



MEETING:

DATE: Monday 4 October 2021

TIME: 1.50 pm

VENUE: Formby Professional Development Centre, Park Road, Formby

Member

Councillor
Ogden
Nigel Bellamy
Brenda Porter
Catherine Earley
Sue Clare
Jon Horrocks
Wendy Corless
Mary Johnson
Sharon Cowey
Sue Kerwin
Isobel Macdonald-Davies
Danny Macreavy
Bernie Coxon
Malcolm Parry
Simon Penney
Niki Craddock
Ian Raikes
Matt Symes
Mary Wall
Nicola Walsh
Jones

Substitute

Councillor

COMMITTEE OFFICER: Nicola Robson
Clerk to Schools Forum
Telephone: 0151 934 4664
Fax:
E-mail: nicola.robson@sefton.gov.uk

If you have any special needs that may require arrangements to facilitate your attendance at this meeting, please contact the Committee Officer named above, who will endeavour to assist.

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A G E N D A

1. **Apologies for Absence**
2. **Minutes of the Last Meeting**
3. **Matters Arising**
4. **Agenda** (Pages 5 - 68)

Sefton Schools' Forum

04 October 2021 at 1.30pm

TEAMS virtual meeting

AGENDA

			<u>Name</u>
	1	Apologies	Chair
For Approval	2	Minutes of the Last Meeting	Chair
For Consultation	3	Matters arising from Minutes	Chair
Items for Approval or Consultation / For Information Only			
For Consultation/ Approval	4	School Forum Terms of Reference and election of Officers	NC/KMc
For Information	5	Indicative Schools; High Needs and CSSB Funding for 2022/23	NC/KMc
For Information	6	High Needs budget forecast 2021/22 as at August 2021 and indicative 2022/23 funding	KMc
For Information	7	Early Years budget forecast 2021/22 as at August 2021	KMc
For Information	8	ESFA Fair Funding for All Consultation paper and response	NC
For Information	9	Pupil Growth Contingency amendments	NC/KMc
For Consultation/ Information	10	Sefton PDC and future CSSB funding issues	NC/KMc

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Standing Item - Verbal Update – For Information	11	Verbal update on the latest Early Years Development Group meeting 20 Sept 2021	Representative
Standing Item - Verbal Update – For Information	12	Verbal update on the latest position with the work on HNs banding for mainstream SEN support and on the Special schools; Resourced Units and PRUs funding review; plus any other updates	CL/NC/TD
AOB			
Date of next meeting: Tuesday 16 th November 2021 at 1.30pm via a Teams meeting Click here to join the meeting			

DRAFT

Agenda Item 2

Sefton Schools Forum Minutes

Minutes of Sefton Schools' Forum Meeting

MONDAY 28.06.21

TEAMS - Virtual Meeting held

Forum Members present:

In attendance:

Chair: Dorothy Lee-Ogden

Debra Vis, Niki Craddock, Malcolm Parry, Ian Parry, Kevin McBlain, Anna James, Tony Faye, John Horrocks, Archie Devey, Christopher Lee, Sue Kerwin, Julian Ward, Jennifer Taylor, Nick Carbonaro, Tricia Davies, Alice Apel, Gil Bourgade, Cathy Earley, Lisa Lyons, Daniel MacAreavy, Matt Jenkinson

Others present: Nicola Robson

		Actions
1	<p>Apologies</p> <p>Toni Oxtan-Grant (Sub – Tony Faye), Ginny Taylor, Isobel MacDonald-Davies, Erin Wheeler, Amanda Ryan</p>	Chair
2	<p>Minutes from the last meeting</p>	Chair
3	<p>Matter Arising / Issues for further consideration</p> <ul style="list-style-type: none"> • Sefton Arc review - Nicola Robson has contacted Peter Moore twice since the previous for an update to the Sefton Arc review but to date had no reply. • HNF stage 1 consultation – The Government received a lot of responses to the stage 1 consultation but have decided not to publish any results and have chosen to move to stage 2 over the summer, with more information to follow. • Further to the previous minutes when concerns were raised due to accuracy of the HNF item in previous minutes, Head Teachers have requested that the following paragraph be added, which was agreed by the Chair. <p style="background-color: yellow;">Head teacher representative(s) raised the concern that, as a result of the consultation process following advice from the Finance team, the vast majority of schools had made a £0 contribution to the SEND deficit whilst some schools had made thousands of pounds worth of contribution. The fact that this is from an increase to their funding is not a justification. The SEND deficit is a shared responsibility and a small minority of schools should not shoulder the burden.</p>	Chair
4	<p>Outturn report for Schools; Early Years; High Needs and Central Services Block 2020/21 and Reserves</p>	KMcb

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This is the closing account report for the financial year 20/21 for Schools / EY/ HNF / Central Schools Block.

There was an increase to the Schools balance of £4.6million, from approximately £10 million to £15million, as highlighted in the table of School balances, 64 out of 84 Schools increased their balances by a combined total of £5 million and 20 Schools decreased their balances by £1/2 million., however it has been a very unusual year, with reduced pupil numbers and reduced spending, but increased grant funding for School meals, cleaning, and other significant grants. Appendix 4 shows a table of the main grants (pupil premium, teachers grants, pension grants and PE grants), the PE grants can be rolled over and be used by August 2021 and other grants totalling £22 including 6th form grants.

There was an underspend in EY of £608K from a £1million balance and the Central Services block was overspent by £23K. the Central Services block, incorporates Union time, Schools causing concern, funding to cover the PDC and closed School grounds and maintenance, School licences, School administration, statutory functions and free School meal checks.

HNF has reduced its deficit and predicted over spend, due in part to an underspend in SEND support from £3.3 million to £2.8million.

Early Years providers have had a difficult year, Covid limited the number of nurseries able to open and at one point only 17 providers were able to operate in bubbles. Providers where eligible were offered grants, reduced business rate, rate relief, and a staff furlough scheme for those staff employed directly to work with funded children. Funding for young children changed as the pandemic progressed and double funding which was initially permitted stopped. Those who were able to open in the spring 21, continued to experience difficulties and while the census figure dropped, it did not drop low enough to qualify for government support. This year there is the possibility of losing funding through claw back due to census numbers, with the possibility of extra funding next year if uptake increases.

This has resulted in a combined £8.2 million budget deficit for the year, and the position going forward will not be easy, but we will not be asking for contribution from the Schools.

There are a range of initiatives and reviews underway which are looking to address the deficit and help the control of the budget over the next few years.

A brief meeting took place with the DfE regarding the budget position, however they did not seem overly concerned by the scale of the deficit or offer any help with mitigation, they were however happy with the plans and creative work taking place.

There has been a commitment from the EY budget to support providers going forward as well as over the period of the pandemic with training commitments, grants, support for Speech & Language etc, however due to changes in numbers as a result of Covid it is still unknown if there will be some clawback from this budget.

As stated previously there is the commitment to one extra day union time.

Qu – Is there still a plan to review the EY hourly rate given the underspend? As this always seems to roll forward to the next year.

	<p>It has been agreed to give a small amount of funding to each organisation but there are no plans to look at the hourly rate until the pandemic and uptake stabilises, until then we will use reserves to help out.</p>	
5	<p>Verbal update on the latest SEND Workshop Group meeting</p> <ol style="list-style-type: none"> 1. KMcB gave the outturn update as per above 2. Verbal Update Inclusion <ul style="list-style-type: none"> • There has been a complete review of transition documents as this is a pinch point for children moving and we are working to give parents as much information as possible. • All Schools are having a say on what inclusion means to them, what it looks like, ensuring all Schools are on the same level, this is being done through the inclusion survey and will result in consistency. • Engagement in Whole School SEND is high, the DfE were impressed with the engagement so have given us extra support to do stage 2 work with middle managers, training will recommence (re Karen Lynskey previous training) – 1 hour refresher needed before train the trainers can roll out the sessions. • A lot of the work going on is around managing parent / carer expectations, diagnosis and options available. • Some language / terminology has changed recently, and this needs to be noted as part of the training. • Everyone is thinking creatively, coming up with group solutions and coming up with cost savings. • Everyone needs to share good practice and look at models that move away from 1:1 TA support. 3. Verbal Banding / Sufficiency Update <ul style="list-style-type: none"> • For mainstream Schools the consultation in relation to the proposed new funding system closed at Half Term. The responses to this are currently being analysed and considered. Further information will be made available to Schools as soon as possible including the final details and timeline of implementation of the new system with the intention still to commence from September 2021. • For resourced and special Schools, the funding review proposals are currently being discussed at a strategic management level to consider the implications for Schools and the Local Authority. Further information will be made available once this is complete. In the interim it has been agreed that current funding arrangements will be extended until the end of the Autumn Term 2021. 	
6	<p>Verbal update on the latest Early Years Development Group meeting</p> <p>Discussions ongoing for EYFS for September EY sector training ongoing Hub meetings are useful SLA partnership agreement in place</p>	

