

AGENDA



SCHOOLS FORUM

Date: Thursday 18th January 2018
Time: 4.30pm
Place: Room 0012, Badminton Road Offices, Yate

Distribution

Members of the Committee

Rhona Allgood	Keith Lawrence (Chair)
Dave Baker	Louise Leader
Penny Chislett	Jim Lott
Mark Dee	Sarah Lovell
Jo Dent	Diane Owen
Mark Freeman	Lisa Parker
Kim Garland	Ann Reed (sub)
Elizabeth Gibbons	Max Reed
John Goff	Peter Smart
Clare Haughton	Susie Weaver
Emma Jarman	Bernice Webber

Appropriate Officers

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AGENDA

1	WELCOME AND INTRODUCTIONS	5 mins
2	APOLOGIES FOR ABSENCE	5 mins
3	EVACUATION PROCESS	5 mins
4	ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT	5 mins
5	MINUTES OF THE MEETING HELD ON 29 NOVEMBER 2017	5 mins
6	REQUEST FOR FUNDING FROM THE SOUTH GLOUCESTERSHIRE SCHOOLS FORUM SCHOOLS SPECIFIC CONTINGENCY FUND	20 mins
7	UPDATE ON DSG FUNDING SETTLEMENT 2018-19	15 mins
8	REVIEW OF SOUTH GLOUCESTERSHIRE'S RESOURCE BASES	15 mins
9	DATES OF FUTURE MEETINGS AND THE SCHOOLS FORUM WORK PROGRAMME 2018	5 mins
10	ANY OTHER BUSINESS	5 mins

SCHOOLS FORUM
Wednesday 29th November 2017
Interactive Theatre Room, Winterbourne International Academy

PRESENT:

Dave Baker	Executive Headteacher, Olympus Academy Trust
Mark Dee	Executive Headteacher, The Park and Parkwall Primary schools
Mark Freeman	Headteacher, St Michael's Primary, Stoke Gifford
Kim Garland	Headteacher, Brimsham Green School
Clare Haughton	Page Park Preschool
Stuart Hill	Governor, Castle School Education Trust
Keith Lawrence (Chair)	Governor, Culverhill, School
Jim Lott	Governor, The Tynings Primary and Raysfield Federation
Sarah Lovell	Finance Director, Cabot Learning Federation
Diane Owen	Chair, Kings Oak Academy
Toby Savage	Councillor, Cabinet Member for Schools
Peter Smart	Principal, Winterbourne International Academy

Officers:

Mustafa Salih – Head of Financial Management and Business Support
 Helean Hughes – Head of Education, Learning & Skills & Virtual Headteacher
 Kate East – SEN Consultant
 Susannah Hinnell – Managing Director, Integra
 Rachel Webb – Early Year Manager, ELS
 Davina Gibbon – Corporate Finance

1. WELCOME AND INTRODUCTIONS

Attendees were welcomed by the Chair.

2. APOLOGIES FOR ABSENCE

John Goff, Trevor Jones, Louise Leader, Lisa Parker, Max and Anne Reed.
 Liz Jardine has resigned

3. EVACUATION PROCESS

The Chair drew attention to the emergency evacuation procedure

4. ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT

None

5. MINUTES OF THE MEETING HELD ON 19 OCTOBER 2017

Minutes of the previous meeting were accepted as a true record.

6. MATTERS ARISING FROM THE PREVIOUS MEETING

None

7. CHIPPING SODBURY SCHOOL – FINANCIAL SUPPORT REQUEST

Confidential item.

Agreed

Schools Forum agreed the bid subject to costs being monitored, reviewed and challenged by the LA and a robust recovery plan presented to Schools Forum in February 2018.

Schools Forum to receive a report on the impact of previously agreed £30k Schools In Financial Difficulties funding

8. INTEGRA UPDATE

Susannah Hinnell provided a brief verbal update on the Integra Service. The team has been supporting the Schools in Financial Difficulties project through finance, HR and project management. A further update will be provided in a future meeting.

9. REVIEW OF POST 16 HIGH COST PLACEMENTS

Kate East presented the report. The overspend in 2016/17 was £1.2m and the estimate for this year is £1.6m. There will be a financial update brought to the next meeting.

Work has been undertaken with South Gloucestershire & Stroud College to provide an additional 25 post 16/post 19 places from September 2018.

10. SCHOOL FUNDING 2018/19 – FINAL OPTION FOR CONSULTATION WITH SCHOOLS FORUM

Mustafa Salih presented the report and the outcome of consultation with schools. Schools preferred option by number of schools and weighted by pupil number was Option 3. Concerns were raised by schools regarding the effect of:

- removal of 0-105 unit high needs funding in mainstream schools and the increase in the high incidence threshold from 1.3% to 2.8%;
- movement from the current mainstream formula towards the national funding formula causing large losers and gainers.

A revised model based on Option 3 was introduced which seeks to mitigate the effect of the high needs changes by phasing over a two year period; in the main

formula revising the minimum funding loss protection from -1.5% to -.5% and introducing a 4% cap introduced to offset the increased MFG cost of changing the protection %. This is now the preferred LA option.

MS stated that if this option was agreed by Schools Forum, the LA would need to seek approval to transfer funding from the Schools Block to High Needs Block.

Davina Gibbon summarised the proposed methodology for varying pupil number in new schools that do not yet have pupil intake into all year groups and the new primary phase in two all through academies. The proposal is to use 5/12ths of the September 2017 intake and 7/12ths of the September 2017 “roll forward” with the planned pupil number used for the intake year.

