP – Denholme Primary School	SEN	6	8	8
DSP – Green Lane Primary School	SEN	13	10	13
DSP – High Craggs Primary School	SEN	2	6	6
DSP – Crossflatts Primary School	SEN	7	6	8
DSP – Beckfoot Academy	SEN	8	12	12
DSP – Oasis Academy (Lister Park)	SEN	2	9	6
DSP – Grange Technology College	SEN	22	21	22
DSP – Parkside School	SEN	14	16	16
DSP – The Holy Family Catholic School	SEN	14	14	14
DSP – Thornton Grammar School	SEN	11	17	17
DSP – Titus Salt School	SEN	16	17	17
DSP – Bradford Academy	SEN	23	22	23
DSP – Haworth Primary School	SEN	3	6	6
DSP – Bradford Forster Academy	SEN	2	6	6
DSP – High Park Learn and Play	SEN	16	16	16

Education in Hospital – Airedale	SEN	6	22	22
Education in Hospital – BRI	SEN	15	11	11
Tracks	SEN	8	16	16
Post 16 Places in mainstream Bradford	SEN	38	38	38
FE – Bradford College *	SEN	65	78	78
FE – Shipley College *	SEN	80	44	44
Totals		1,766	1,903	1,947

* further work is currently taking place on the forecast of 2016/17 planned places numbers

5.4 Further provision has indicatively been made, not yet allocated to individual settings, for a further 30 places for the full 2016/17 financial year and a further 20 more places at September 2016. These places would be available to allocate across different provisions, though the Authority's forecast suggests that these additional places will be needed in special school provision.

5.5 In total therefore, the Authority plans to fund, through the High Needs Block, a total of 1,989 places in the 2016/17 financial year in Bradford-located settings; 1,661 SEN places and 328 Alternative Provision places. In addition, the DSG is currently funding 70 additional places in non-maintained special schools and independent schools.

5.6 This represents a total increase of 86 places on the 2015/16 planned budget position, but an increase of 100 SEN places. A reduction of 14 alternative provision places relates to the corresponding increase in the number of placements at independent settings (from 56 to 70). This is to be further considered by the Schools Forum.

Question 1: Do you have any comments on the places (or the distribution of places) that are planned to be funded from the High Needs Block in 2016/17?

6. Proposed Changes to the Funding Model for the 2016/17 Financial Year

6.1 It is the Authority's view that our current Place-Plus funding system is still robust and fit for purpose. As a result, we propose to make only minor adjustments in 2016/17. The proposed adjustments to the pre-16 funding approach are primarily aimed at controlling costs within the High Needs Block and are proposed in recognition that 'Place-Plus' has now been established for 3 financial years.

6.2 We propose to continue to use the existing Ranges Model to categorise children for funding purposes. This Ranges Model is shown in Appendix 1.

6.3 In terms of the further development of the formula for the calculation of funding for post 16 high needs students in the Further Education sector, it has been agreed with the relevant providers that, as, on average, colleges deliver around 60% of the hours delivered by schools, colleges will be funded for the vast majority of students at 60% of the Ranges Model value for the primary need of the student. The exception will be students with the primary need of sensory impairment (Hearing / Visual), where funding will continue to be allocated on an actual cost basis. Due to the specific support needs of these students in Further Education, and the diverse nature of their curriculum choices, it is not possible to formularise this funding element. This approach brings the basis of funding of the Further Education and Maintained sectors closer together and provides greater transparency. It also allows for more accurate budget planning, both for colleges and for the Authority. This approach has been implemented for the 2015/16 academic year.

6.4 In terms of the pre 16 funding model, the only structural change that is proposed is to remove the Bradford-specific Minimum Funding Guarantee protection factor for special schools / academies and DSPs from the calculation of allocations from 1 April 2016. This Bradford-specific factor has been in place to provide an additional level of protection to ensure that the new Place-Plus funding system does not negatively affect the stability of provision as this is embedded and as settings become familiar with how allocations are calculated. This factor has protected the overall level of per pupil funding received by a setting, based on the distribution of children in the Ranges Model in the previous year. Although providing additional stability, this factor does not allow changes in the distribution of children within the Ranges Model to feed through into funding allocations for individual schools; it limits the extent to which funding 'follows the child'. As Place-Plus will have been established at April 2016 for 3 full financial years, and as the vast majority of our special school provisions are growing in numbers, it is the Authority's view that this specific

additional protection should be removed from the funding model. Please note that this doesn't affect the continuation of the DfE's Minimum Funding Guarantee or the overall cash budget protection factor (set at minus 1.5%), which will remain in the funding model in 2016/17. The 2015/16 allocations from the Bradford-specific factor will be included in the calculation of the cash budget protection in 2016/17, so that the impact of its removal can be incrementally managed. No individual school's Place-Plus allocation in 2016/17 will reduce by more than 1.5% in total cash terms on 2015/16.

6.5 It is estimated that the removal of this Bradford-specific MFG factor will reduce the cost of special school / academy and DSP budgets by £320,000 in 2016/17. This represents a reduction of approximately £263 per special school / academy / DSP place (referring to the benchmarking information shown in paragraph 2.2, which shows our rates of Plus funding in special schools to be £936 greater than the national median and £683 greater than the median of our statistical neighbours).

6.6 Given the size of the cost pressure within the High Needs Block, the Authority is considering, with the SEN Reference Group and the Schools Forum, a range of cost-saving measures. This includes consideration of whether changes should be made to the way additional place-led funding is allocated in year, where settings grow above their planned numbers. Currently the Authority allocates an additional £10,000 (pro-rata'd on a monthly basis) in real time at the point a setting's occupancy exceeds its planned number of places in that month. Certainly, the Authority plans to move to a position where additional funding for the place-element in 2016/17 will not be finally determined until the end of the financial year; at March 2017. This is so that a balance of additional place-led funding owed can be calculated to take account of the months where the setting's number of roll could have been below the planned number of places. The Authority has identified that currently allocating additional place-led funding on a monthly real time basis has led to some overpayment.

6.7 The Authority is also currently considering whether it is reasonable to apply 2 other restrictions to the allocation of additional place-led funding in year; the application of a 'threshold' where growth will only be funded over a set number of additional admissions e.g. 2 places, and allocating additional place-funding at £6,000 rather than £10,000. The Authority is considering these adjustments, understanding that mainstream settings do not receive additional formula funding for growth in their pupil numbers after the October Census is taken and £4,000 of the £10,000 is determined to cover fixed type costs, which will not necessarily increase with the addition of a small number of pupils. We would welcome views on these measures. These measures would not reduce the cost of the planned DSG budget in 2016/17, but they will help to control the value of additional 'unplanned' cost to the DSG during 2016/17.

Question 2: Do you agree with the proposal to continue to use the existing Ranges Model (as shown in Appendix 1) to calculate the 'Plus' funding element for the 2016/17 financial year? If not, please explain why not.

Question 3: Do you agree with the incremental changes to the existing funding model for 2016/17, as outlined in paragraphs 6.4 to 6.7? If not, please outline which changes you do not agree with and the reasons why you do not agree.

Question 4: Do you have any comments on the model that has been implemented for the calculation of the Plus element for students with high needs in Further Education settings?

Question 5: Are there any further changes that you would wish to see made to the funding model in 2016/17? Please give details.

Question 6 – Do you have any other comments on the funding model that you have not recorded elsewhere?