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	<p>ASD pathway developing Language pathway developing with everyone coming together for speech and language. Integrated review of 2-year-old offer taking place and links to funding PVI group meeting feedback – staffing issues, recruitment difficulties, staff wellbeing concerns, child wellbeing concerns. Neurodiversity postcards used and helpful Children’s needs have changed due to Covid and not accessing settings, so support training needed. Wrap around provision still struggling with many still closed at Schools.</p>	
7	<p>Schools Forum Best Practice Guidance (DfE) and the Powers and Responsibilities of Schools Forum</p> <p>Kevin reshared the link to School Forum good practice documents and ran through the short version of the documents, highlighting the key purpose of the Forum and items that constitute Forum Business. NR will circulate copies of all of the documents with the minutes to members and also share with SAPH and SASH, where it may be more pertinent to send some items for their agendas.</p> <p>It was confirmed that the Officers set the agenda of the Forum in conjunction with the chair.</p> <p>There was a discussion around the content of the Sefton Council School Forum webpage content, and this will be examined and updated as required to ensure it is accurate and up to date.</p> <p>In September there will be a brief guiding document produced regarding the purpose, structure and development of the Forum, for the new academic year.</p>	<p>KMcB</p> <p>NR to circulate guidance documents</p>
	<p>AOB</p> <p>The Chair congratulated Malcom Parry on his retirement and thanked him for his long and committed service to the Forum.</p> <p>The Chair requested a list of reps and vacancies on the Forum and urged members to look for potential representatives from the groups they represent to fill the vacancies from September. NR to produce a list.</p> <p>Alice thanked the council for the providers Care Grant and said it was very much appreciated.</p>	<p>NR to produce a list</p>
	<p>Date of next meeting: Monday 4th October 1pm at Formby PDC if permitted or By Virtual TEAMS if not TBC</p>	

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Sefton Council 

Sefton Schools Forum Report

Date of Meeting:	04 October 2021
Title of Report:	Schools Forum Terms of Reference
Presenting Officer:	Nick Carbonaro/Kevin McBlain
Reason for Submission to Forum:	(2) ITEM FOR CONSULTATION (4) ITEMS FOR INFORMATION
Executive Summary:	At the last Schools Forum Meeting in July, Members received information regards the powers of Schools Forum as laid down by the ESFA; and following on from this, the Head of Education Excellence has requested that a Terms of Reference (TOR) for Schools Forum be drafted, or updated, if an original TOR could be found, and shared with Members at the next meeting for discussion and adoption.
Budget/Risk Implications:	None
Recommendations:	The Schools Forum is asked to: <ul style="list-style-type: none"> • Note the proposed Terms of Reference for Schools Forum as appended to this report • Discuss and agree any amendments as considered necessary • Adopt the new TOR with effect from the 2021/22 Academic Year • Consider nominations for representatives to currently vacant positions on Schools Forum.
Appendices (to be attached)	None
Background Papers (available on request)	ESFA guidance on Schools Forums and draft TOR s used by other LA s
Report Originator and Contact Details	Name: Kevin McBlain Tele: 0151 934 3434 E-mail: kevin.mcblain@sefton.gov.uk

SCHOOLS' FORUM POWERS & RESPONSIBILITIES

- 1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)
- 2 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides)
- 3 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides)

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4 ITEMS FOR INFORMATION (No formal view of the Forum is sought)

1.0 Background & Actions

- 1.1 The Schools Forum operates under the auspices of the Local Authority in line with the rules governing its powers and remit, as laid out by the ESFA.
- 1.2 It consists of a number of prescribed school representatives drawn from across all phases, and from other relevant Bodies, including Local Authority officers. The Schools Forum has a number of specific areas it is involved with, around both funding and operational areas for Schools; Early Years; High Needs and Central support, and these are laid out in the ESFA guide to School Forum brought to the last meeting.
- 1.3 Underpinning its work, Schools Forum should have a solid framework for good governance, delivered through a clear Terms of Reference. The Head of Education Excellence has requested either an updated Terms of Reference or a new one to be drafted and shared with Members for discussion and adoption.
- 1.4 Attached is a draft version of a TOR for Schools Forum as appendix 1; along with a list of the current Forum membership and positions available for election at appendix 2.
- 1.5 The TOR is quite comprehensive and lays out the rules of governance for the Schools Forum, which it is hoped will be adopted by Members and become effective from this Academic Year 2021/22. It covers levels of representation; nominations; and other business functions of the Forum.

2.0 Recommendations

2.1 The Schools Forum is asked to:

- Note the proposed Terms of Reference for Schools Forum as appended to this report
- Discuss and agree any amendments as considered necessary
- Adopt the new TOR with effect from the 2021/22 Academic Year
- Consider nominations for representatives to currently vacant positions on Schools Forum.



Agenda Item 4 SEFTON SCHOOLS' FORUM

TERMS OF REFERENCE

2021/22 ACADEMIC YEAR (as at September 2021)

1. Regulations

1.1 National regulations govern the composition, constitution and procedures of Schools' Forums:

- The Schools Forums (England) Regulations 2002 (2002 No. 2114)
- The Schools Forums (England) Regulations 2005 (2005 No. 3299)
- The Schools Forums (England) Regulations 2012 (2012 No. 2261)

Updated Schools Forum Regulations 2020 - Covid

<http://www.legislation.gov.uk/ukxi/2020/540/introduction/made>

1.2 The following address links to the main school funding page which has links to the latest news items on schools' funding and all the latest information.

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsvenuefunding>

1.3 The Operational and Good Practice Guide provided by the DfE will be reviewed annually alongside the local terms of reference review (September) to ensure the Stockport Schools' Forum is effective in line with the good practice methods provided.

2. Membership

2.1 The regulations provide a *framework* for the appointment of members.

2.2 Sefton's Schools' Forum will have 23 members – 18 school members (78%) and 5 non-school members (22%). Non-school members must be less than a third (33%) of the forum total.

2.3 The Sefton Schools' Forum will comprise:

- **Schools members** (Maintained Schools)

- 5 Primary head teachers – including 1 from a VA school
- 3 Primary governors – 1 from VA school
- 2 Secondary head teachers - including 1 from a VA school
- 1 Secondary Governor
- 1 Special school head teacher/governor
- 1 Nursery head teacher
- 1 PRU head teacher (Schools Members Academy Schools)

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- 3 Academy representatives (2 Secondary, 1 Primary)
- 1 Academy Governor (Primary or Secondary)

• Non-schools members

- 1 Trade union/professional association representative
- 1 non-Executive elected member
- 1 Vulnerable Children representative
- 1 Post 16 representative
- 1 PVI Early Years sector representative

Appendix 1 (separate document) provides detail of the current membership and terms of office.

The membership and constitution will be reviewed annually at the start of each academic year.

- 2.4 The purpose of non-schools' members is to bring greater breadth of discussion to forum meetings and ensure that stakeholders and partners other than schools are represented. However, as there are clearly limited numbers of non-schools members, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.
- 2.5 Each group represented on the Forum will be expected to provide a formally nominated substitute in order to ensure some degree of continuity and expertise. These substitutes will receive all agendas, papers and minutes for meetings so that they are kept up-to-date with the issues under discussion.
- 2.6 The regulations do not allow executive elected Members and other officers with direct responsibility for strategic resource management to be Members of the Schools' Forum although they do make clear their right to attend and speak at Meetings.

3. Terms of Office

- 3.1 The term of office for members will be three years with a quarter of members being replaced each year on a rolling programme. The Chairperson of the Forum will serve no more than one terms (i.e .Three years) *consecutively*.
- 3.2 As well as the term of office coming to an end, a schools member ceases to be a member of the Schools' Forum if he or she resigns from the forum or no longer occupies the office that he or she was nominated to represent. e.g. A schools' member representing community primary school governors who is no longer a governor of a community primary school in the authority must cease to hold office on the Schools' Forum even if he or she remains a governor of a school represented by another group.
- 3.3 Schools must be informed within a month of the appointment of any non-schools member.

4. Nomination and election of members

- 4.1 Existing memberships are valid until members' terms of office come to an end, or they resign, or otherwise become ineligible for membership. When a vacancy does arise, the authority must appoint a replacement member.