DG also summarised the proposal to make an application to the SoS for a disapplication of the MFG for the two all through schools where there were not yet pupils in all year groups.

Agreed:

Adopting a two year transition period for eliminating the two SEND funding anomalies explained in paragraph 18 and modelled in Appendix (ii)

Revised Option 3 with transitional arrangements - Additional NFF funding added to mainstream formula based on NFF with £2.9m removed from mainstream formula funding, MFG loss protection set at -.5% and gainers capped at 4%; reduce mainstream high needs 0-105 unit rate to £16.08 and increase 106+ unit rate to £141.50 and increase the high incidence threshold to 1.65%; £193k reduction to Special School/Resource Base Funding.

The Council’s submission to the Secretary of State for Education requesting a transfer of £2.9m from the Schools Block to the High Needs Block in accordance with the revised Option 3

The methodology proposed to vary pupils in the new schools including the two all through schools where primary phase intake into year groups is not yet complete as explained in paragraph 34.

The Council’s application to the Secretary of State for Education to vary pupils for the two all through schools where primary phase intake into year groups is not yet complete as explained in paragraph 33.

The Council’s application to the Secretary of State for Education to dis-apply Minimum Funding Guarantee regulations for the two all through schools where primary phase intake into year groups is not yet complete as explained in paragraph 35.

11. EARLY YEAR FUNDING ARRANGEMENTS FOR 2018/19 – CONSULTATION

Rachel Webb presented the report on the consultation proposals for the Early Years Formula for 2018/19. Funding is made up of two elements; a base rate and supplements. It is proposed for 2018/19 that 5% be retained centrally with the remaining 95.75% allocated to base rate and 4.25% in supplements. The proposed base rate is £3.99.

Supplement funding proposal includes:

- As current a 1% deprivation and linked to Early Years Pupil Premium;
- As current a 2% Inclusion fund;
- Flexibility Support child minders supplement reducing to 14p.

Agreed:

Base Rate - £3.99

Deprivation Supplement to remain at 1% of the hourly rate, and continue to be linked to children in receipt of Early Years Pupil Premium.

Inclusion Fund to remain at 2%

12. DATES OF FUTURE MEETINGS

Agreed

13. ANY OTHER BUSINESS

None

The meeting closed at 18.40

Request for funding from the South Gloucestershire Schools Forum Schools Specific Contingency Fund

Callicroft Primary School

Callicroft Primary School has a legacy of under-achievement, disrupted leadership and staff turnover. It has been a school that has been on the radar of the local authority for many years and was encouraged to join the Cosmos Academy Trust in 2015 in order to accelerate progress and increase the capacity of the school. The 2016-17 Year 6 cohort had 13 teachers over their 7-year primary journey and two teachers in the last year.

In terms of leadership, in October 2012 the Headteacher resigned leaving an immediate void. The school was in an incredibly vulnerable position with significant under-achievement and a high level of poor teaching. The Local Authority carried out a review that identified serious weaknesses. Chris Dursley and Richard Clark were asked by the Local Authority to provide immediate support which was achieved through a 2-day/3-day split for leadership support. An improvement plan, teaching and learning plan and CPD plan were put into place with a robust monitoring cycle. A number of teachers were placed on support plans with a number leaving. In April 2013 a substantive Headteacher was appointed, (Nicola Antwis), in order to continue improvement. Ofsted rated the school as 'Requiring Improvement' in April 2013 and this improved to a 'Good' rating in June 2015 following improving outcomes.

The school joined the Cosmos Academy Trust in October 2015 following encouragement to do so by the local authority. Shortly afterwards, in May 2016, the Cosmos Academy Trust sought to join the Olympus Academy Trust (OAT) in order to provide additional capacity to schools in both Trusts as one. The Cosmos Academy Trust joined OAT in September 2016. In September 2017 Richard Clark joined Callicroft as the substantive Headteacher.

During this period there has been a significant amount of staff turnover with difficulties appointing teaching staff, including a number of positions having to be filled through agencies. The current Headteacher, with support from OAT, is carrying out fundamental changes in order address deep rooted issues hampering robust outcomes.

Olympus Academy Trust (OAT) wishes to apply to the Schools' Forum for a sum of **£22,796** to be awarded from the Schools Specific Contingency Fund.

Callicroft is a school that has been struggling to balance its finances over the last three years. It is a school that has a growing roll and is moving from one-form entry to two-form entry. The current pupil numbers are:

YR	59
Y1	59
Y2	59
Y3	57
Y4	31
Y5	55
Y6	29
Total	349

Although the school has received funding to support the additional staffing costs for a growing school, this funding has not been sufficient to address serious building condition issues. In order to accommodate the additional classes each year, significant work is required on the building in order to make toilet facilities and classrooms fit for purpose. The school buildings have been neglected for many years with very little capital investment. An independent survey undertaken by professional surveyors after the school joined OAT identified the following urgent condition and health and safety compliance issues:

- No current fire risk assessment was in place
- No legionella testing regime was in place
- No valid fixed wiring inspection certificates
- The fire alarm system was inadequate and in need of replacement
- The fire doors are inadequate
- Glazing needs replacing
- Roofs need repairing

In order to address these serious building condition and health and safety issues, the school has overspent on its budget. In October 2015, the school joined the Cosmos Academy Trust with a transferred surplus of £62,000. At the end of 2016 the school's surplus had reduced to £16,000, an in-year deficit of £46,000. At the end of 2016-17 the school had a deficit of £22,000 and its current budget position is an in-year deficit of £12,000. Therefore, to date, OAT have supported a licensed deficit for the school of £34,000, with an agreed re-payment period of two years.