7. Consultation Responses

7.1 Please use the responses form at Appendix 2 to submit your views on the proposals outlined in the consultation. There is space in this form for you to comment on any aspect of the proposals. If you wish to discuss these proposals in more detail, or have any specific questions, please contact Andrew Redding using the contact details shown in paragraph 1. Please ensure that your response is submitted by the deadline of **Monday 30 November 2015**.

8. Next Steps

8.1 The Schools Forum will make final recommendations on the approach to the funding of high needs provision for the 2016/17 financial year on 6 January 2016. These recommendations will be made following consideration of the responses received to this consultation and once the value of DSG funding allocated to the Authority for 2016/17 has been confirmed.

8.2 Subject to the agreement of the Council's Executive Committee, the recommended approach will be used to allocate DSG funding from 1 April 2016.

8.3 We are awaiting further information from the DfE on the further development / timetable for implementation of national funding formula. These changes are very likely to directly affect the funding of high needs provision and the quantum of the High Needs Block within the DSG in future years. A clear next step therefore, is to work through the implications and to develop our responses during 2016 as announcements are made.

9. Appendices

- Appendix 1 The 7 Ranges Model
- Appendix 2 Consultation Responses Form

HIGH NEEDS PROVISION: FUNDING CATEGORIES, BANDS & AMOUNTS 2015/16

	Range 1	Range 2	Range 3	Range 4				Range 5	Range 6	Range 7
				Band A (16.5-21.5 hours)	Band B (22-27 hours)	Band C (27.5-34.5 hours)	Band D (35+ hours)			
PRIMARY NEED Additional "Plus" Funding			£0	£985	£3,105	£4,758	£7,411	£10,806	£14,398	£23,658
Mainstream Autism & SLCN						SLCN	ASD		ASD+	ASD++
Mainstream MLD/SLD/PMLD			MLD		MLD+	SLD	PMLD	SLD+	PMLD+	PMLD++
Mainstream PD							PD		PD+	PD++
Mainstream HI/VI						HI/VI		HI+/VI+		
Mainstream BESD							BESD		BESD+	BESD++

Mainstream funding is within colour coded Bands (mainly range 4)
Funding is determined by actual Primary Need and is shown as text

RESPONSES FORM**Consultation on Funding High Needs Provision 2016/17**

Name _____ Setting Name _____

THE DEADLINE FOR RESPONSES TO THIS CONSULTATION IS MONDAY 30 NOVEMBER 2015

Please send completed questionnaire responses to:

School Funding Team
 City of Bradford Metropolitan District Council
 5th Floor, Britannia House,
 Hall Ings
 Bradford
 BD1 1HX

Tel: 01274 432678

Fax: 01274 435054

Email: andrew.redding@bradford.gov.uk

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

Question 1: Do you have any comments on the places (or the distribution of places) that are planned to be funded from the High Needs Block in 2016/17?

Question 2: Do you agree with the proposal to continue to use the existing Ranges Model (as shown in Appendix 1) to calculate the 'Plus' funding element for the 2016/17 financial year? If not, please explain why not.

Strongly Agree On Balance Agree (some reservations) Strongly Disagree

If not, please provide further explanation here:

Question 3: Do you agree with the incremental changes to the existing funding model for 2016/17, as outlined in paragraphs 6.4 to 6.7? If not, please outline which changes you do not agree with and the reasons why you do not agree.

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

If not, please provide further explanation here:

Question 4: Do you have any comments on the model that has been implemented for the calculation of the Plus element for students with high needs in Further Education settings?

Question 5: Are there any further changes that you would wish to see made to the funding model in 2016/17? Please give details.

Question 6 – Do you have any other comments on the funding model that you have not recorded elsewhere?

A large, empty rectangular box with a thin blue border, intended for the user to provide additional comments on the funding model. The box is currently blank.

SCHOOLS FORUM AGENDA ITEM

For Action

For Information

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

The report asks the Forum to consider the position of the funding of Schools and Early Years Block central items and de-delegated items from the DSG in 2016/17 and what further consideration should be given / review work should take place, in advance of making final recommendations for 2016/17 at the January 2016 meeting.

Date (s) of any Previous Discussion at the Forum

A final report, which outlined the full recommendations from the Forum's Working Group for this current financial year, was presented to the Forum on 7 January 2015. The work of the Bradford Education Improvement Commissioning Board (BEICB) is now a Schools Forum standing agenda item. The establishment of a sector-led improvement system has been discussed with the Schools Forum during 2015. At the last meeting, the Schools Forum agreed the publication of the primary and secondary consultation document for 2016/17, which asks for feedback from maintained schools on the continuation of de-delegated funds.

The Forum engaged in a discussion at the last meeting on strategic support for minority ethnic / new to English pupils. The separate report, Document FE, is presented in response to this discussion.

Background / Context

The following funds were held in this current financial year from the Schools and Early Years Blocks. The values of these are shown in Appendix 1.

Type 1

Funds that are specifically allowed by the Funding Regulations or are permitted where existing historic commitments from the DSG remain in place. The cost of these funds is 'topliced' from both schools and academies; it is then a requirement that schools and academies can access services on the same basis. **The 3 funds are:**

- **Schools Forum Costs**
- **School Admissions**
- **DSG matched contribution to school improvement**

Type 2

Funds, where the funding is originally delegated to all schools and academies through formula funding, but where maintained schools can decide to 'de-delegate' amounts back to the centre for specific named purposes. Only maintained schools contribute to these funds and only maintained schools can access these within further contributions from their delegated budgets. **The 8 funds are:**

- **ESBD School Support Team**
- **Minority Ethnic School Support Team (new to English support)**
- **FSM Eligibility Assessment**
- **Fischer Family Trust Licences**
- **School Maternity / Paternity 'insurance' fund**
- **Trade Union Facilities Time**
- **Trade Union Health & Safety Representative Time**
- **School Staff Public Duties and Suspensions Fund**

Appendix 1 to the report provides further information on these funds, including a summary of the most recent discussions and the changes agreed with the Schools Forum for the 2015/16 financial year.

Appendix 2 provides an updated summary of the position of our funds against other local authorities in 2015/16. This shows our comparative spending per pupil as well as the percentage of local authorities that de-delegated for permitted purposes. The key detail from these comparisons is also included in Appendix 1 for ease of reference.

Details of the Item for Consideration

The information in this report is presented to continue the discussion with the Schools Forum on the future direction of centrally managed and de-delegated funds. We anticipate that the Schools Forum will wish to further consider this across the December and January meetings.

The Forum will be required to make its final recommendations for 2016/17 funds on 6 January 2015. In particular then, Forum Members are asked to consider what further information is needed / review work should take place in order for final recommendations for 2016/17 to be made.

Members will see, from the proposals column in the table in Appendix 1, that the Local Authority recommends that a detailed discussion on the direction of travel of these funds, in particular, of the DSG's contribution to schools improvement, takes place at the next BEICB meeting to be held on the 12 November, with the members of the Forum's De-Delegated and Centrally Managed Services Working Group involved in this discussion. This feels to be a good way of joining together the scrutiny and views of both the Schools Forum and the BEICB. On this basis, recommendations from this meeting can be presented back to the Schools Forum in December for consideration. It is the Schools Forum that will make final recommendations to the Council's Executive.

The deadline for responses to the primary and secondary consultation document is 16 October. As a result, the feedback received from maintained schools on the position of de-delegated funds will be presented verbally to the Forum at the meeting.