- 4.2 The Schools’ Forum (Amendment) (England) Regulations 2005 require that, for schools members, replacement members must be elected to the Forum and that the election must be run according to a process determined by the constituents represented by the members of that group and in which all members of that group had the opportunity to stand for election and/or vote in such an election.
- 4.3 Schools’ Forum will be asked to confirm the process for replacement of Members either through resignation or when a Members terms of office is complete.
- 4.4 The following chart outlines the agreed process for elections for each constituency:

SCHOOLS MEMBERS	DEFINED ELECTION PROCESSES
Primary head teachers -community & VA schools	The Primary School members will be elected from among either community or VA schools as necessary to ensure the appropriate representation via the SAPH group. All head teachers are given opportunity to nominate, be nominated and vote for the representative positions on Schools’ Forum. The LA request that SAPH when identifying and agreeing new Schools’ Forum members give consideration and seek to ensure that all forms/profile of schools are equally represented by the group of members (i.e. Infants/Juniors/Primary, deprived/non-deprived, community/VA etc.)
Primary governors -community schools	All governors (individually) of community primary schools are given the opportunity to nominate, be nominated and vote for the representative positions on Schools’ Forum.
Primary governors -VA schools (Min 1)	All governors (individually) of VA primary schools are given the opportunity to nominate, be nominated and vote for representative positions on Schools’ Forum.
Secondary head teachers-community – VA schools (Min 1)	The Secondary Headteachers’ Consortium (SASH) will appoint the representatives on Schools’ Forum. (subject to ensuring appropriate VA school representation of the Forum is maintained)
Secondary governors	All governors (individually) of community/VA secondary schools are given the opportunity to nominate, be nominated and vote for the representative positions on Schools Forum.
Special Schools	All head teachers of special schools are given the opportunity to nominate, be nominated and vote for the representative position on Schools’ Forum. Special Head teachers may agree for a Governor to be the representative
Nursery head teachers	All head teachers of nursery schools are given the opportunity to nominate, be nominated and vote for the representative position on Schools’ Forum.
Academy Representatives	All Academy personnel are given the opportunity to nominate, be nominated and vote for the representatives on Schools’

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SCHOOLS MEMBERS	DEFINED ELECTION PROCESSES
	Forum. The LA recommend that representation should reflect the profile of academy schools within the borough

Non School Members	Process by which Local Authority seeks nominations
Trade Union Professional Association Representative	Sefton Teachers Panel to nominate
Non-Executive Elected Member	Sefton MBC Cabinet to nominate
Representative for Education of Vulnerable Young People	The Director of Children's Services to nominate
PVI Sector	PVI Providers asked to submit nominations
Post 16	Providers of Post 16 Education asked to submit nominations

4.5 Any potential schools member holding a single office/position can represent only one group. However, a person who holds multiple offices/positions may be eligible for membership of more than one group. E.g. A person who is a governor of both a primary school and a secondary school is able to stand in elections as a representative of either group but can be appointed to represent only one of those groups.

4.6 It is important that every possible eligible member of a constituency has an opportunity to be involved in the determination of their group's election process and is given the opportunity to stand for election if they choose to do so. The LA will ensure all appropriate parties are aware of any vacancies, the process to be adopted and the key contacts within their sector group.

Members are encouraged to actively canvass the views of their wider sector peers and are reminded that their role on the forum is to represent their specific sector as a whole and not any individual school or setting.

4.7 Members of constituent will be asked to vote for members up to the number of representatives required for that group e.g. head teachers of community & VA primary schools will be asked to vote for three representatives and head teachers of VA primary schools will be asked to vote for 1 representative.

5. Nomination and Election of Chair and Vice-Chair

5.1 The chair and vice-chair of Schools' Forum cannot be elected councillors or officers of the Council, even where they are elected schools members by reason of their role as governors. All other members are eligible to be nominated for the positions of chair and vice-chair of the Schools' Forum.

5.2 All members of Schools' Forum are eligible to nominate and vote for the chair and vice-chair. Elections for the chair and vice-chair will take place at the first meeting in the autumn term, subject to all elections for members being completed.

6. Quorum

- 6.1 A meeting is quorate if 40% (9 members) of the total membership is present (excl. observers). i.e. 40% of the current membership excluding vacancies.
- 6.2 An inquorate meeting can proceed, but may not take decisions (e.g. election of a chair, or a decision relating to funding conferred by the funding regs).
- 6.3 An inquorate meeting can respond to a local authority consultation, and give views to the authority. It would normally be good practice for the authority to take account of such 'unofficial' views, but it is not legally obliged to do so.

7. Voting Procedures

- 7.1 A Forum must determine its own voting procedures. The new powers, which Schools' Forums have to take decisions on a range of funding matters increase the importance of clear procedures. In order to secure a formal and consistent process for reaching a decision on a Local Authority proposal, as part of any voting procedure there must be clarity in the voting procedures for recording the outcome of a vote, and any resolutions a Schools' Forum makes in relation to any vote taken.
- 7.2 All reports presented to Schools' Forum members for decision will clearly state which members of the forum are permitted to vote on such matters.
- 7.3 The clerk or other nominated LA officer will inform members of the forum at the meeting ahead of any formal vote as to which members are permitted to vote in accordance with section 7.2 above. Voting will be shown by the raising of the formal voting cards provided to members.
- 7.4 All decisions will be made based on a majority vote position, in the event of a tie; the Chair of Schools' Forum will have the casting vote.
- 7.5 **Annex A** provides detail of which representative groups can vote on which Schools' Forum business.

8. Substitutes / Attendance

- 8.1 Schools' Forum members may at times be unable to attend meetings and substitutes can be identified and nominated accordingly.
- 8.2 The following rules are to be applied to all nominated substitutes:

Head teachers

- Nursery, Primary & Special - any other head teacher of the representative group he/she is representing.
- Secondary - any other head teacher of the representative group he/she is representing or a member of the school senior leadership team the absent member is from.

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Governors – Any other governor from the group of governors the member is representing on the forum.

Academies – no restrictions.

8.3 All substitutes nominated and representing their appropriate group at Schools' Forum meetings have equal voting powers of the member they are replacing.

8.4 a) Any member not attending (or providing appropriate substitute representation) at two or more meetings within a twelve month period will be formally written to by the Chair of Schools' Forum to seek explanation and their continued membership shall be subject to review with the Director of Education.

b) Members who have provided apologies to non-attended meetings shall have such instances excluded from the calculation at point a) above

c) The proposed communication letter to be sent to members not attending two or more meetings (subject to adjustment for item b) above) will be presented to Schools' Forum members at the September meeting before distribution to the said identified members.

8.5 Observers

Observers are permitted at all Schools' Forum meetings (as per council meetings) and are requested to declare themselves prior to the meeting and a full list of observer attendees is recorded in the minutes.

9. Induction

9.1 The Local Authority will ensure all new members of the Schools' Forum receive appropriate induction materials to ensure they are equipped to fulfil their role and responsibilities effectively. Induction material will include:

- Schools' Forum Operational and Good Practice Guide as provided by the DfE;
- Schools' Forum Terms of Reference;
- Schools' Forum membership list (**See Appendix 1**);
- Copies of minutes of previous meetings (min. last three meetings);
- Programme of Schools' Forum meetings for the year; and
- The local Schools' Forum web address.

9.2 In addition the Local Authority key link officers will provide appropriate training (group or 1-2-1 sessions) to all new members on the latest local and national arrangements, including:

- Role of the Schools' Forum;
- National funding arrangements;
- Local funding formula; and
- Local school strategic issues (i.e. school re-organisation, school balances, etc.)

Formal induction / development sessions will be arranged as required.

10. Other Procedural Issues

- 10.1 Where the regulations make no provision on a procedural matter, local discretion should be exercised. It is for the authority to decide how far it wishes to establish rules for the Schools' Forum to follow, in the form of standing orders. While it is entitled to do so, it is of course good practice to allow the forum to set its own rules so far as possible.
- 10.2 Meetings of Schools' Forum will be scheduled on dates and at times that encourage the best possible attendance. Termly meetings for an academic year will, as far as possible, be determined at the first meeting in the autumn term with the understanding that scheduled meeting for which there is no substantial business will be cancelled.
- 10.3 Additional meetings may be scheduled, by agreement with the chair, after a survey to establish the availability of members.
- 10.4 Under the new regulations, Schools' Forum has an important role to play in approving certain proposals from the Local Authority and is, therefore, involved in the decision making process about the use of public money at local level. Schools' Forum meetings will be open to the public unless there is a specific reason for this not to be the case. The agenda, agreed minutes and dates/times of meetings will be published on the Council's website six days in advance of meeting and in one single pdf document. Any papers tabled at the meeting will also be added to the website immediately after the meeting.

The draft minutes of the meeting will be published and distributed to members within 4 weeks of the meeting. The final proposed set of minutes will be presented at the next meeting for approval (subject to any required amendments).
- 10.5 Schools' Forum may establish working groups of members to discuss specific issues, and to produce draft advice and decisions for the Forum itself to consider. Working groups will not have delegated decision-making powers.
- 10.6 Urgent business which cannot wait until the next scheduled meeting will be dealt with by email correspondence with all members or by calling an additional meeting as described in 10.3 at the discretion of the authority after discussion with the chair.
- 10.7 It is not legal for the chair to take a decision on behalf of the forum, no matter how urgent the matter in question.
- 10.8 Local Authority council meetings and committee meetings are held in public except in certain specified cases and Schools' Forum should start from the presumption that there is no reason not to allow public access.