Since joining OAT, significant investment has taken place on the school buildings in order to address legacy compliance and condition issues. Since May 2017 OAT has spent over £72,000, as part of a planned programme of works, to remove asbestos, refurbish toilets for additional classes, replace the fire alarm system, address legionella and fixed wiring issues, repair and replace kitchen equipment and replace flooring.

The contingency fund states that:

Firstly a licensed deficit should be considered and only when a school cannot produce a recovery plan within the licensed deficit criteria and falls into one of

the categories below would additional assistance from the Schools Specific Contingency be considered:

The Trust believes that Callicroft Primary School meets the criteria for the funding as an Academy. It already has a licensed deficit from the Olympus Academy Trust (OAT) which it plans to pay back to OAT over the next two years but immediate funds are required in order to secure urgent school improvement which fall into the following two areas:

- d. End of key stage assessments below national for the last 3 years***
- e. Pupil progress in English and Maths below***

expected levels d)

For the past three years the schools' results have been below the National Average.

Year	R,W,M combined	National Average
2014	63%	79%
2015	73%	80%
2016	35%	53%
2017	18%	61%

e)

The school's progress at the end of Key Stage 2 for Reading has been in the lowest quintile nationally for 2/3 years and except for writing in 2016, the school performance has not risen above the average quintile in the last three years.



(IDSR, 2017: 4)

- **KS2 progress in 2017** ○ Progress in reading and mathematics was significantly* below average and in the lowest 10%.
- **KS2 attainment** ○ Reading, writing and mathematics attainment was in the bottom 20% for at least two years for all and disadvantaged pupils.

- **Phonics in 2017** ○ Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 13.

(IDSR, 2017: 1)

The Department for Education, the Trust and the school have all recognised and identified that progress and attainment in KS2 is significantly below average and needs to improve rapidly. In December, an Educational Advisor from the Regional Schools Commissioner's office conducted an Education Review. The review found that;

The school and Trust have clearly and accurately identified the crucial priorities for improvement using this year's outcomes and other evidence. This is securely focused on raising outcomes for pupils. The strategies deployed are appropriate to raise standards... The Rapid Improvement Plan has identified the right priorities for improvement but it is early in the changes and improvements to assess impact.

The review agreed that the simplification of the teaching sequence and the implementation of new resources were essential and that an overhaul of the Maths, Reading and Phonics programmes were necessary. In light of this the school is requesting financial support for;

1. Math's programme

- 'Maths No Problem' in Y1, Y2, Y3 and Y4 will help provide more structure, clarity in planning and support for pupils and teachers. The 'Maths No Problem' Primary Series is based on the Singapore methodology and the scheme was assessed by the DfE's expert panel, which judged that it alone met the core criteria for a highquality textbook to support teaching for mastery in Maths.
- The cost for the scheme materials is as follows:

Premium Start-Up BUNDLE	For each year, how many CLASSES do you require books for?	How many PUPILS per year?
Year 1	2	60
Year 2	2	60
Year 3	2	60
Year 4	1	33
Total excl. VAT		£8,047.98
Total including VAT		£8,397.98

This bundle would also include free CPD training: 1 person to three-day event OR 1 Free INSET training for up to 50 people. In addition to this we also need to purchase £3,000 worth of resources to ensure children have access to concrete learning resources. **Total for Maths: £11,397**

2. Reading and Phonics resources

- a. Across the school there is a significant problem with reading. Children are generally not reaching the expected national outcomes in phonics and the progress they do make is not maintained in KS2. Key concerns are that there is not a coherent and methodical approach to the teaching of early reading through to competency with a weak approach being adopted with basic routines such as changing books and the reading scheme used etc. Reading intervention materials are not being used effectively to ensure rapid intervention when and where needed. In part this will be rectified through redeployment of staff but also to clearly identifying the needs of each child in the school. Where intervention materials are used well (Y4 in particular) pupils are making rapid improvement. Finally children are not generally heard to read at home and more engagement is required by parents and carers as well as adults in the school ensuring this need is met. The school has already introduced '30 core reading books' per year across the school with children being expected to get through them at a rapid rate however there are not enough resources at present to ensure they have a significant choice.
- b. The teaching of phonics and progression of phonological awareness into reading a more robust approach, based on a wider range of resources is required.
- c. The investment in books to support better phonic acquisition and development of reading through the school will help ensure outcomes improve and that there is a consistent approach. Whole school readers = £6,399

Phonics bug = £2,000

Total = £8,399

3. EYFS resources

- a. The EYFS classrooms and resources need significant bolstering in order to help ensure the quality is improved. Much has had to be thrown away due to the condition and appropriateness leaving EYFS quite sparse. Some of the school building improvement will help address the flooring issue but it is necessary to support high quality provision through the purchase of additional learning materials. The cost of these are significant however in this initial phase £6,000 is required across both classes in order to begin to address the needs.
- b. The outside area needs to be carefully structured and organised, something that we are currently working on and some of the financial assistance will address this.