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

The recommendations on the future funding of services will need to support the development of the sector-led improvement model and must find the correct balance between cost effectiveness and value for money, the protection and delivery of essential services for vulnerable children, the protection of school and academy budgets against unpredictable expenditure and giving schools and academies flexibility to take their own decisions, in response to a changing landscape. These build on the principles previously established by the Forum.

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

Recommendations will have direct implications for the distribution of the Schools and Early Years Blocks and for delegated formula allocations.

Recommendations

The Forum is asked to consider the position of the funding of Schools and Early Years Block central items and de-delegated items from the DSG in 2016/17 and what further consideration should be given / review work should take place, in advance of making final recommendations for 2016/17 at the January 2016 meeting.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Summary of Funds
Appendix 2 – Benchmarking of 2015/16 Funds

Contact Officer (name, telephone number and email address)

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

2015/16 De-Delegated / Central S251 Budget Benchmarking

Schools Forum Document FJ Appendix 2

based on 2015/16 S251 database published 24.9.15; excluding Bradford's allocation of one off monies

Bradford Ongoing DSG Budget Comparison

Type	Bradford 2015/16 Ongoing DSG Budget	Per Pupil Spend 2015/16					negative = Bfd is lower				Comments
		Bradford	England National Median *	Statistical Neighbours Median	Met Districts Median	Yorks & Humberside Median	Bfd Cash Difference to National	Bfd Cash Difference to Stat Neigh	Bfd Cash Difference to Met Dist	Bfd Cash Difference to Y&H	
1.1.1 Contingencies	331,721	4	5	4	5	11	-50,234	26,157	-50,234	-508,580	
1.1.2 Behaviour Support Services	426,361	6	6	6	2	0	-31,985	-31,985	273,579	426,361	
1.1.3 Support for UPEG and Bilingual Learners	275,151	4	5	4	4	4	-106,804	-30,413	-30,413	-30,413	
1.1.4 FSM Eligibility Assessment	120,975	2	1	1	1	1	44,584	44,584	44,584	44,584	
1.1.5 Insurance	0	0	2	0	0	0	-152,782	0	0	0	
1.1.6 Museams / Libraries	0	0	1	0	0	0	-76,391	0	0	0	
1.1.7 Licences / Subscriptions	33,560	0	2	0	0	0	-119,222	33,560	33,560	33,560	FFT Subscription
1.1.8 Staff Costs Supply Cover - excluding Facilities Time	1,351,776	18	6	12	6	0	893,430	435,084	893,430	1,351,776	Maternity Scheme
1.1.9 Staff Costs - Supply Cover for Facilities Time	334,053	4	2	4	3	2	181,271	28,489	104,880	181,271	
Total De-Delegated Items (Maintained Schools)	2,873,597	38	32	41	37	37	458,346	-229,173	76,391	76,391	
1.4.10 Growth Fund	2,731,988	27	21	10	9	10	621,005	1,726,758	1,827,281	1,726,758	
1.4.1 Contribution to Combined Budgets (all phases)	1,976,403	20	22	20	14	21	-235,103	-34,057	569,081	-134,580	
1.4.2 Admissions (all phases)	577,586	6	8	7	7	7	-226,598	-126,075	-126,075	-126,075	

Further Info on De-Delegated Funds

Type	No. of Authorities that De-Delegate				% of Authorities that De-Delegate			
	England National *	Statistical Neighbours	Met Districts	Yorks & Humberside	England National	Statistical Neighbours	Met Districts	Yorks & Humberside
1.1.1 Contingencies	109	5	26	11	73%	50%	74%	79%
1.1.2 Behaviour Support Services	80	6	20	6	54%	60%	57%	43%
1.1.3 Support for UPEG and Bilingual Learners	83	7	22	8	56%	70%	63%	57%
1.1.4 FSM Eligibility Assessment	88	8	22	9	59%	80%	63%	64%
1.1.5 Insurance	25	5	9	2	17%	50%	26%	14%
1.1.6 Museams / Libraries	18	4	8	4	12%	40%	23%	29%
1.1.7 Licences / Subscriptions	61	5	14	4	41%	50%	40%	29%
1.1.8 Staff Costs Supply Cover - excluding Facilities Time	82	8	22	6	55%	80%	63%	43%
1.1.9 Staff Costs - Supply Cover for Facilities Time	121	10	30	11	81%	100%	86%	79%
					(out of 149)	(out of 10)	(out of 35)	(out of 14)

* excludes City of London and Isles of Scilly

2016/17 DSG Schools and Early Years Block De-Delegated and Centrally Managed Items Summary

Fund	2015/16 Value	Phases That Contribute (and access) *	De-Delegated or Central Topslice	Do Academies Contribute (and access)?	Previous Decisions / History	Other Relevant Information	Proposal for 2016/17	Likely Value of Fund in 2016/17 on this basis **
Schools Forum Costs	£10,000	All	Central Topslice	YES	Held prior to April 2013; the fund value has remained at £10,000 for a number of years.	This is a small running costs budget for the Schools Forum.	Continue the fund at the same value.	£10,000
Admissions	£577,600	Prim & Sec	Central Topslice	YES	<p>Held prior to April 2013; the fund value has remained at £577,600, with £151,000 of this now earmarked by the Schools Forum to finance additional support for the resolution of admissions issues.</p> <p>The majority of the budget, £426,600, is allocated to the Local Authority to deliver the statutory admissions annual cycle and to co-ordinate in-year admissions processes. These functions are 100% DSG funded (there is no Council base budget contributions).</p>	<p>Please note that the £577,600 does not finance the cost of appeals for community and voluntary controlled schools.</p> <p>The DSG budget represents a contribution of £6 per pupil, which is £2 per pupil lower than the national median average (i.e. if we spent at the national average our DSG budget would be £758,600).</p> <p>The Finance Regulations do not permit the DSG admissions budget to increase in cash terms on the value held in the previous year, without the approval of the Secretary of State.</p>	<p>Continue the fund at the same cash value, with the continuation of the earmarked £151,000 to support additional activities.</p> <p>The Schools Forum should consider how decisions of the spending of the £151,000 are taken, with the option for these to be overseen by the Bradford Education Improvement Commissioning Board (BEICB).</p>	£577,600
DSG Matched Contribution to School Improvement	£1,976,400	All	Central Topslice	YES	<p>Held prior to April 2013 and continued to be held on the basis of historic commitments; contributions are taken on a flat per pupil contribution, differentiated by phase as a result of decisions listed below (£27.77 Early Years; £25.65 Prim; £15.80 Sec).</p> <p>This fund has been closely scrutinised by the Schools Forum and has been reduced, as follows: - 2014/15: a reduction of £227,000 from the secondary contribution (a reduction of £8.51 per pupil). - 2015/16: a reduction of £220,000 from the contribution of all phases to Early Childhood Services).</p> <p>The allocation of the £1.976m fund in 2015/16 is broken down as follows: - £1,205,100 Bradford Achievement Service & Strategic Support -£662,060 Early Childhood Services -£66,240 School Governor Services -£43,000 School Organisation & Place Planning</p>	<p>The DSG budget represents a contribution of £20 per pupil in total, which is £2 per pupil lower than the national median average.</p> <p>The Authority has completed a review and consultation on the primary and secondary consultants, resulting in the ceasing of these posts. As a result, £432,640 of the £1,205,100 on-going contribution to the Bradford Achievement Service & Strategic Support will not continue from 1 April 2016.</p> <p>The fund is expected to further re-align with the development of the sector-led improvement model over the next 18 months.</p>	<p>The Authority wishes to further discuss with the Schools Forum what happens with the on-going funding that is released following the ceasing of historic commitments, with a view to ensuring that there continues to be sufficient strategic capacity to ensure the acceleration of outcomes e.g. whether some of this funding continues to be allocated to the Authority, to the Partnerships and / or whether resources are allocated to the BEICB to manage (which would require Secretary of State approval).</p> <p>The Authority proposes that options are considered at the next BEICB meeting (12 November), with members of the Forum's De-Delegated Services Working Group invited to attend this discussion, so that recommendations can be presented to the Schools Forum in December.</p>	TBC in December following further discussion
Growth Fund	£2,731,988	Prim & Sec	Central Topslice	YES	Held prior to April 2013 but the value has increased; the majority of the fund previously has	The Schools Forum has well established criteria for the allocation of the Growth Fund.	To continue to calculate growth funding using the agreed criteria.	ESTIMATED Total of