The Schools Forum should minute ‘

That meeting of the Forum is held in public and the Council's Access to Information Rules be adopted’.

This means inter alia that the public **may** be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that exempt information would be disclosed (exempt information as defined in pages 209 and 210 of the Constitution). The report would be marked ‘Not for Publication’ beforehand and not sent to the press.

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The Public Interest Test under the Freedom of Information Act also needs to be applied:-

‘In all cases, before the public is excluded, the meeting must be satisfied that, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information’.

ANNEX A

Voting Arrangements – (where physical meeting takes place)

The table below outlines the representative groups on the Schools’ Forum that are permitted to vote on specific Schools’ Forum business matters:

Voting Groups:

Primary	Pink
Secondary	Lilac
Nursery/Special/PRU	Grey
Academy	Yellow
Non-Schools	Blue

Function	Sector	No. of Votes	Voting Card	Comments
De-Delegation	Primary	6	Pink Only	
De-Delegation	Secondary	6	Lilac Only	
Formula Consultation	All	21	Grey, Pink, Lilac, Yellow & Blue	Only the PVI rep from the Non-Schools members can vote
Centrally held DSG expenditure items	All	23	Grey, Pink, Lilac, Yellow & Blue	
Scheme for Financing Schools proposed amendments	All	20	Grey, Pink, Lilac & Blue	N/A to Academies
Any Other Schools Forum Business Items	All	23	Grey, Pink, Lilac, Yellow & Blue	

The voting rights for all members of Schools Forum above will also apply to any virtual meetings and the Clerk to the Forum will ensure that members only vote where necessary

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Current Schools Forum Membership

Chair – Dorothy Lee-Ogden (Stanley High School & HS Academy Rep)

Vice Chair – Isobel MacDonald-Davies (Christ the King High School & Maintained Governor)

Primary Head Teachers (Maintained)

Anna James (Headteacher Hatton Hill Primary School)

Daniel MacAreavy (Headteacher St John Bosco Catholic Primary School)

Niki Craddock (Hudson Primary School)

Jennifer Taylor (Headteacher Farnborough Road Infant School)

Julian Ward (Headteacher Larkfield Primary School)

Primary Head Teachers (Academies)

Sue Kerwin (Headteacher St Andrews Church of England Primary School)

Secondary Head Teachers (Maintained)

Ian Parry (Headteacher Meols Cop High School)

Erin Wheeler (Headteacher Christ the King Catholic High School and Sixth Form Centre)

Secondary Head Teachers (Academies)

Gill Bourgade (Headteacher Birkdale High School)

Amanda Ryan (Principal Hillside High School)

Early Years (Maintained Nurseries)

Cathy Earley (Headteacher / SENCO Greenacre Nursery School)

PVI

Ginny Taylor (Wind in the Willows)

Alice Apel (Director Atherton House)

Special Schools (Maintained)

Toni Oxtton-Grant (Headteacher Crosby High School) Sub (Tony Faye)

FE/Post16

Vacant

Pupil Referral Unit

Vacant

Virtual Head Teacher

Vacant

Other Reps / Governors / Members

Dorothy Lee-Ogden (Stanley High School & HS Academy Rep)

Isobel MacDonald-Davies (Christ the King High School & Maintained Governor)

Primary Governor – Vacant

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Primary Governor – Vacant
Primary Governor - Vacant
Alistair Devey (Union Rep NEU)
Matt Jenkinson (Union Rep Unison)
Councillor Member – Vacant

Invitees

Local Authority Service Managers

Director of Children's Social Care & Education
Tricia Davies – Head of Education

Finance Officers

Nick Carbonaro - Strategic Service Manager - Financial Support Services
Kevin McBlain - Financial Support Services

Attendance as required – Advisory

SEN Team Manager EY/Complex Sensory, inclusion & complex education
Rachel Wild – team Leader Inclusion Support
John Baden – Complimentary Education
Chris Lee – Service Manager SEND
John Horrocks – In Year admissions officer

Clerk to the Forum

Nicola Robson – Strategic Support Officer

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Sefton Council 

Sefton Schools Forum Report

Date of Meeting:	4 October 2021
Title of Report:	Indicative Schools; High Needs and Central Services to Schools funding 2022/23
Presenting Officer:	Kevin McBlain
Reason for Submission to Forum:	(2) ITEM FOR CONSULTATION (4) ITEM FOR INFORMATION
Executive Summary:	To provide members with an update on the 2022/23 Schools; CSSB and High Needs funding and to provide a draft Indicative Schools Formula APT for discussion with schools.
Budget/Risk Implications:	None
Recommendations:	<p>1 That Schools Forum note the contents of this report and indicative figures and the LA s recommendation to adopt the DfE NFF formula funding values in 2022/23 (as per attached APT funding model), amended subsequently for any changes to Pupil numbers arising from the October 2021 Census data and Pupil Growth funding to be announced by the ESFA in December</p> <p>2 Note the intention to share the updated Schools formula funding allocations in early January 2022 with Headteachers, in advance of Schools Forum, prior to formal ratification on 15 January 2022.</p>
Appendices <small>(to be attached)</small>	APT Summary School Funding model 2022/23
Background Papers <small>(available on request)</small>	DfE funding updates and guidelines for Schools and High Needs 2022/23. APT Funding Model.
Report Originator and Contact Details	Name: Kevin McBlain Tele: Working from Home during lockdown E-mail: Kevin.mcblain@sefton.gov.uk

SCHOOLS' FORUM POWERS & RESPONSIBILITIES

- 1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)
- 2 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides)
- 3 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides)
- 4 ITEMS FOR INFORMATION (No formal view of the Forum is sought)

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1.0 Background

- 1.1 In mid-July 2021 the DfE announced some provisional 2022/23 funding information and guidance around the funding for Schools; Central Support Services and High Needs. This provision information was to allow Local Authorities time to consider and start planning their school budgets. These are indicative funding levels for schools, changeable, only by the October 2021 school census, and excluding Infant Class size and Pupil Growth funding at this stage.
- 1.2 Funding for Early Years for 2022/23 will only be announced in December 2021.

2.0 Key funding announcements and changes 2022/23

- 2.1 Funding allocations for 2022/23 have been subject to limited changes from 2021/22 and have been published now, to allow for planning.
- 2.2 Funding for Schools is given, based on Primary and Secondary Units of Funding (PUFs and SUFs) the value of which have now been announced for 2022/23. The announced funding values will not change and will be used against the Schools' census data from 7 October 2021 to provide the actual ISB funding for 2022/23. **However, the overall funding envelope announced by the DfE is only indicative at this stage, as it is still currently based on October 2020 pupil numbers.**
- 2.3 Updated guidance has been issued in July, along with a model APT template, to allow Local Authorities the chance to model their Schools formula for 2022/23 and consult Forum and schools on any proposed formula changes.
- 2.4 Members will recall back in September 2019, the Government's 3-year funding announcements for Schools and High Needs with £7.1bn payable over 2020/21 – 2022/23. This year's funding at Year 2 (21/22) saw an increase of £2.2bn; with a further final increase of £2.3bn in 2022/23. Thereafter, future settlements will be based on the Spending Review.
- 2.5 Formula allocations from this year (21/22) now fully include funding for the Teachers Pay Grants (TPG) from 2018/19 and 2019/20 and the Teachers' Pension Employers Contribution Grant (TPECG) increases for these years and so are embedded into the / baseline funding permanently.
- 2.6 Overall funding to schools will increased by 3.2% and by 2.8% per pupil. Reflective of these changes, the PUF and SUF values have increased for the funding growth in 2022/23 by 3% in the Schools National Formula Funding model used by the DfE for Schools funding allocations to Local Authorities. The table below shows the changes to Sefton's Pupil Unit values from 2021/22 to 2022/23.

2.7 Table showing changes to Sefton’s Pupil Unit values between 2021/22 and 2022/23:

	Primary Unit of Funding (PUF)	Secondary Unit of Funding (SUF)	Value of Pupil Led Funding (EXCL Rates)
Oct 2020 Pupil Nos	20,997	14,597	35,594
2021/22 Levels	£4,458.49	£5,736.17	£177.346m
Increase for general Growth in 2022/23 to Primary and Secondary Units of Funding for Sefton	£106.71	£182.12	£4.899m
Sefton’s Revised PUFs and SUFs 2021/22 and indicative funding	£4,565.20	£5,918.29	£182.245m
NET Increase in Pupil Led Funding based on October 2020 census pupil numbers	2.39% increase in PUF	3.17% increase in SUF	£4.899m / 2.76% increase in Pupil Led Funding (Excl Rates £1.252m)

2.8 The Table above is illustrative of the ‘pupil led’ formula funding Sefton would receive in 2022/23 using the October 2020 census figures. This will be updated for the October 2021 census data by mid December 2021. The above figures exclude Infant Class size and Pupil Growth funding for 2022/23, which will only be available later in the year and does not include Business Rates funding for schools.