Total for EYFS: £6,000

If supported with this bid by the Schools Forum, Callicroft Primary School would be able to accelerate the progress of the pupils in these areas and raise attainment above National Averages, not only improving outcomes and life chances for the pupils in the school but improving the quality of education provided in the Trust and the Local Authority. We would not be asking for this additional funding if OAT had large reserves but the reality is that we have a level of reserves which is below recommended levels, not least because of the level of financial challenge faced by schools which have joined the Trust in the last 2 years (Stoke Lodge and Callicroft from Cosmos Trust and Filton Hill from the LA as well as Patchway and Winterbourne in special measures, with massive deficits and needing significant re-structure). Callicroft had the lowest outcomes in South Gloucestershire in 2017 and needs an injection of support to give its pupils a chance to do as well as their peers in other schools.

Thank you for giving consideration to our request.

South Gloucestershire Council

SCHOOLS FORUM

18 JANUARY 2018

UPDATE ON DSG FUNDING SETTLEMENT 2018-19

Purpose of Report

1. To update the Forum on the latest position regarding the DSG Funding Settlement for 2018-19 and the development of individual School Budgets for 2018-19.

Policy

2. The Dedicated Schools Grant (DSG) is an Education and Skills Funding Agency (ESFA) grant which is used in its entirety to fund the Schools Budget which in turn supports school and pupil related expenditure. The grant is ring-fenced and must be used in accordance with criteria set by the ESFA.
3. Local Authorities (LAs) may centrally retain funding for purposes defined in regulations made by the Secretary of State. The balance of the DSG (just over 97% in 2017/2018) is allocated to schools and early years providers.
4. Local Authorities must distribute funding to their maintained schools using a formula which accords with the regulations made by the Secretary of State, and enables the calculation of a budget share for each maintained school. The financial controls within which delegation works are set out in the Scheme for the Financing of Schools.

Background

6. From 2013-2014 the DSG was split into three funding blocks. These are:
 - **Schools Block** – this funds secondary, primary, junior and infant schools
 - **High Needs Block** - this covers special schools, alternative provision and high cost, low incidence Special Educational Needs (SEN), i.e. (Education, Health and Care Plans)
 - **Early Years Block** - this funds private voluntary independent providers
7. During 2016/17 and 2017/18 the DfE conducted a “DSG Baseline Exercise” with all LAs where LAs were asked to recast their funding blocks into better alignment with their current spending plans. For example, many local authorities

have been spending at a higher level than their High Needs Block by vireing (moving budget) amounts from their Schools Block into their High Needs Block. This baselining exercise would make that annual vireing requirement less likely by permanently transferring that amount.

8. For 2018/19 each LAs DSG allocation was further significantly affected by the Government's move to a National Funding Formula and by moving an element of the Schools Block into a new Central Services Block.

Dedicated Schools Grant Settlement 2018/2019

9. The following table sets out the DSG for 2018-19 and the key movements from 2017-18:

	a	b	c=b-a		d
	2017/18 DSG as at October 2017	2018/19 DSG as at December 2017	Change	Explanation for Change	2018/19 Estimated DSG as used for Consultation Modelling
		£m	£m		£m
Schools Block (including growth funding)	145.97	151.19	5.22	348 fte pupil number increase and move to NFF rates.	150.34
Central School Services Block	4.11	4.14	0.03	Central ongoing funding rate increase from £30.23 to £30.99 x pupil number increase	4.14
Early Years Block	14.51	16.02	1.51	Full year effect of pupil Number/Hours Increase to 30 hours.	
High Needs Block	30.73	31.10	0.37	Includes £111k pupil import adjustment (NMSS and special post 16 institutions) and increase of £324k as a result of NFF.	31.04
Total	195.32	202.45	7.13		185.52

10. The Schools Block is used to fund mainstream schools and their provision. The Early Years Block is used to fund early year's provision. The High Needs Block brings together funding for all high needs pupils/students to enable commissioning of places for young people from 0-25 from a single stream. For 2018/19 a new Central Services Block will be created by adding together two funding streams: elements of the DSG used to fund central services and the Education Services Grant used to fund ongoing LA's statutory responsibilities for schools and which is ceasing from 2017/18.

Consultation

11. Consultation has taken place with schools early year's education providers and the Schools Forum with regard to school funding arrangements for 2018/19.
12. That consultation included approval to transfer £2.9m from the Schools Block figure shown above in paragraph 9 to the High Needs Block. The Local Authority then applied for approval from the Secretary of State for Education to make that transfer and is still awaiting a decision regarding that request.

Schools Specific Contingency

13. Current school funding regulations are set out in the Financing of Maintained Schools Regulations 2015 which have provision for LAs to establish a Schools Specific Contingency, from its DSG funding for expenditure in relation to:

- i. Schools in financial difficulty,
- ii. New, amalgamating or closing schools,
- iii. Circumstances which were unforeseen when the schools budget share was initially determined

14. A contingency was established in 2017-18 which will continue into 2018-19 and on an ongoing basis. The ability to access this funding by a school deemed to be in financial difficulty is very tightly controlled and in accordance with the following criteria:

Firstly, a licensed deficit should be considered and only when a school cannot produce a recovery plan within the licensed deficit criteria and falls into one of the categories below would additional assistance from the Schools Specific Contingency be considered:

- a. *School is in Special Measures*
- b. *School is in Notice to Improve/Serious Weaknesses/Causing concern*
- c. *End of key stage assessments below national for the last 3 years*
- d. *Pupil progress in English and maths below expected levels*
- e. *Ofsted judgement – Requires Improvement*

- f. Pupil number variations significantly outside of reasonably expected levels*

15. Schools are able to submit a case to the Head of Financial Management and Business Support who would make the decision to approve funding in conjunction with the Head of Education Learning and Skills and the Director of Children's Adults and Health. A recommendation would then go to the Schools Forum to make a final decision to grant funding or not.