					<p>been allocated to support the expansion of Primary provision. More recently, sums have been allocated for pre-opening / post opening support for new secondary academy provision (Bradford Forster Academy).</p> <p>The value of the Growth Fund is calculated each year on the actual cost of existing expansions, plus an estimate of the anticipated cost of new expansions from 1 September, plus the cost of pre-opening / post opening diseconomies of scale funding, which is agreed with the Schools Forum on an individual setting basis (previously, these budgets have been met through the allocation of one off monies).</p> <p>The Schools Forum has already set aside £604,535 from one off monies, which is the cost of the post opening support for Bradford Forster Academy for 2016/17.</p>	<p>The Schools Forum has agreed the methodology for the allocation of post opening diseconomies of scale funding to Bradford Forster Academy, subject to annual review. This is currently being reviewed.</p> <p>From September 2016, the population bulge will begin in Secondary provision. We would expect that, where the increase in the birth rate in Bradford slows, the distribution of the Growth Fund will transfer to Secondary over time.</p> <p>The DSG is responsible for on-going growth funding, including pre and post opening support (diseconomies of scale), for maintained schools and academies. Although the DSG also becomes responsible for on-going growth funding in Free Schools, it is not responsible for funding pre or post opening diseconomies of scale in newly established Free Schools.</p>	<p>To set the 2016/17 DSG planned budget on:</p> <ul style="list-style-type: none"> - the actual cost of existing expansions / bulge classes - the actual cost of the post opening diseconomies of scale funding for Bradford Forster, following the review of the methodology - an estimate of the cost of new expansions in the Primary phase - an estimate of the cost of new expansions in the Secondary phase 	<p>£2,333,227:</p> <p>£1,178,692</p> <p>£604,535 (already set aside)</p> <p>£250,000</p> <p>£300,000</p>
School Re-Organisation Costs	£781,721	Prim & Sec	De-Delegated	NO	<p>Held prior to April 2013. This fund :</p> <p>a) meets the actual cost of safeguarded salaries in maintained schools from the 2000/01 re-organisation (the cost is reducing year on year). Cost of £131,721 in 2015/16.</p> <p>b) makes provision for meeting the cost of any school budget deficits that return to the DSG on the closure of a school or following the conversion of a school to academy status via the sponsorship route. The Forum has previously agreed that such provision will be made retrospectively (with the exception of the provision of £650,000 that has been currently made for an anticipated secondary conversion).</p>	<p>We anticipate that the cost of safeguarded salaries will further reduce in 2016/17 (we are currently collecting this information from schools).</p> <p>The Forum currently holds a sum of £650,000 to be used to offset the cost of the deficit of an anticipated secondary conversion. At this time, we do not expect that it will be necessary for the Forum to make provision for the writing off of any further deficit budgets from the 2016/17 DSG.</p>	<p>Continue the fund to meet the actual cost of safeguarded salaries, plus carry-over of the £650,000 deficits provision, where the conversion of the school takes place after 31 March 2016.</p>	<p>ESTIMATED Total of £781,721:</p> <p>£131,721</p> <p>£650,000</p>
Schools in Financial Difficulty / Causing Concern / Exceptional Circumstances	£200,000	Prim & Sec	De-Delegated	NO	<p>Held prior to April 2013. The purpose of this fund is to provide support for the budgets of maintained schools in the following circumstances (measured against agreed criteria):</p> <ul style="list-style-type: none"> - Exceptional growth in pupil numbers, not picked up within the terms of the 'Growth Fund' - 1 Form of Entry (or smaller) primary schools, where the cost of external HR investigations places the school in financial difficulty i.e. would reduce the forecasted carry forward balance below 	<p>73% of local authorities de-delegate for these purposes.</p> <p>This is very useful financial support, which is carefully managed. However, academies do not contribute to this and cannot access it (limited by Financial Regulation).</p> <p>Further significant numbers of maintained schools converting to academy status may reduce the value for money of this fund and the Schools Forum may wish to review its continuation at this point.</p>	<p>Continue the de-delegated fund (in the absence of any different arrangements agreed by the Partnerships).</p> <p>Set at a value similar to that used in 2015/16.</p>	<p>£175,000</p>

					<p>£20,000</p> <ul style="list-style-type: none"> - Priority 1 schools, where additional intervention / support is required as recommended by SIG / SSMG and where the school's budget cannot meet the costs without placing the school in financial difficulty i.e. would reduce the forecasted carry forward balance below £20,000 - Local Authority Statutory interventions in schools e.g. costs of an IEB - Any other circumstance, where the exceptional nature of this is agreed by the Schools Forum and where to not provide financial support would place the school in a financially difficult position that it is likely to have a detrimental impact on outcomes for children. <p>The value of the fund, taken as a flat contribution per pupil (£3.24 Prim; £2.91 Sec), has been calculated taking account of take up of the fund in the previous financial year and any balance remaining from previous under spending.</p>	<p>The Schools Forum, with the Partnerships, may also wish consider how certain elements of this financial support (school intervention support) could be provided through the Partnerships' financial arrangements rather than through a de-delegated fund; the advantage of this being application to both maintained schools and academies. This may take some time to develop.</p>		
ESBD Support Team	£426,361	Primary only	De-Delegated	NO	<p>Held prior to April 2013; the fund value has remained at the same per pupil value (£9.20), with the total budget reducing then as maintained schools have converted to academy status.</p>	<p>54% of local authorities de-delegate for this purpose.</p> <p>The Authority is currently, with Primary colleagues, conducting a review of primary behaviour support provision. This review incorporates this de-delegated fund and the behaviour support provision funded from the High Needs Block.</p>	<p>For de-delegation to continue until the review is completed and outcomes are determined. This review will then set the future direction of travel.</p>	£426,361
Minority Ethnic Support Team	£275,151	Prim & Sec	De-Delegated	NO	<p>Held prior to April 2013; the fund value has remained at the same per pupil value (£4.33), with the total budget reducing then as maintained schools have converted to academy status.</p>	<p>56% of local authorities de-delegate for this purpose.</p> <p>The Schools Forum received a report on 23 September 2015, which outlined the creation of New to English centres of good practice (hubs). Forum members asked for further information in response to this (being tabled at the October meeting).</p> <p>The Authority has conducted a review of support services and has completed a consultation, aimed at realigning Minority Ethnic support services with the sector-led improvement model.</p>	<p>The Authority wishes to further discuss with the Schools Forum what happens with the on-going funding that is released following the review of Minority Ethnic Support services, with a view to ensuring that there continues to be sufficient strategic capacity to ensure the acceleration of outcomes for new to English pupils e.g. whether some of this funding continues to be de-delegated back to the Authority and / or whether resources are allocated to the BEICB to manage (which would require Secretary of State approval).</p> <p>The Authority proposes that options are considered at the next BEICB meeting (12 November), with members of the Forum's De-Delegated Services Working Group invited to attend this discussion,</p>	TBC in December following further discussion