3.0 Key changes to School Funding in 2022/23

3.1 There are only a couple of changes being made to the 2022/23 DfE NFF Schools Formula and these are provided in summary below:

- All NFF elements of the national formula will be increased by 3% in 2022/23 including AWPU and Deprivation factors etc
- The Funding floor will include at least 2% more across pupil led funding per pupil compared to the 2021/22 NFF
- Minimum per pupil funding levels will increase for Primary schools from £4,180 to £4,265 and Secondary from £5,415 to £5,525. These minimum values will remain mandatory on Local Authorities to apply to all schools.
- The maximum sparsity funding values for remote schools are to be increased from £45k to £55k for Primary Schools and from £70k to £80k for Secondary Schools. The sparsity calculation is to be based on road distance rather than a straight line, from 2022/23. Note this does not affect Sefton schools, none of whom meet the sparsity criteria.

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Other general instructions

- Local Authorities may again set their schools' budgets based on a local funding formula in consultation with their schools. However, moves towards a 'hard' National Funding Formula have been part of a recent national consultation, which ran from July 2021 to end of September 2021. Sefton's response to this, is dealt with elsewhere on the agenda.
- Local Authorities will have the freedom to set the MFG in their local formula between 0.5% and 2% per pupil for 2022/23 and). LA s should continue to apply their own gains cap to make any funding model affordable.
- Local Authorities will again be given the freedom to consult with their schools to be able to transfer up to 0.5% of the Schools Block to other Blocks of the DSG with School Forum approval. However, when setting the 2021/22 DSG allocations it was agreed that no further funding would be requested from the Schools Block in 2022/23 to support HN Block pressures. It is critical that costs start to be contained within the 2022/23 High Needs budget allocations with the extra High Needs funding allocations being made by the ESFA and the implementation of a new funding methodology for High Needs arising from the local High Needs Review.
- For any amounts of funding transfer that exceed 0.5% of the Schools Block, or where Schools Forum disagrees with the Local Authority for values below 0.5%, the Local Authority may submit a dis-application request for the funding transfer via the Secretary of State who will decide whether the transfer is acceptable and can proceed. The deadline for dis-applications for 2022/23 will be mid-November 2021.
- The deadline for completion and submission of the 2022/23 APT Formula funding Return is forecast to be around 20 January 2022, subject to having both Schools Forum approvals and Political Approval.

4.0 High Needs funding 2022/23

- 4.1 Indicative High Needs funding will see another increase in 2022/23 in recognition of the high levels of spending and overspending in these areas by Ministers.
- 4.2 High Needs funding is to increase nationally by £780m in 2022/23, a 9.6% increase on 2021/22. The increase to High Needs in 2022/23 has been set at a floor of 8% and a ceiling of 11%. The indicative HN funding settlement for Sefton, before making deductions for directly funded schools by the DfE but including the (2021/22) Import/Export adjustments for inter-Authority student placements, would be £39.244m. In 2021/22 the HN funding figure was £35.964m (excluding the Schools Block contribution in 2021/22). This uplift in funding for Sefton therefore in 2022/23 HN funding is an increase of £3.280m or 9.12%. A deduction of place funding estimated to be like the 2021/22 transfer (of at least £0.738m) would then be made for the directly funded schools by the DfE, giving Sefton total net indicative funding of £38.506m in 2022/23, comprising: £37.857m basic High Needs funding plus Teachers pay and Pensions increases of £0.649m. However, compared against Sefton's 2021/22 net funding including the contribution from Schools Block in 2021/22 of £0.430m – not requested in 2022/23 (£35.656m), the net increase in funding would only be £2.850m.

- 4.3 This level of increase is substantial for a third year running, as Government Ministers recognise the pressures High Needs have endured over the past 10 years accumulating significant DSG deficits for Local Authorities. High Needs is currently under a National review and consultation, and it is hoped longer term funding will increase to meet the demand pressures nationally across High Needs.

5.0 Central Services Schools Block (CSSB)

- 5.1 The CSSB is derived from the National Formula Funding and is based on two funding elements. Firstly, an historic cost element which is given to fund previously agreed historical spending items i.e. prior to 2012/13 and covering 'Combined Budgets'. Secondly an element to fund 'ongoing /current' Central support service areas, such as Central provision of statutory services to all schools by the Local Authority; Free School Meals checking and School admissions work. The 'ongoing elements' are given as a rate per pupil. The 'historic' element is given as a baseline element reducing by -20% each year from 2019/20 until it is removed completely.
- 5.2 Sefton's CSSB funding has been reduced by a further -20% for the 'Combined Budgets', which helps support the ongoing costs of the PDC and Closed Schools maintenance, going from an allocation of £0.185m in 2021/22 to £0.148m in 2021/22, a reduction of £0.037m. This will seriously jeopardise the budgets required to manage the PDC and closed schools' maintenance, which had an outturn of £0.219m in 2020/21! The costs of CSSB spending gives cause for concern and decisions will need to be taken as to the future of both these budget areas. For the PDC, this may involve operating the Centre as a complete traded service; or asking schools to agree to pay for the service through an annual contribution. If neither of these options are feasible then the permanent closure of the Centre or possibly the Council agreeing to adopt the Centre and use it for another purpose would need to be considered. For the closed schools' maintenance, the residual lands and buildings would likely need to become the Council's responsibility until they were potential sold. These latter two options have implications for the Council's core budgets.
- 5.3 An initial report was brought to Forum in 2019, seeking support from schools to pay a levy towards the upkeep of the PDC. However, Forum Members requested a further report regarding the future use of the Centre and proposals for its continuation. This is still to be provided with a strategic plan for both the PDC and for the Closed schools maintenance. A report for consultation with SAPH and SASH over the PDC is included elsewhere on this agenda.
- 5.4 For the ongoing/current funding areas, the 2021/22 allocation has been increased from £1.186m to £1.252m in 2022/23, an increase of £0.066m. Overall the CSSB will increase by a net £0.029m next year.

6.0 APT Model of Schools Formula Funding 2022/23 for consideration

- 6.1 As stated earlier in this report, the DfE has provided an APT template for LAs to use for the planning and modelling of the indicative 2022/23 formula funding allocations for schools that should be shared with Schools Forum and School Representatives for consideration. The model presented by the LA in this report, assumes the full allocation of funding using the NFF funding elements. Appendix 1 demonstrates the APT Pro-Forma values, shown for information; and an indicative funding allocation across the schools,

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with comparisons to 2020/21 funding is illustrated at Appendix 2. This will be explained more fully at the meeting, and officers must stress to Members and schools that the figures are only indicative at this stage and will change depending upon changes to pupil numbers and demographic data within the October 2021 census return, and also any changes made to the retained level of the pupil growth funding.

- 6.2 The APT Model also allows for the full allocation of funding to schools in 2022/23 with no top-slice of funding being made from the Block towards High Needs. The model assumes to match the funding elements used in the National Formula Funding. This guarantees all schools an increase of at least 2% (MFG) and for Sefton a cap set at 3%. This agreed move towards the national formula diverts more funding towards schools with higher levels of deprivation.
- 6.3 Officers have had to consider a forecast for High Needs in 2022/23 and initial forecasts suggest a budget deficit on High Needs next year of around £1m-£2m dependent upon the progression of the new funding methodology arising from the High Needs review and the funding settlement. Work on trying to reduce HN budget pressures is still on-going, and 2022/23 will be a year of transitional change to try to control costs. The work program will review all SEND placements, including out of Borough, and planned increases to in-house placements - both in mainstream schools and in Resourced Units; and make changes to SEN support levels to pupils and other SEN services. It is possible that any new changes could cost more in the short term, to achieve greater capacity to in-house provision.
- 6.7 An explanation of where things are up to with regards the High Needs review will be discussed further elsewhere on this agenda. The basic model APT using the NFF factors in full, is the one recommended to schools for adoption in 2022/23 and therefore applies the same approach as for 2021/22.

7.0 Recommendations

- 7.1 That Schools Forum note the contents of this report and indicative figures and the LA s recommendation to adopt the DfE NFF formula funding values in 2022/23 (as per attached APT funding model), amended subsequently for any changes to Pupil numbers arising from the October 2021 Census data and Pupil Growth funding to be announced by the ESFA in December 2021
- 7.2 Note the intention to share the updated Schools formula funding allocations in early January 2022 with Headteachers, in advance of Schools Forum, prior to formal ratification on 15 January 2022.