RECOMMENDATION

(1) The Schools Forum is asked to note thus Report.

Author

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Background Papers

1. Letter to Schools – School Funding Arrangements for 2018/19.
2. Education Funding Agency - Schools revenue funding 2018 to 2019 – Operational Guide.

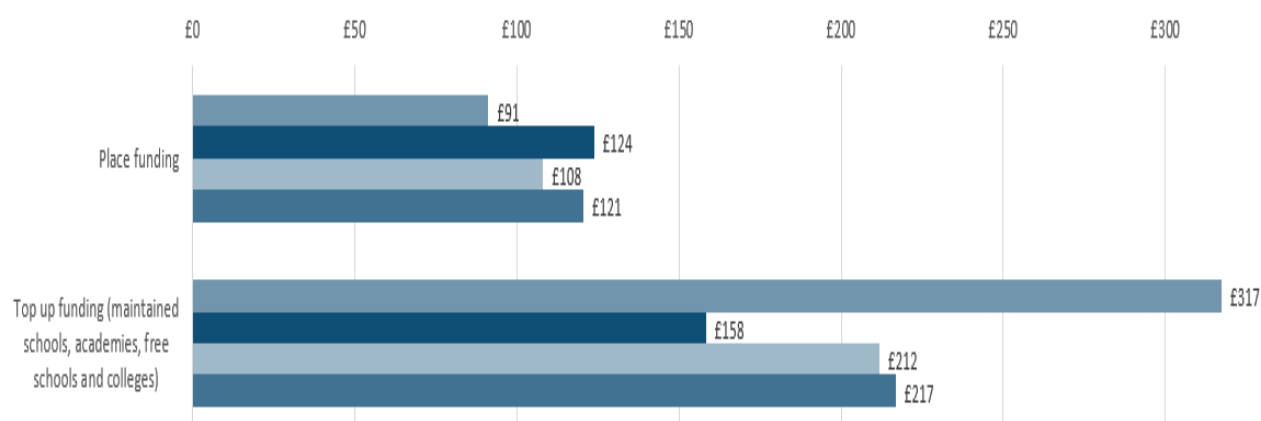
REVIEW OF SOUTH GLOUCESTERSHIRE'S RESOURCE BASES and UNITS

Purpose of Report

- The purpose of the report is:
 - To provide the Schools Forum with background information in relation to the Review of South Gloucestershire's Resource Bases and Access Unit.
 - To explore what is working well and to identify actions that would support best value.
 - To outline actions that would result in more effective management of spend which is set against the High Needs Block budget.

Legislation and Policy

- The Schools Forum has a responsibility to act as a consultative body with the local authority on the strategic financial management of the Schools Budget and the DSG. A key priority is the efficient use of the DSG in respect of the high needs block.
- The main Act is the Children and Families Act 2014, however this is to be used in conjunction with the SEN Code of Practice 2015.
- The DfE provided the High Needs Benchmarking Tool (version2) which highlights that South Gloucestershire has significantly higher high needs budget per head of 2-18 population. The level for South Gloucestershire is £317 in comparison to the south west average of £212 and five closest statistical neighbours at £158. All England is £217. South Gloucestershire is currently £100 in excess of the all England average. Our place funding is £91 in comparison to £121 for the all England level.



High Need Benchmarking Tool – DfE 2017 Chart 3

Background

5. The review team was made up of Local Authority Officers, Headteachers, SENCO and a SEND Consultant. The format was to request provision maps from the school and for the school to provide information on attendance and how the school utilised the core or place led funding. The main focus of the review was to consider best value of the Resource Bases and Access Centre, to ensure that the delegated planned place funding is used consistently across all settings and element three (top up) of the high needs funding is at the correct level. The key questions for the schools was:
- a. What is the cost of individual pupil provision?
 - b. What is the attendance/engagement levels of all pupils?
 - c. How was the core funding spent at the Resource Base or Unit?
 - d. What are the staffing costs in individual settings and how did they compare across all settings.

The scope of the review was not to consider the future demand for places although the information gathered by the review was used to determine academic year 2018/19 planned places.

6. There are currently seven resource bases and two units (Access Centre and Lyde Green). The six Resource Bases and Access Centre (partial) were reviewed from highest costings to lowest. The data used to review the Resource Bases was taken from data held by schools and Local Authority for academic year 2017/18. If the Review of settings took place prior to the current academic year then update data sets were sought for this report to reflect the current academic year and accurate data. A number of reviews have not yet been completed. Lyde Green unit was not included as it is in its first year of opening. Due to information not being available at the time of the review, Hanham Woods Academy was not completed and Chipping Sodbury has gone through a partial review. New data for the current cohort of pupils is being provided by the current senior leadership team of Chipping Sodbury School.

Service Level Agreements (SLAs)

7. All Resource Bases and Access Units (apart from Hanham Woods Academy and Lyde Green Primary) have in place signed Service Level Agreements (SLAs). The SLAs cover 17 areas including; provision of services (area of primary need) of each provision (see Table 1), admission into the provision, routes of appeals and mediations, obligations of service provider; funding and termination of provision (Appendix 1 – Exemplar SLA). Any changes to signed SLAs will require between 12 and 24 months notification dependent on settings and individual SLAs. However, Section 2.3 allows for a review of capacity within the

SLA and amendment to the planned place provisions. Within the SLAs the model of delivery at secondary school is primarily up to the end of Key stage 4 with the exception of two provision which extends into Post 16 (Brimsham School and Yate International Academy).