							so that recommendations can be presented to the Schools Forum in December.	
Cost of FSM Eligibility Assessment	£120,975	Prim & Sec	De-Delegated	NO	<p>Held prior to April 2013; the contribution is taken as an amount per FSM pupil (rather than a flat amount per pupil); the fund value has remained at the same per FSM pupil value (£5.80 Prim; £5.14 Sec), with the budget total then fluctuating as maintained schools have converted to academy status and as FSM numbers have increased.</p> <p>Schools Forum has continued to support de-delegation, recognising the expertise and data access that the Council has (it is more cost efficient for schools to purchase the Council's service that manage this process themselves).</p>	<p>59% of local authorities de-delegate for this purpose.</p> <p>Further significant numbers of maintained schools converting to academy status may reduce the value for money of this fund and the Schools Forum may wish to review its continuation at this point.</p>	Continue the de-delegated fund at the same amount per FSM rates.	£120,996
Fischer Family Trust (School Licences)	£33,560	Prim & Sec	De-Delegated	NO	<p>Held from April 2013; the value of the fund has met the actual cost of the FFT schools' subscription.</p> <p>The Schools Forum has continued de-delegation, recognising that collaborative single purchase is currently significantly cheaper than individual schools entering into their own subscriptions.</p> <p>The de-delegated fund only pays for the schools' subscription element, not the Authority's element (cost of £1,500, met from Council base budget).</p> <p>The Forum has recently asked questions about the continued value of FFT data. It was agreed to continue the subscription for 2015/16 and then to review.</p>	<p>41% of authorities de-delegate for licences / subscriptions (not necessarily for FFT) at relatively small levels.</p> <p>The Schools Forum may take the view that, with the further development of the Partnerships and the sector-led improvement model, the FFT subscription should sit at Partnership (rather than Local Authority level).</p> <p>The cost differential between individual and collective purchase is significant (+£200 for a Primary > 100 pupils; + £750 for a Secondary). The schools that wish to continue to have access will have to meet the additional cost.</p> <p>If the Schools Forum decided not to continue to de-delegate for the subscription to FFT Aspire, unless something else was put in place:</p> <ul style="list-style-type: none"> - the Local Authority could still subscribe for the authority section of the data, but would only be able to access data for the schools / academies that have subscribed. If e.g. 75% of schools subscribed individually, FFT would give the Authority access to data for all of our schools, but the Authority would not be permitted to share this data with schools that have not subscribed. - the effectiveness of the Authority's LAC Virtual Headteacher would be limited, as they are likely not to have access to all pupil data. - schools and governors would not have access to the Governor Dashboard, which schools find useful. 	Continue the de-delegated fund to meet the actual cost of subscription.	£33,560

						- schools would not have access to the FFT Aspire Target Setting system.		
Trade Union Facilities Time – Negotiator Time	£307,573	All	De-Delegated	NO	<p>Held prior to April 2013; the fund value has remained at the same per pupil value (£4.56), with the budget total reducing then as maintained schools have converted to academy status.</p> <p>The Schools Forum has continued de-delegation in recognition of the effectiveness of current collaborative arrangements. The Forum has also sought to ensure that arrangements continue to represent value for money.</p> <p>The Local Authority invites academies / free schools and high needs providers to buy into these arrangements (as these settings do not have automatic rights of access).</p>	<p>Trade Unions Facilities Time arrangements were reviewed, with the Schools Forum, during 2015.</p> <p>81% of local authorities de-delegate for this purpose.</p> <p>So far the confirmed income received from buy in from academies and high needs providers this year is £24,450 (but with more to confirm).</p> <p>In making its recommendations for 2015/16, the Schools Forum accepted its Working Group recommendations that the DSG’s funding of these arrangements should continue to be reviewed on an annual basis, with a view to reducing time to the original 1:400 members ratio in the future (this would save approximately £100,000). The Working Group also recommended to the Forum that, if the cost of arrangements does not reduce from the expected retirement of existing representatives, specific action should be taken to bring our spending in line with that of other authorities.</p> <p>The Trade Union Bill, which is currently going through Parliament, includes provision to restrict funded facility time. The Bill enables ministers, “at a future date, having considered the information published...to make regulations setting a cap on the paid time off taken by the employer’s trade union representatives for facility time to a percentage of the employers’ paybill, or alternatively as a percentage of the representative’s working time. An impact assessment would accompany any such regulations.”</p> <p>Further significant numbers of maintained schools converting to academy status may reduce the value for money of this fund, depending on how many settings buy back, and the Schools Forum may wish to review its continuation at this point.</p>	<p>Continue the de-delegated fund at the same amount per pupil rates.</p> <p>Review these arrangements in response to any requirements / restrictions places by the Trade Union Bill.</p>	£307,400
Trade Union Facilities Time – Health and Safety	£47,000	All	De-Delegated	NO	<p>Held prior to April 2013; the fund value was substantially reduced at April 2015, following the review with the Trades Unions (the per pupil contributions reduced from £2.72 to £0.70 to provide a budget of £47,000).</p> <p>The Schools Forum has continued de-delegation in recognition of the effectiveness of current</p>	<p>As above for main negotiator facilities time, including possible future restrictions on spending from the Trade Union Bill.</p> <p>The inclusion of a collective agreement for health and safety facilities time within DSG funded de-delegated arrangements is relatively unique.</p>	<p>Continue the de-delegated fund at the same amount per pupil rates.</p> <p>Review these arrangements in response to any requirements / restrictions places by the Trade Union Bill.</p>	£46,679

					<p>collaborative arrangements. The Forum has also sought to ensure that arrangements continue to represent value for money.</p> <p>The Local Authority invites academies / free schools and high needs providers to buy into these arrangements (as these settings do not have automatic rights of access).</p>	<p>The reduction in the health and safety time at April 2015 has brought our overall spending on facilities time more in line with averages in 2015/16, though we are still spending at a higher rate than the national average. Our total spending has reduced from £6 to £4 per pupil; the national median average is £2 / a statistical neighbours is £4 / metropolitan districts is £3.</p> <p>Further significant numbers of maintained schools converting to academy status may reduce the value for money of this fund and the Schools Forum may wish to review its continuation at this point.</p>		
Maternity / Paternity Reimbursement Fund	£1,352,443	All	De-Delegated	NO	<p>Held prior to April 2013; The Schools Forum has continued to support de-delegation, recognising that this fund provides 'insurance' for individual school budgets against the impact of unpredictable costs.</p> <p>The total fund value is adjusted each year to reflect changes in anticipated cost e.g. reduction as a result of the conversion of maintained schools to academy status.</p> <p>The 2015/16 budget provision was reduced (on a one off basis) to take account of an under-spending of provision made in previous years.</p>	<p>From benchmarking analysis, only 55% of authorities de-delegate for such costs. Our spending per pupil is £18 compared against the national average of £6. So this stands out.</p> <p>However, feedback has always strongly indicated that our schools highly value this fund and are prepared to contribute to it.</p> <p>Further significant numbers of maintained schools converting to academy status may reduce the value for money of this fund and the Schools Forum may wish to review its continuation at this point.</p>	Continue the fund, adjusted for the anticipated actual cost in 2016/17	£1,610,000
School Staff Public Duties & Suspensions Fund	£63,238	All	De-Delegated	NO	<p>Held prior to April 2013; the fund value has remained at the same per pupil value (£0.94), with the budget total then reducing as maintained schools have converted to academy status.</p> <p>The Schools Forum has continued to support de-delegation, recognising that this fund provides 'insurance' for individual school budgets against the impact of unpredictable costs.</p>	<p>Further significant numbers of maintained schools converting to academy status may reduce the value for money of this fund and the Schools Forum may wish to review its continuation at this point.</p>	Continue the fund at the same per pupil value.	£63,210