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SEFTON SCHOOL FORUM PAPERS

INDICATIVE SCHOOLS FORMULA FUNDING PRO FORMA 2022/23

APPENDIX 1

Local Authority Funding Reform Proforma

LA Name:	Sefton
LA Number:	343

Primary minimum per pupil funding level	Secondary (KS3 only) minimum per pupil funding level	Secondary (KS4 only) minimum per pupil funding level	Secondary minimum per pupil funding level	Disapplication number where alternative MPPF values are used
£4,265	£5,321.00	£5,831.00	£5,525.00	

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	No	Pupil Units		0.00		Total	Proportion of total pre MFG funding (%)	Notional SEN (%)					
	Description	Amount per pupil	Pupil Units		Sub Total									
	Primary (Years R-6)	£3,217.00	20,998.00		£67,550,566		£136,997,734	36.95%						
	Key Stage 3 (Years 7-9)	£4,536.00	9,007.00		£40,855,752									
	Key Stage 4 (Years 10-11)	£5,112.00	5,593.00		£28,591,416									
2) Deprivation	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 (%)				
	FSM	£470.00	£470.00	4,565.00	2,925.00	£3,520,300					£17,270,475	9.45%		
	FSM6	£590.00	£865.00	5,048.25	3,955.47	£6,399,950								
	IDACI Band F	£220.00	£320.00	2,653.18	1,731.73	£1,137,852								
	IDACI Band E	£270.00	£425.00	1,394.27	961.37	£785,035								
	IDACI Band D	£420.00	£590.00	574.64	488.24	£529,411								
	IDACI Band C	£460.00	£625.00	816.36	545.16	£716,247								
	IDACI Band B	£490.00	£700.00	2,539.45	1,589.30	£2,356,844								
IDACI Band A	£640.00	£890.00	1,410.28	1,036.25	£1,824,836									
3) Looked After Children (LAC)	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 (%)				
	LAC March 19	£0.00		338.72		£0					£750,997	0.00%		
4) English as an Additional	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 (%)				
	EAL 3 Primary	£565.00		754.17		£426,107					£750,997	0.41%		
EAL 3 Secondary		£1,530.00		212.35		£324,891								
5) Mobility	Pupils starting school outside of normal entry dates	£0.00	£0.00	53.00	19.40	£0		0.00%						
6) Low prior attainment	Description	Weighting	Amount per pupil (primary or secondary respectively)	Percentage of eligible pupils	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)				
	Primary low prior attainment		£1,130.00	30.38%	6,379.41	£7,208,733					£12,540,922	6.86%		
	Secondary low prior attainment (year 7)	64.53%		22.94%										
	Secondary low prior attainment (year 8)	64.53%		22.86%										
	Secondary low prior attainment (year 9)	63.59%	£1,710.00	20.21%	3,118.24	£5,332,189								
	Secondary low prior attainment (year 10)	58.05%		19.58%										
	Secondary low prior attainment (year 11)	48.02%		21.03%										

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SEFTON SCHOOL FORUM PAPERS

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	£121,300.00	£121,300.00			£11,280,900	6.17%	
8) Sparsity factor	£0.00	£0.00	£0.00	£0.00	£0	0.00%	
Rows 46 to 49 are populated with the NFF methodology, please leave this as is if you wish to follow the NFF. As per the Operational Guidance, the distance thresholds can be							
Primary distance threshold (miles)	2.00	Primary pupil number average year group threshold	21.40	Apply primary distance taper	Yes	NFF, tapered or fixed sparsity primary lump sum?	NFF
Secondary distance threshold (miles)	3.00	Secondary pupil number average year group threshold	120.00	Apply secondary distance taper	Yes	NFF, tapered or fixed sparsity secondary	NFF
Middle schools distance threshold (miles)	2.00	Middle school pupil number average year group threshold	69.20	Apply middle school distance taper	Yes	NFF, tapered or fixed sparsity middle school lump sum?	NFF
All-through schools distance threshold (miles)	2.00	All-through pupil number average year group threshold	62.50	Apply all-through distance taper	Yes	NFF, tapered or fixed sparsity all-through lump sum?	NFF
9) Fringe Payments					£0	0.00%	
10) Split Sites					£0	0.00%	
11) Rates					£1,277,719	0.70%	
12) PFI funding					£0	0.00%	
13) Exceptional circumstances (can only be used with prior agreement of ESFA)							
Circumstance					Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)
Additional lump sum for schools amalgamated during FY21-22					£0	0.00%	0.00% 0.00%
Additional sparsity lump sum for small schools					£0	0.00%	
Exceptional Circumstance3					£0	0.00%	
Exceptional Circumstance4					£0	0.00%	
Exceptional Circumstance5					£0	0.00%	
Exceptional Circumstance6					£0	0.00%	
Exceptional Circumstance7					£0	0.00%	
Total Funding for Schools Block Formula (excluding minimum per pupil funding level and MFG Funding Total)					£180,118,748	98.53%	
14) Additional funding to meet minimum per pupil funding level					£2,694,125	1.47%	
Total Funding for Schools Block Formula (excluding MFG Funding Total)					£182,812,874	100.00%	
15) Minimum Funding Guarantee			2.00%		£145,542		
Where a value less than 0.5% or greater than 2% has been entered please provide the disapplication reference							
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)							
Yes							
Capping Factor (%)	3.00%	Scaling Factor (%)	100.00%				
Total deduction if capping and scaling factors are applied							
-£63,107							
					Total (£)	Proportion of Total funding(%)	Notional SEN (%)
MFG Net Total Funding (MFG +					£82,435	0.04%	
Total Funding for Schools Block Formula					£182,895,309		£0
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							
Growth fund (if applicable)							
£600,000.00							
Falling rolls fund (if applicable)							
Other Adjustment to 21-22 Budget Shares					£0		
Total Funding For Schools Block Formula (including growth and falling rolls funding)					£183,495,309		
% Distributed through Basic Entitlement					74.94%		
% Pupil Led Funding					91.66%		
Primary: Secondary Ratio					1 :	1.29	

ANALYSIS OF SCHOOLS FUNDING 2021/22 ACTUAL FORMULA COMPARED AGAINST INDICATIVE 2022/23 CHANGES

	Data						
	Oct-20	2021/22	Model	Indicative			
	Pupil Nos	Formula	2022/23	Funding			
			Formula	Changes			
Linacre Primary School	157	875,538	898,055	22,517	Linacre Primary School		
Netherton Moss Primary School	189	1,017,498	1,042,714	25,216	Netherton Moss Primary School		
The Grange Primary School	262	1,319,461	1,351,807	32,346	The Grange Primary School		
Birkdale Primary School	403	1,712,500	1,747,314	34,814	Birkdale Primary School		
Farnborough Road Junior School	474	2,011,771	2,052,670	40,899	Farnborough Road Junior School		
Farnborough Road Infant School	343	1,451,650	1,481,163	29,513	Farnborough Road Infant School		
Linaker Primary School	415	1,874,164	1,918,904	44,740	Linaker Primary School		
Norwood Primary School	566	2,404,755	2,453,642	48,887	Norwood Primary School		
Marshside Primary School	176	822,072	841,784	19,712	Marshside Primary School		
Aintree Davenhill Primary School	421	1,787,996	1,824,345	36,349	Aintree Davenhill Primary School		
Hudson Primary School	210	941,467	957,870	16,403	Hudson Primary School		
Waterloo Primary School	398	1,840,809	1,885,307	44,497	Waterloo Primary School		
Forefield Junior School	357	1,519,831	1,550,727	30,896	Forefield Junior School		
Forefield Community Infant and Nursery School	270	1,147,210	1,170,533	23,322	Forefield Community Infant and Nursery School		
Lander Road Primary School	212	1,072,778	1,099,164	26,386	Lander Road Primary School		
Hatton Hill Primary School	359	1,660,689	1,700,794	40,105	Hatton Hill Primary School		
Northway Primary School	314	1,328,098	1,355,099	27,002	Northway Primary School		
Woodlands Primary School	304	1,289,330	1,315,543	26,212	Woodlands Primary School		
Summerhill Primary School	208	897,621	913,147	15,526	Summerhill Primary School		
Freshfield Primary School	217	921,121	939,847	18,726	Freshfield Primary School		
Green Park Primary School	212	901,462	919,788	18,326	Green Park Primary School		
Redgate Community Primary School	211	934,798	957,128	22,330	Redgate Community Primary School		
Kings Meadow Primary School and Early Years Education Cent	183	876,832	897,979	21,147	Kings Meadow Primary School and Early Years Education Cent		
Larkfield Primary School	279	1,183,590	1,208,265	24,675	Larkfield Primary School		
Melling Primary School	214	936,216	955,438	19,222	Melling Primary School		
Valewood Primary School	214	917,745	933,674	15,929	Valewood Primary School		
Lydiate Primary School	231	979,917	999,839	19,922	Lydiate Primary School		
Bedford Primary School	375	1,840,778	1,885,761	44,983	Bedford Primary School		
Christ Church Church of England Controlled Primary School	383	1,919,630	1,966,589	46,959	Christ Church Church of England Controlled Primary School		
St John's Church of England Primary School	189	860,852	881,534	20,682	St John's Church of England Primary School		
St Luke's Church of England Primary School	384	1,627,728	1,660,820	33,092	St Luke's Church of England Primary School		
St Philip's Church of England Controlled Primary School	202	951,122	974,121	22,999	St Philip's Church of England Controlled Primary School		
St Oswald's Church of England Primary School	203	991,917	1,016,150	24,232	St Oswald's Church of England Primary School		
St Philip's Church of England Primary School	209	891,233	906,631	15,399	St Philip's Church of England Primary School		
Ainsdale St John's Church of England Primary School	206	902,478	924,213	21,735	Ainsdale St John's Church of England Primary School		
St Monica's Catholic Primary School	419	1,844,500	1,889,257	44,757	St Monica's Catholic Primary School		
St Robert Bellarmine Catholic Primary School	209	920,562	941,887	21,325	St Robert Bellarmine Catholic Primary School		
Holy Spirit Catholic Primary School	183	943,635	968,280	24,646	Holy Spirit Catholic Primary School		
Holy Family Catholic Primary School	198	888,764	904,113	15,349	Holy Family Catholic Primary School		
Our Lady of Lourdes Catholic Primary School	477	1,999,429	2,040,086	40,656	Our Lady of Lourdes Catholic Primary School		
St Teresa's Catholic Infant and Nursery School	25	224,396	227,477	3,081	St Teresa's Catholic Infant and Nursery School		
St Patrick's Catholic Primary School	359	1,503,818	1,534,397	30,579	St Patrick's Catholic Primary School		
St John's Church of England Primary School	202	898,174	917,370	19,196	St John's Church of England Primary School		
St Luke's Halsall Church of England Primary School	209	876,322	894,141	17,819	St Luke's Halsall Church of England Primary School		
St Nicholas Church of England Primary School	211	884,517	902,502	17,986	St Nicholas Church of England Primary School		
St George's Catholic Primary School	198	858,155	872,892	14,737	St George's Catholic Primary School		
Great Crosby Catholic Primary School	704	2,952,425	3,012,459	60,034	Great Crosby Catholic Primary School		