Table 1 – Resource Bases/Access Centres by Area of Need

Name of Resource Base/Access Centre	Description of Need (primary)
Abbeywood RB	Communication and Interaction: social communication including autism
Blackhorse RB	Communication and Interaction: autism spectrum needs; difficulties in acquiring language; behavioural difficulties as a result of primary need
Brimsham Green RB (incl Post 16)	Significant physical disability and/or complex needs
Charborough Road RB	Communication and Interaction: speech, language and communication; and social communication including autism
Chipping Sodbury Access Centre	Autism Spectrum Disorder
Emersons Green RB	Significant physical disabilities and/or moderate to severe visual impairment
Hanham Woods RB	Communication and Interaction: social communication including autism
Lyde Green Access Centre	Communication and Interaction: Autism Spectrum Disorder (Prim) and Severe Learning Difficulties (SLD)
Yate International HIRB (inc Post 16)	Moderate to severe hearing impairment

Planned Places - Place Led Rates and Funding Arrangements

8. Resource Bases and units (Access Centres) are funded via the Education Funding and Skills Agency (EFSA) through planned place led funding arrangements. The size of the provision will draw down the level of funding of £10k per pupil. This money is the place led funding. Additional to the place led funding is the element three allocation. This is the 'Top-Up' money which is delegated to the individual (individual what?) from the High Needs Block (HNB). The money allocated via element 3 is to meet the needs of the individual child/young person's SEN.

9. South Gloucestershire Council currently operate two systems of funding arrangements to access the HNB – element 3 ‘Top Up’ Funding which is a banding structure and matrix structure. The banding structure applies to all special schools and resource bases/unit whilst the matrix structure applies to all mainstream schools. All special schools, Resource Bases and Units draw down their element three funding from “SEND Code of Practice Band Descriptors for Placements at Special Schools and Resource Bases – 20.6.17 – See Table 2).

Place Led Funding (Core Funding)

10. Resource Base and Unit funding is delegated to provide schools with flexibility to best meet the needs of the pupils and demonstrate value for money. Expenditure linked to the core funding across all settings is however varied, and more clarity of how the place led funding is utilised is required. This was requested by all schools as they felt they needed greater guidance. There are inconsistencies across all settings on how this core funding is accounted for and what can be supported from this budget. Therefore no two settings has applied these costs in the same way. For example one setting deducted £4,000 from each pupil led place funding for whole school operational costs. However, in addition to this the costs of the Resource Base repairs was costed to each individual’s provision map, and the Review Team was unclear if this should be taken out of the £4,000 that had been directed to whole school provision. Other settings applied SENCO time as additional costs, even though it is a requirement for all schools to have a SENCO in place. Similarly, management time across all settings differs. One setting applying 8% of time towards their Resource Base for management costs, whilst in another a significant proportion of senior leadership time was allocated to the resource base budget. For some settings the Resource Base is part of the overall Planned Admission Numbers (PAN) and therefore a percentage is applied to the Resource Base to support general school functions. It is noted that the local authority has not provided any guidance to support a consistent approach. There is also no guidance at a national level.

Table 2 – Rates for Place Led and Element Three Funding for Financial Year 2017/18

Description	Place Led Rate	Top Up Rate (Element 3)	Overall Rate (per pupil)
Band 1	10,000	976.00	10,976.00
Band 2	10,000	2,441.00	12,441.00

Band 3	10,000	4,393.00	14,393.00
Band 4	10,000	5,858.00	15,858.00
Band 5	10,000	7,810.00	17,810.00
Band 6	10,000	10,739.00	20,739.00
Band 7	10,000	12,204.00	22,204.00
Band 8	10,000	14,156.00	24,156.00
Band 9	10,000	18,550.00	28,550.00
Band 10	10,000	20,502.00	30,502.00
Band 11	10,000	26,360.00	36,360.00
Band 12	10,000	30,265.00	40,265.00

11. As mentioned previously the place led rate is set via the SLA and amended via section 2.3 of this document. The planned places are set a year in advance via the scrutiny and strategic planning of placements e.g., the size of provision for 2018 is set in November 2017. These returns are presented to the Director of Children Adults and Housing for sign off on or around 17-24th November of each year and submitted to the EFSA. Once this return is submitted with the size of provision, the money drawn down to fund Resource Base/Access Centres cannot be recouped. Therefore getting the level of provision correct is important. Table 3 shows variance between place-led rates and occupancy for academic year 2017/18.

Table 3 – Resource Bases Including Place Led Rate and Element Three Allocation vs Occupancy (data @ December 2017)

	Abbeywood Resource Base	Blackhorse Resource Base	Brimsham Green Resource Base	Charborough Road Resource Base	Chipping Sodbury Access Centre	Emersons Green Resource Base	Hanham Woods Resource Base	Yate International Hearing Impaired Resource Base (HIRB)
No of Pupils Planned Places	25	22	14	20	10	14	25	12
Actual No of Pupils incl OLA	23	*23	12	17	13	12	20	11
OLA Pupils	1	0	1 (CiC)	2	0	2	1	1
Place led funding	250,000	220,000	140,000	200,000	100,000	140,000	250,000	120,000

Element 3 (Top Up)	296,310	357,811	180,127	88,355	393,445	314,367	232,360	142,539
Difference planned vs actual (+/-) S Glos	+2 20k	-1 -10k	-2 £20k	+3 30k	-3 -30k	+2 20k	+5 50k	+1 10k
Difference with OLA factored in	30k	0	30k	50k	0	40k	60k	20k

*If the planned place provision exceeds the specified allocated places then the Local Authority pays the additional breach money of £10k plus the element 3 banding level which is taken from the HNB.