* Schools and Early years Block phases only (so not including high needs providers). Therefore, All = Early Years, Primary and Secondary

** adjusted for pupil number changes (changes in numbers between October 2015 and October 2014 Census – currently estimated – and conversions of maintained schools to academy status)

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 initial feedback on the discussions within the Formula Funding Working Group on matters relating to the values of factors within the primary and secondary funding formulae and on the matters raised in the September Forum meeting, which are recorded in the minutes of this meeting.

Date (s) of any Previous Discussion at the Forum

The primary and secondary funding formulae for 2016/17 were discussed at the last meeting on 23 September 2015. The values of the 2015/16 formulae were discussed in the autumn term last year and set in the January 2015 meeting.

Background / Context

In the autumn and spring terms last year, the Formula Funding Working Group discussed the following:

- Whether to re-introduce a formula factor for Looked After Children
- How to further support schools / academies with high numbers of New to English pupils (where schools are also missing out on significant levels of Pupil Premium funding)
- The Primary : Secondary funding ratio
- The distribution of funding for additional educational needs and whether there is any correlation with pupil attainment

Following discussion of these items by the FFWG and Schools Forum, the overriding view was to deliver as much structural continuity in 2015/16 as could be provided; by continuing to use the 2014/15 formula factors in the same way. At the time a National Fair Funding Formula was expected to be implemented from April 2016.

In the January Schools Forum meeting, the following recommendations on formula values were made:

- To make reductions to the values of formula factors in order to manage the pressure from data change within the cost of formula funding by phase by factor
- To increase the pupil mobility factor value for primary schools and academies (to support schools with high numbers of New to English pupils)
- Not to increase the values of formula funding for the primary phase by transferring funding from the secondary phase. Amongst other conclusions, our analysis clearly indicated that such a transfer would have quite negative implications for the secondary phase at a time when the secondary phase must rapidly accelerate the improvement of outcomes for children.

On 16 July 2015, the Government published the [“School revenue funding 2016 to 2017: Operational guide”](#) which confirms that the regulations in place for 2015/16 remain unchanged for 2016/17, so there are no required changes in the funding mechanisms for primary and secondary schools and academies in the 2016/17 financial year; 2016/17 is a stand-still year nationally.

The Education Secretary has stated that the Government will bring forward proposals for a National Fair Funding Formula “in due course”, and these proposals will be subject to extensive consultation. The earliest date that a National Fair Funding Formula could be implemented is April 2017, and the expectation is that further information will be made available before the end of this financial year.

Given that pressure is mounting nationally from various groups and local authorities that are pressing for the swift implementation of a national fair funding formula, and that 2016/17 is a stand-still year needed to give time for development work and consultation, it is expected that the DfE will seek to implement the National Fair Funding Formula at April 2017.

The minutes of the last meeting record that, ‘the Chair also asked for further information, relating to the discussions on the possible impact of a national funding formula, on how Bradford’s formulae funds pupils with multiple needs e.g. deprivation and language and how our approach compares against the national position. There is a crucial question about whether we are targeting our funding in the right way.’

Details of the Item for Consideration

The Formula Funding Working Group (FFWG) comprises of representatives from both primary and secondary phases, as well as local authority officers, and held its first meeting on Monday 5 October. The aim of this meeting was to consider the work that should be done in order to inform decision making on the values of formula variables for 2016/17.

The key items discussed in this initial meeting focussed on the implementation of a National Fair Funding Formula and included the following:

- The Primary to Secondary funding ratio – members were reminded of the position last year and that there are different ways to measure the ratio, depending on what is included in the calculation. Our comparative position with the national average for 2015/16 is very similar to our 2014/15 position for the total delegated funding, as well as for funding delegated through the basic primary and secondary formula factors. We have not moved any further away from the national averages in the 2015/16 financial year.
- National Formula factor risk analysis & funding multiple need – see Appendix 1
- Core funding vs. funding for additional educational needs
- DSG overview risk analysis
- Local budget pressures, such as the increasing cost of high needs pupils in mainstream schools, especially outer city schools with less funding for additional educational needs through formula funding.

Further detail of the discussion will be presented verbally during the meeting (especially relating to the information provided in appendix 1), but the overall conclusion of the group was that we *may* want to do something in 2016/17 formula funding, in order to tackle some of the above items, but we would like more of a steer from the 2015 Spending Review, which is due to conclude on 25 November. We plan to hold our next FFWG meeting at the end of November or start of December, once the outcomes of the current Spending Review are published. A further report will be presented to the Forum in the December meeting.

The Schools Forum will then make final recommendations on the values of formulae factors in the meeting to be held on 6 January 2016, once the October 2015 Census Dataset is available, the 2016/17 DSG and cost pressures are known, and following further work on the above items. We are also hoping to be able to give more information on what a National Fair Funding Formula may look like, and what the likely impact will be on schools and academies across the Bradford District.

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

Outcomes from these discussions will ensure that the DSG is distributed in the most effective way to primary and secondary schools and academies in 2016/17.

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

The District's key strategic aims are to:

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

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

Our primary and secondary funding models should help to ensure that the DSG is distributed in the most effective way to maximise improvement in standards and outcomes for children across all phases.

Recommendations

Members of the Schools Forum are asked to consider the information presented in advance of making final recommendations for 2016/17 at the January 2016 meeting.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Primary and Secondary Formula Factor Risk Analysis

Contact Officer (name, telephone number and email address)

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Primary

Based on the Median Average, not counting any 0 values for that factor, 2015/16 data

	SB GUF	Core (Base + Lump Sum)	Additionality	Base Amount Per Pupil	FSM Primary	FSM6 % Primary	IDACI Band 1	IDACI Band 2	IDACI Band 3	IDACI Band 4	IDACI Band 5	IDACI Band 6	LAC	EAL 1 Primary	EAL 2 Primary	EAL 3 Primary	Pupil Mobility	Low Attainment % old FSP 73	Low Attainment % old FSP 78	Lump Sum	eg. A multiple need pupil (FSM6, IDACI 6, EAL 3, Mobility, Low Att) would attract ££ in addition to the core funding (base + lump sum)
Bradford Actual 2015/16	4,837.50	3,382.68	811.06	2,874.02	0.00	1,030.06	305.12	381.40	457.68	533.96	686.52	839.08	0.00	0.00	0.00	164.86	1,615.88	242.46	0.00	175,000	3,892.35
National Average 2015/16	4,528.85	3,400.30	552.71	2,892.88	855.33	862.93	75.77	122.83	189.76	152.98	355.62	344.00	124.84	55.00	265.57	360.79	292.84	464.98	622.00	125,900	2,325.54
<i>% of LA's used factor 15/16</i>				100%	50%	47%	55%	61%	70%	77%	77%	77%	59%	10%	11%	66%	43%	35%	59%	100%	
How much different from Nat Ave.	6.8%	-0.5%	46.7%	-0.7%	-100.0%	19.4%	302.7%	210.5%	141.2%	249.0%	93.1%	143.9%	-100.0%	-100.0%	-100.0%	-54.3%	451.8%	-47.9%	-100.0%	39.0%	67.4%
AT RISK?						AT RISK	AT RISK	AT RISK	AT RISK	AT RISK	AT RISK	AT RISK					AT RISK			AT RISK	