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SEFTON SCHOOL FORUM PAPERS

St Mary's Catholic Primary School	106	505,813	513,503	7,690	St Mary's Catholic Primary School
St Edmund's and St Thomas' Catholic Primary School	311	1,304,226	1,334,167	29,941	St Edmund's and St Thomas' Catholic Primary School
Our Lady Star of the Sea Catholic Primary School	188	1,029,376	1,047,537	18,162	Our Lady Star of the Sea Catholic Primary School
Our Lady of Compassion Catholic Primary School	206	869,428	884,390	14,963	Our Lady of Compassion Catholic Primary School
English Martyrs' Catholic Primary School	418	1,753,471	1,789,126	35,655	English Martyrs' Catholic Primary School
St Elizabeth's Catholic Primary School	371	1,800,930	1,845,131	44,201	St Elizabeth's Catholic Primary School
St William of York Catholic Primary School	212	1,034,350	1,059,708	25,357	St William of York Catholic Primary School
Our Lady Queen of Peace Catholic Primary School	127	695,237	712,437	17,200	Our Lady Queen of Peace Catholic Primary School
St Gregory's Catholic Primary School	209	887,890	903,222	15,332	St Gregory's Catholic Primary School
Ursuline Catholic Primary School	415	1,739,332	1,774,700	35,368	Ursuline Catholic Primary School
St Jerome's Catholic Primary School	201	858,464	873,207	14,743	St Jerome's Catholic Primary School
Holy Rosary Catholic Primary School	415	1,738,780	1,774,137	35,357	Holy Rosary Catholic Primary School
St John Bosco Catholic Primary School	211	893,664	909,112	15,447	St John Bosco Catholic Primary School
Bishop David Sheppard Church of England Primary School	178	925,293	941,373	16,080	Bishop David Sheppard Church of England Primary School
Springwell Park Community Primary School	415	1,976,817	2,024,256	47,439	Springwell Park Community Primary School
Thomas Gray Primary School	193	1,063,899	1,092,038	28,139	Thomas Gray Primary School
Trinity St Peter's CofE Primary School	214	897,139	915,382	18,242	Trinity St Peter's CofE Primary School
St Benedict's Catholic Primary School	210	961,382	984,742	23,360	St Benedict's Catholic Primary School
Our Lady of Walsingham Catholic Primary School	199	964,716	988,282	23,566	Our Lady of Walsingham Catholic Primary School
All Saints Catholic Primary School	344	1,796,191	1,842,296	46,104	All Saints Catholic Primary School
Rimrose Hope CofE Primary School	287	1,404,773	1,439,001	34,229	Rimrose Hope CofE Primary School
Meols Cop High School	888	5,144,168	5,285,532	141,364	Meols Cop High School
Savio Salesian College	422	2,841,192	2,919,321	78,129	Savio Salesian College
Maricourt Catholic High School	1046	5,796,959	5,954,901	157,941	Maricourt Catholic High School
Sacred Heart Catholic College	991	5,620,497	5,774,785	154,288	Sacred Heart Catholic College
Holy Family Catholic High School	770	4,460,442	4,582,385	121,943	Holy Family Catholic High School
Christ The King Catholic High School and Sixth Form Centre	740	4,266,833	4,384,572	117,738	Christ The King Catholic High School and Sixth Form Centre
Shoreside Primary School	162	733,152	745,887	12,734	Shoreside Primary School
Churchtown Primary School	765	3,209,277	3,274,533	65,257	Churchtown Primary School
Kew Woods Primary School	396	1,662,516	1,696,320	33,805	Kew Woods Primary School
Litherland Moss Primary School	193	1,044,620	1,063,086	18,466	Litherland Moss Primary School
St Andrews Church of England Primary School, Maghull	290	1,216,093	1,240,821	24,728	St Andrews Church of England Primary School, Maghull
Holy Trinity Church of England Primary School, Southport	207	1,010,607	1,028,394	17,786	Holy Trinity Church of England Primary School, Southport
St Thomas Church of England Primary School, Lydiate	211	884,517	902,502	17,986	St Thomas Church of England Primary School, Lydiate
King's Leadership Academy Hawthornes	397	2,887,360	2,966,926	79,566	King's Leadership Academy Hawthornes
St Michael's Church of England High School	616	3,754,902	3,829,314	74,412	St Michael's Church of England High School
Hillside High School	638	4,306,405	4,424,237	117,832	Hillside High School
Litherland High School	617	3,912,731	4,019,448	106,717	Litherland High School
Stanley High School	668	3,750,198	3,853,378	103,180	Stanley High School
Deyes High School	1150	6,255,466	6,382,530	127,064	Deyes High School
Formby High School	923	5,018,668	5,120,610	101,942	Formby High School
Chesterfield High School	1150	6,688,452	6,871,248	182,796	Chesterfield High School
Range High School	913	4,970,572	5,071,535	100,964	Range High School
Birkdale High School	812	4,456,710	4,579,486	122,775	Birkdale High School
Greenbank High School	1018	5,532,375	5,644,753	112,378	Greenbank High School
Maghull High School	841	4,822,740	4,937,840	115,101	Maghull High School
	35,598	178,755,974	182,895,309	4,139,335	

NOTE

2022/23 Formula funding based on October 2020 census data, so will be updated for new Oct 2021 Census data in December 2021. The dynamics of funding will change. Formula 2022/23 model assumes maximum increases as applied through the 2020/22 NFF; a similar set aside and value for Pupil Growth funding of £600k (not yet announced) Assumes MFG at +2% and a Gains Capt at 3%. Also assumes no request for a contribution towards High Needs in 2022/23 (0.25% of the SB £0.430m in 2021/22). 2022/23 Figures are wholly indicative and not to be assumed as final. They will vary according to pupil number data at October 2021 and Pupil Growth funding and the level of set-aside Schools Forum agree. Also the recycling of any unused Pupil Growth funding carried forward from 2021/22. Figures are also before any de-delegation of funding for the maintained schools.