12. In summary, the local authority in 2017/18 has commissioned a higher number of places and there are vacancies in some of the provision. At the time of the review there are 16 vacant places. In addition, there are six places taken up by pupils from other local authorities. This equates to the following in funding terms:

£150,000 (non-occupancy South Gloucestershire Learners)
£230,000 (non-occupancy South Gloucestershire Learners and OLA factored in)
(Element three is funded from OLAs)

**Table 4 – Placement within Current Academic by Year Groups 2017/18
Secondary Schools**

Name of School	Yr 7	Yr 8	Yr. 9	Yr10	Yr. 11	Yr. 12	Yr. 13	Total
Abbeywood	3	6	6	3	4	*1		23
Brimsham Green	0	3	3	4	1	1		12
Chipping Sodbury	2	3	2	5	1			13
Hanham Woods	2	4	5	4	4	*1		20
Yate					1			1

*SLA states up to Year 11 only

Primary Schools

Name of School	R	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Total
Blackhorse	3	4	5	1	4	3	3	23
Charborough Road	1	6	2	3	1	2	2	17

Emersons Green	1		1	1	5	2	2	12
Yate	1	2		1		2	4	10

Band Levels and allocation – (SEND Code of Practice Band Descriptors for Placements at Special Schools and Resource Bases – 20.6.17)

13. Children and young people accessing Resource Bases are placed on various bandings across all provisions, with the main banding range being bands 4 – 10. Chipping Sodbury Access Centre is the only provision where the band is determined at band 12 for all pupils. The Review Team found that some schools felt they needed to use certain specified bands whereas others selected the band closest to the level of resource needed based on a provision map.

Table 5 - Element Three Funding Allocation by Settings plus Place Led Funding

Name of School	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Band 11	Band 12	Total £
Abbeywood				8	1	2		1	10	1			269,310
													250,000
Blackhorse							3	14	5			1	357,811
													220,000
Brimsham Green				3		1		1	3	4			180,127
													140,000
Charborough Rd	2	4	3	6	0			2					88,355
													200,000
Chipping Sodbury Unit												13*	393,445
													130,000
Emersons Green									1	1	7	3	314,367
													140,000
Hanham Woods				9	1			4	4	2			232,360
													250,000
Yate Int HIRB			1	2	1		1	2	2	2			142,539
													120,000
Lyde Green Unit										4			82,008
													40,000
												Total	3,560,322

*This is currently at breach of the ten planned led places. In the SLA all places are set at Band 12.

Provision Maps

14. Provision maps varied considerably between each setting (with some provision maps not being in place for individual learners). For some settings there was a marked difference between the band level assigned to the individual learner and the actual cost of their individual provision as described in their Education, Health and Care plan and their costed provision maps. This was a common theme amongst settings that provided provision maps and the variance between funding

arrangements is significant in some cases. There was a view in some schools that the overall amount of funding allocated to the school totalled all the provision maps but some bands can be significantly higher and lower than required and identified on the EHC plan. Table 5 highlights some individual pupil level data and the discrepancy between the provision map which states what is actually being put in place by the school for individual learners as opposed the banding level provided by the local authority.

Table 5 - Extract from various Resource Base/Unit Discussion Notes Actual Costs vs Banding Level

Provision Map Costs £	Banding Level and Place Led Funding £
22,723	40,265
27,669	30,502
18,063	40,265
17,391	28,550

15. Some provision maps were also queried by the Review Team as they replicated the provision across all learners, and therefore did not appear to be individualised.

Attendance

16. During the Review attendance at all settings was considered. Attendance within Resource Bases was overall good. Where lower attendance it could be related directly to high medical needs for some children and young people with SEND. It was noted that high levels of anxiety are often the reason for lower attendance at Resource Bases for children with autism.

17. Overall attendance appeared to be monitored effectively and appropriate action taken by all schools involved in the Review, and attendance is not see as a concern by the Review Team overall.

Future Funding Under the National Funding Formula

18. The implication for the introduction of the National Funding Formula (NFF) for Resource Bases and units is not clear at this point in time. The reason is that the options presented to all schools within South Gloucestershire has not reached completion. However, the changes for Resource Bases and units (Access Centres) is that they will move away from place led funding of a guaranteed £10,000 with the additional 'Top Up' funding (if required).

Staffing

19. The Review Team looked at all the Resource Bases staffing levels on both a 'pupil to adult ratio level' and 'an individual setting cost' (in conjunction with South Gloucestershire's Hay Pay structure). Staffing ratios within the Resource Bases varied considerably throughout all provisions. The highest level of funding was 1:1 Teaching Assistant support for each pupil and access to additional teacher support. This results in a ratio of 2:1 for some periods of the school day.
20. Across all settings the Hay Pay Structures for Teaching Assistants differed. They varied between Hay 8 and Hay 10. For some settings this is a historical arrangement and some provisions have implemented a review of staffing structures and grades.