Secondary

Based on the Median Average, not counting any 0 values for that factor, 2015/16 data

	SB GUF	Core (Base + Lump Sum)	Additionality	Base Amount Per Pupil KS3	Base Amount Per Pupil KS4	FSM Secondary	FSM6 % Secondary	IDACI Band 1	IDACI Band 2	IDACI Band 3	IDACI Band 4	IDACI Band 5	IDACI Band 6	LAC	EAL 1 Secondary	EAL 2 Secondary	EAL 3 Secondary	Pupil Mobility	Low Attainment Secondary	Lump Sum	eg. A multiple need pupil (FSM6, IDACI 6, EAL 3, Mobility, Low Att) would attract ££ in addition to the core funding (base + lump sum)	
Bradford Actual 2015/16	4,837.50	4,392.04	1,022.95	4,152.82	4,271.43	0.00	961.26	394.01	492.51	591.01	689.51	886.51	1,083.52	0.00	0.00	0.00	1,170.03	1,925.59	496.91	175,000	5,637.31	
National Average 2015/16	4,528.85	4,397.31	635.99	4,008.14	4,516.74	1,163.16	1,018.65	169.76	164.30	154.12	357.34	277.00	188.19	124.84	368.51	334.72	347.22	274.79	629.20	150,000	2,458.05	
<i>% of LA's used factor 15/16</i>				100%	100%	44%	49%	52%	57%	68%	77%	78%	77%	59%	11%	10%	67%	40%	98%	100%		
How much different from Nat Ave.	6.8%	-0.1%	60.8%	3.6%	-5.4%	-100.0%	-5.6%	132.1%	199.8%	283.5%	93.0%	220.0%	475.8%	-100.0%	-100.0%	-100.0%	237.0%	600.7%	-21.0%	16.7%	129.3%	
AT RISK?								AT RISK	AT RISK	AT RISK	AT RISK	AT RISK	AT RISK					AT RISK	AT RISK		AT RISK	

SCHOOLS FORUM AGENDA ITEM

For Action



For Information



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

This report asks Members review the Forum's Conduct of Meetings & Procedural Matters document and to note the re-calculation of membership according to pupil numbers and agree the change to arrangements proposed for 2016 as a result of this.

Date (s) of any Previous Discussion at the Forum

The Forum's Conduct of Meetings document and membership arrangements are subject to annual review. Members agreed arrangements for the 2015 calendar year at the meeting held on 22 October 2014.

Background / Context

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

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

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

Details of the Item for Consideration

Schools Forum Conduct of Meetings & Procedural Matters

Please see Appendix 1, which is the current Conduct of Meetings document. The only material amendment is in 3.1.1, where the number of Headteacher memberships of maintained schools has reduced from 13 to 12 and the number of academy memberships increased from 6 to 7. This change is explained further below.

Schools Forum Membership for 2016

Paragraph 3.1 of Appendix 1 outlines the Forum's membership framework proposed for 2016. As it currently stands:

- There are currently 35 members; 27 schools & academy members and 8 non schools members
- The 27 schools & academy members are separated into: 2 Maintained Nursery Schools (1 Headteacher, 1 Governor), 2 Maintained Special Schools (1 Headteacher, 1 Governor), 12 Maintained Primary School (8 Headteacher, 4 Governor), 4 Maintained Secondary School (3 Headteacher, 1 Governor), 6 Academies and 1 PRU (Headteacher). This membership was set in line with the predicted position of our schools / academies between phases for the 2014 calendar year and was not changed in 2015, as our proportion of pupil numbers by type had not significantly changed.
- The challenge we face, in setting membership arrangements for schools and academy members, is that the landscape is fluid and we cannot be certain at this point of the number of schools that will convert from maintained to academy status or the timescale for this. We have previously agreed to handle this on an ongoing basis by reviewing membership arrangements in the autumn term.

Details of the Item for Consideration (continued)

- Of the 8 non schools members, 4 are currently vacant (two of which have never been filled)

As is standard practice, existing individual memberships for maintained schools will be 'refreshed' for January 2015, as per the terms of office stated with the Conduct of Meetings. This means completing processes for the renewal of:

- 1 Maintained Nursery Governor membership
- 5 Maintained Primary Headteacher memberships
- 3 Maintained Primary Governor membership
- 1 Maintained Secondary Headteacher membership (which is currently vacant) * *assuming agreement of change outlined below*
- 1 Maintained Secondary Governor membership
- 1 Maintained Special Headteacher membership
- 1 Maintained Special Governor membership

The Authority has reviewed the proportionate split of memberships between pupils in maintained schools and academies / free schools and how this distribution is expected to change during 2016, as new academies open and as maintained schools convert to academy status. Our forecast of the distribution of pupils in 2016 indicates that, due to the further conversion of schools to academy status, academy memberships should increase by 1 to 7 in total. It is the Authority's view that we do not wish to further increase the total number of memberships and therefore, we would seek to reduce current maintained memberships by 1 to enable this additional academy membership to be established. As 2 of the current 3 maintained secondary headteacher memberships are vacant and we have had difficulty in filling these, and as we expect the further conversion of maintained secondary schools to academy status in 2016, it feels appropriate to reduce the maintained secondary headteacher memberships by 1 to 2 in order to establish 7 academy memberships. This is what the Authority is proposing to do. The Authority does not propose any further changes to membership arrangements for 2016 at this time, although arrangements may need to change in places where circumstances change during the year. Arrangements will be holistically reviewed again in autumn 2016.

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

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

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

No direct implications

Recommendations

Members are asked to review the Forum's Conduct of Meetings & Procedural Matters document and to note the re-calculation of membership according to pupil numbers and agree the change to arrangements proposed for 2016 as a result of this.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Schools Forum Conduct of Meetings & Procedural Matters 2016

Contact Officer (name, telephone number and email address)

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Bradford MDC Schools Forum

Conduct of Meetings & Procedural Matters 2016

(October 2015)