Table 6 – Hay Salary Scale - 1 April 2017 – March 2018

Grade J E Points	S.C.P.	Salary Point i.e. 01.04.17
H10 162 - 185	18	£18,070
	19	£18,746
	20	£19,430
	21	£20,138
H9 186 - 227	22	£20,661
	23	£21,268
	24	£21,962
	25	£22,658
	26	£23,398
H8 228 -267	27	£24,174
	28	£24,964
	29	£25,951
	30	£26,822

21. For some provisions who have a large proportion of H8 roles within their staffing structure, the Review Team found they are in a position whereby their staffing costs are disproportionately higher to other provisions. In line with Table 4 these provisions could find themselves in a difficult financial situation when large cohorts move through the school and leave their Resource Base provision.
22. Allocation of teaching staff to the Resource Bases varies between settings as did their pay structures. Some lead teachers were allocated SEN points, others were

given a TLR. Other provisions are led by a teaching assistant rather than a teacher.

Transport Costs

23. During the Review transportation costs of learners was not taken into consideration. It must be noted that additional costs for transport can add a high fiscal cost to the overall placement of a child/young person when placed in a Resource Base/Unit. During the review there were some children/young people whose needs could be possibly met within a mainstream model of delivery closer to their homes, and therefore reduce costs against the transport budget.

Recommendations for Consideration by the Schools Forum

24. As an outcome of the Review of South Gloucestershire's Resource Bases and Units (Access Centre) the following recommendations are made to the School's Forum Working Group as part of the High Needs Recovery Planning process. Any decisions on implementation of the recommendations will be made via the Schools Forum and in conjunction with the individuals setting's SLAs.

1. Service Level Agreements (SLAs)

Other than Lyde Green Access Unit and Hanham Woods (not signed) all other Resource Bases and Units have in place signed SLAs.

- The Local Authority to undertake a review of Hanham Woods to ensure a SLA is in place
- The Local Authority to draw up a SLA for Lyde Green Access Unit
- The Local Authority to undertake regular yearly reviews of all SLAs

2. Guidance

- The Local Authority to provide guidance on how the Core Funding allocated can be used by the Resource Bases and Units (Access Centre). This would include the level of management costs that is acceptable for each of the schools and bring further clarity on costs associated with the Resource Base. This would also bring consistency across South Gloucestershire's resource base provisions.
- The Local Authority to produce a template for all provisions to report on level of core funding in conjunction with the Guidance Document.
- The Local Authority to implement a monitoring process for the Guidance/ Template document to ensure costs associated to the Resource Bases are correct.

3. Planned places

- The Local Authority to implement a yearly monitoring system so that dialogue between schools and the Local Authority happen to ensure Resource Bases and Units are set at the correct level i.e. planned place vs occupancy level.
- The Local Authority to agree that element 3 funding will be reduced if the capacity within the resource base is less than the agreed planned places, under the monitoring
- The Local Authority to consider paying the breach element of £10,000 (£6,000k under the NFF) if schools are over their planned place numbers. Resource Bases and Units should not expect breach money for accepting additional learners (i.e. only element 3 top-up funding will be allocated to the Resource Base rather than element 2 place funding and element 3 top-up funding).
- The School Forum should consider the reduction of planned places where there is lower demand for placements within a particular category of need i.e. speech, language and communication and physical disabilities and where children's needs can and should be met in mainstream school.
- There should be a Phase Two of the Resource Base and Unit Review which will consider both planned places and the ongoing need for some of the resource bases post 2018/19. This will include the option of re-designation of current resource bases to meet demand based on the specialist places strategy.
- If Resource Bases and Units are under numbers and have consistently been so, the Local Authority should consider not paying Element 3 (partly or in full).

4. Bandings

- Individual Resource Bases and Unit to review the provision map and to ensure that pupils are placed on the correct banding for their level of need. This exercise is to be undertaken via the annual review process in line with all mainstream provision.
- Review the twelve band system implemented for all Resource Bases, Units and Special Schools, given the data in the DfE High Needs Benchmarking Tool – Version 2 highlights South Gloucestershire's high level of spend in comparison to statistical neighbours and national data sets.
- The Local Authority should consider implementing the Ready Reckoner which is currently being piloted within mainstream schools, to ensure a consistent approach in the allocation of element three.

5. Staffing

- The Local Authority to provide guidance on funding of various roles i.e. the Teaching Assistant, Higher Learning Teaching Assistants, Access Assistants to ensure that the correct Hay Grade level of staff is in place to meet the individual needs of the pupil and the SLA.
- The Local Authority should require Resource Bases and Unit have in place a duly qualified Lead Teacher in line with the SLA.
- There should be an agreed formula of how management time is applied and costed against Resource Bases and Units.

6. Attendance

- The School Forum should consider recouping element three money against attendance figures. This percentage of attendance to be agreed by the Schools Forum for both Resource Bases and Units.

7. Final Recommendation

- The Schools Forum agrees for the Local Authority to undertake further work/activities on recommendations 1 – 6 for implementation under a phase 2 review.

Authors **Kate East**

Duane Chappell

SCHOOLS FORUM FORWARD PLAN

18 th January 2018 @ 4.30pm Room 0012 Ground Floor	1 st March 2018 @ 4.30pm Room 0012 Ground Floor
<ul style="list-style-type: none"> • Request for funding from the South Gloucestershire Schools Forum Schools Specific Contingency Fund • Update on DSG funding settlement 2018-19 • Review of South Gloucestershire's Resource Bases 	<ul style="list-style-type: none"> •
10 th May 2018 @ 4.30pm Room 0012 Ground Floor	12 th July 2018 2018 @ 4.30pm Room 0012 Ground Floor
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Proposed Dates:

20th September 2018 4.30pm 0012
 25th October 2018 4.30pm 0012
 29th November 2018 4.30pm 0012

ANY OTHER BUSINESS