1. Regulations

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

2. Revision of Procedural Arrangements

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

3. Membership

- 3.1 The agreed membership of Bradford MDC's Schools Forum at 1 September 2015 is:
 - 3.1.1 27 Maintained Schools & Academy Members
 - 12 Headteachers Maintained Schools
 - 7 Governors Maintained Schools
 - 7 Academy representatives (including Free Schools, Studio Schools and UTC's)
 - 1 representative of Pupil Referral Units
 - 8 Non-Schools Members
 - A representative of the Church of England Diocese
 - A representative of the Roman Catholic Diocese
 - A representative of the Bradford Muslim Association
 - 2 representatives of the Trades Unions (teaching & non-teaching)
 - An Officer representing vulnerable pupils
 - A representative of Early Years Private, Voluntary and Independent providers (PVI)
 - A representative of Post 16 Providers
- 3.2 The term of membership for Maintained Schools members is 2 years. In order to provide for continuity of expertise 50% of Maintained Schools members retire each year. Serving Maintained Schools members can put themselves forward for re-election to continue for consecutive terms, subject to the requirements for review explained in 3.3. Maintained Schools & Academy members are formally elected by their constituent groups. Academies set their own membership arrangements, including terms of office and the distribution of representation between phases. However, Special Academies / Free schools, or Alternative Provision Academies / Free schools, are required to be formally represented where these types of setting exist.
- 3.3 The Regulations require the number Maintained Schools members to be proportionate to pupil numbers by phase. The Regulations also require the total number of Maintained Schools & Academy members to be proportionate with pupil numbers, with a minimum annual review. The first consideration therefore, in the re-election of the 50% of Maintained Schools members that retire each year, will be ensuring that representation between phases and between Maintained Schools and Academy members remains

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

- 3.4 Maintained Schools members cannot remain as Maintained Schools Members once their own school has converted to Academy. Should this and / or should the progress of conversion to Academy status be such as to warrant "mid-term" review of membership arrangements, to ensure that membership remains proportionate, this will be discussed with the Forum and changes will be actioned as appropriate and as agreed.
- 3.5 The Regulations provide that proceedings of the Schools Forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy invalidate proceedings (save the quorate requirement).

4. Quorum

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

5. Voting & Decision Making

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

6. Observers

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

7. Named Substitute Members

- 7.1 Named substitute members will be formally nominated by their constituent groups & will be agreed by the Forum.
- 7.2 Named substitute members have the same rights as full members of the Forum for the meetings which they attend in place of the ordinary member. They will also be sent the reports for all meetings.

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

8. Election of a Chair & Vice Chair

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

9. Notice of Meetings & Agenda Setting

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

10. Urgent Business

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

11. Access to Meetings

- 11.1 Any person is entitled to attend Forum meetings.
- 11.2 All meetings will be held in public. The taking of photographs, filming and sound recording of the meeting is allowed except if the Forum Members vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted.

Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Forum clerk who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.

- 11.3 Members of the public do not have the right to participate in Forum meetings, unless they are asked to do so by the Chair and with the agreement of Forum members.
- 11.4 If a member of the public interrupts proceedings, the Chair will warn the person concerned. If s/he continues to interrupt, the Chair can order her/his removal from the meeting.
- 11.5 Attendees from the Local Authority, able to participate in meetings, are restricted by Regulation to the Lead Member, the Director of Children's Services or their representative, the Chief Finance Officer or their representative or where the officer is attending to provide specific financial or technical advice or is presenting a report. Only specific officers eligible to speak at meetings are eligible to attend. Any person presenting a paper can only speak on the paper they are presenting.

12. Recording of Attendance & Apologies for Absence

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

13. Declarations of Interest

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

14. Administrative Support to the Forum

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

14.2.11 Providing technical advice on the Regulations governing the Schools Forum composition, constitution and procedures

14.2.12 Responding to queries concerning the business of the Forum from Stakeholders and other non-members

14.2.13 Recording of spending against the Schools Forum budget and processing members' expenses

15. Order of Business at Meetings

15.1 At normal meetings, business will usually be dealt with in the following order

15.1.1 Choice of a person to Chair if Chair and Vice Chair are absent

15.1.2 Receiving of apologies for absence

15.1.3 Disclosures of interest from members

15.1.4 Agreeing the minutes of the last meeting & receiving an update on outstanding action points

15.1.5 Correspondence received from schools

15.1.6 Items of business on the agenda

15.1.7 Standing items, including reports received from the Forum's sub groups & standing information items

15.1.8 Any other business not included on the agenda

15.1.9 Agreement of date, time and location of future meetings

16. Availability of Agendas, Minutes and Reports

16.1 Normal practice is for agendas, minutes of the previous meeting and relevant reports to be sent directly out to Forum members and substitutes at least 7 days before the date of the meeting. These will be sent out via email, or via post on request.

16.2 Where it is not possible to send reports to members 7 days in advance, members will be notified before the meeting when any missing information will be available or whether this will be tabled at the meeting. Where information has been sent closer than 7 days before the date of the meeting, or has been tabled at a meeting, the Forum has the discretion to take a view on whether members have had sufficient time to consider this and what action should be taken, for example, moving the item to a future agenda.

16.3 The agenda and reports for the next meeting will be placed on the website for public access at the same time as these are sent out to Forum members, or within 24 hours of the meeting where reports are tabled at the meeting or are related to exceptional items. Members of the public may request, at their own expense, a copy of the agenda and reports, which are available for public inspection. A reasonable number of agendas and open reports will be made available free of charge at meetings to members of the public in attendance.

16.4 The minutes from each meeting will be placed on the public website once these have been agreed by members as a true record at the Forum's subsequent meeting. In advance of the formally agreed minutes, a summary of the key decisions taken at each meeting will be placed on the website, for public access, within 1 week of the meeting having taken place.

17. Standard Format of Forum Reports

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

17.1.1 Title & Brief Description of the item. The purpose of the report should be clearly set out

17.1.2 The date (s) of any previous discussion at the Forum and references to previous reports

17.1.3 Background & Context

17.1.4 A section giving a description of the matter for discussion clearly outlining the action required and options available

17.4.5 A section giving an explanation of how the item supports the achievement of the District's education priorities

17.1.6 A clear statement of any financial implications for the Dedicated Schools Grant

17.1.7 Clear recommendations for the Forum to consider

17.1.8 Additional appendices

17.1.9 The name, telephone number and email address of a contact officer

17.2 Reports will be marked whether the Forum is requested to take a decision (marked 'for action') or whether the paper is provided for the Forum's information (marked 'for information')

18. Sub Groups & Working Groups

18.1 The current standing sub groups of the Schools Forum are The School Finance Performance Group (SFPG), the Formula Funding Working Group (FFWG) and the Early Years Working Group (EYWG). These groups have been established to conduct the bulk of the detailed work needed in the management of school deficits and surpluses and in the development and review of formula funding.

18.2 These sub groups will report details of their work and any recommendations back to the full Forum. The agenda for each meeting of the Forum includes a standing item where reports are taken from these groups.

18.3 The Forum has the discretion to convene additional working groups at any time, for example, for specific projects which may be time limited.

18.4 Members of sub groups are normally taken from School Forum members. However, the Forum has the discretion to recommend or nominate non-members to solely make up or be part of these groups.

18.5 Sub groups can make recommendations on the allocation of funding, but any final decision must be taken by the full Forum.

18.6 The Forum has the power, within the budget available, to commission work from external sources.

18.7 Members of the public are not entitled to attend sub group meetings

19. Financial Resources & Expenses

19.1 The Forum will set a budget each year to cover its running costs. This budget will cover

19.1.1 The cost of meetings (agreed expenses, producing & distributing reports, room hire, refreshments and clerking)

19.1.2 The commissioning of research or reports

19.1.3 The cost of the nomination and election process for Forum members

19.2 School Forum members are able to claim expenses on production of a valid VAT receipt. The rates of payment will be the same as those used for co-opted members of the Council for Financial Loss Allowance, Motor Vehicle Allowance and Subsistence Allowance (the latter cannot be claimed if food is provided at the meeting).