Agenda Item 6

Sefton Council 

Sefton Schools: Schools Forum Report

Date of Meeting:	4 October 2021
Title of Report:	High Needs forecasts 2021/22 as at August 2021 and indicative High Needs Funding for 2022/23.
Presenting Officer:	Kevin McBlain/Nick Carbonaro
Reason for Submission to Forum:	ITEM FOR INFORMATION
Executive Summary:	To provide members with an analysis of the High Needs forecast spending for 2021/22 as at August 2021.
Budget/Risk Implications:	None
Recommendations:	Schools Forum is asked to 1. Note the forecast overspending position on High Needs in 2021/22 as at August 2021; and note the indicative funding for 2022/23.
Appendices (to be attached)	Analysis of the last few years High Needs funding and spend
Background Papers (available on request)	
Report Originator and Contact Details	Name: Kevin McBlain Tele: Working from Home during lockdown E-mail: Kevin.mcblain@sefton.gov.uk

SCHOOLS' FORUM POWERS & RESPONSIBILITIES

- 1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)
- 2 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides)
- 3 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides)
- 4 ITEMS FOR INFORMATION (No formal view of the Forum is sought)

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1.0 Background

- 1.3 High Needs overspent last year by £2.815m taking the Deficit Balance brought forward on High Needs to a record level of £8.249m. This was due mainly to growing expenditure against SEN Support top up awards to mainstream schools across Pre and Post 16; and in sending CYP with SEND to expensive out of Borough Special School placements. These areas are, and continue to be, the focus of the High Needs review.
- 1.4 The Year on Year funding for High Needs from 2020/21 to 2021/22 saw a second year (part of a 3-year funding programme) of significant increase at a net £3.342m. However, this increase included the former Teachers Pay and Pensions Grant for Special schools and AP of £0.649m, which is ring-fenced to schools, leaving funding growth of just £2.693m for High Needs spending.
- 1.5 This growth includes a supplementary contribution to High Needs, of £0.430m (£0.824m 2020/21) from the Schools Block, based on 0.25% of the Schools Block allocation. There was no further contribution from Early Years Block in 2021/22, due to the creation of a SENIF within the Early Years Block.
- 1.6 Early in the year, the SEN resource assessment and planning officers, agreed to extend ongoing High Needs funding top up commitments into 2021/22 on an ongoing basis, to at least 31 December 2021, where these were already agreed; and to assess only Reception and Year 7 children transitioning into Secondary schools from September 2021, for new funding. This was to allow further time to consider alternative funding and process methods, for implementation during 2021/22; and to make changes towards reducing current year, and future costs. The update from this work is discussed elsewhere on this agenda. (Note that the forecast position below, includes and estimate for the continuation of existing agreements to end of March 2022.)
- 1.7 In addition, no new SEN support funding requests would be received during the 2021/22 Academic Year. Consideration would also be given to creating some new places within existing SEN Resourced Units and the Maintained Special Schools from September 2021, in a bid to ease pressures and reduce the number of children placed in out of Borough non-maintained or Independent Special Schools.

2.0 New statements and forecast for High Needs 2021/22 and 2022/23 Funding position

- 2.1 Despite the additional funding in 2021/22, it remains well below the level of forecast spending! We are forecasting an overspend of between £1.8m (current forecast) and £2.3m this year. This level of overspending may be less than 2020/21 (£2.8m) and is a move in the right direction, but funding is still not sufficient to keep up with demand-led spending.
- 2.2 Some new places have been agreed across Resourced Provision and Special Schools from September, and this has added to cost, but this should save some spending across external provision. We also have the full, year on year, funding effect from funding decisions taken in September 2020, as well as new ones from September 2021.

2.3 In addition, there has been no further contribution from Schools, as there was in 2020/21, supporting High Needs by £300k. Spending on children placed in Residential Schools has also increased in 2021/22, in particular, around one complex case. Current forecasts suggest an overspend of £1.8m analysed below but this may change as residual funding placements are finalised for the year and changes are accommodated.

3.0 Forecast Position as at August 2021

3.1 Key areas of the forecast £1.8m overspend against current budgets this year are shown in the table below

<u>High Needs Expenditure areas</u>	<u>Forecast 2021/22 + Deficit/ (-) Underspend</u>
Primary Mainstream School Top Ups	0.190m
Primary Resourced Unit Top Ups	0.073m
Secondary Mainstream School Top Ups	0.303m
Residential Placements – Independent settings	0.322m
Special provision - Non-Maintained Special Day Schools Out of Borough	0.865m
Maintained Special School Places and Top Ups	0.392m
Post 16 (19-24) Top Up costs	0.239m
Outreach	-0.108m
High Needs SEN Support Teams	-0.580m
Mid-Year change to HN Funding for increases to IMPORT/EXPORT numbers	0.186m
Other net variations	-0.092m
Total Forecast Overspending 2020/21	1.790m
Brought forward HN DSG Deficit	8.249m
Forecast C/FWD HN Deficit to 2022/23	10.039m

4.0 Indicative High Needs 2022/23

4.1 The High Needs funding for 2022/23 is now broadly known, and total funding for Sefton is expected to be around £38.506m after adjustments for a top slice of funding by the ESFA towards Places at Independent schools and colleges and non-Maintained schools.

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This figure is inclusive of Teachers Pay and Employers pension costs from previous years relating to Maintained Special Schools and AP, which was first embedded into the High Needs baseline from this year 2020/21 at the same value of £0.649m. With this being ring-fenced funding to Special schools and AP, the balance of £37.857m, would be for spending, specifically on High Needs. This excludes any contributions from School Block, which is not being requested for 2022/23, and will compare with the same equivalent figure of £34.577m this year, so a year on year increase in funding of £3.280m - an increase of 9.49%. Overall spending power will however decrease in 2022/23, due to the loss of the Schools Block contribution from this year (£0.430m), so the effective change to funding will be just £2.850m.

- 4.2 Future funding increases for High Needs beyond 2022/23 are as yet, unknown. The Government are current conducting a national High Needs review, which will look at spending and whether the funding mechanism needs to change to reflect current need, rather than contain historic factors. Even despite the large funding increases made between 2020/21-2022/23, further increased funding of a similar magnitude will be required going forward, to ensure funding catches up to spending. It would seem growingly unlikely that the large accumulated deficits across Council's due to High Needs budget pressures could ever be fully reduced, and this issue will also require resolution.
- 4.3 A Table showing Sefton's relative High Needs spending and funding over the last few years is provided at Appendix 1 below, for information, and as may be clearly seen, the level of funding has not been able to catch up with current spending, though the gap is starting to reduce slowly.
- 4.2 There will no doubt be further demand and budget pressures in 2022/23 even as a new local system of funding allocation cuts in, and at this stage forecasting is difficult to predict in a year of transition for making changes to the SEN support top-up funding structure, along with plans for sufficiency in-house for SEN places and what is hoped a reduction in the requirement to send children and YP to out of Borough to Special day schools.
- 4.3 Some decisions on changes will need to be made in the months ahead, if costs are to be reduced and become anywhere near contained within budget, and this may take much longer than the next 12 - 18 months to achieve. The initial forecast suggests a potential deficit of maybe between £1m-£2m 2022/23, though there are many variables, with further overspending anticipated this year rolling into 2021/22. This would however be a prudent view to take.
- 4.4 Changes to funding support for SEN and reducing pressure on in-house places by creating new places, where and as they are needed to meet demand, should start to take full year effect into 2022/23 as children move through the system and help towards achieving a break-even position. Key to this, is the cooperation of stakeholders to agree changes, and a change in culture towards good in-house place provision for SEN children and YP, and a wider inclusion of Mainstream schools towards SEN provision. Future support from High Needs must be affordable and contained. Progress towards this is being made.

5.0 Recommendations

- 5.1 Schools Forum is asked to note the updated forecast overspending on High Needs in 2021/22 as at August 2021; and note the indicative funding position for 2022/23.

HIGH NEEDS SPENDING AND FUNDS 2017/18 TO 2022/23

APPENDIX 1

	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000	Aug 2021/22 £'000	F'Cast 2022/23 £'000
Early Years	557	665	712	561	493	500
Primary schools	4,394	4,463	5,356	5,794	6,084	6,284
Secondary schools	1,596	1,549	1,745	1,964	2,160	2,360
Special schools	10,432	10,656	11,656	12,302	12,309	13,200
Independent Day and Residential placements	2,490	3,450	4,387	5,277	6,138	6,638
Support Services inc PRUs	5,107	5,086	4,765	4,543	4,536	4,800
Post 16 Provision	3,228	3,420	3,671	3,952	4,341	4,700
SMBC service provision	736	736	736	736	736	736
Special/AP Teachers Pay and Pensions ringfenced funding	0	0	0	0	649	649
Total Expenditure	28,541	30,026	33,028	35,129	37,446	39,867
<i>Increase in spend compared to previous year</i>	<i>1,390</i>	<i>1,485</i>	<i>3,002</i>	<i>2,101</i>	<i>2,317</i>	<i>2,421</i>
Annual Allocation - Budget	26,712	27,748	28,537	32,314	35,656	38,506
(Surplus) / Deficit	1,829	2,278	4,491	*2,815	1,790	1,361
NET ESFA Funding	26,062	26,448	27,278	31,290	34,577	37,857
Special/AP Teachers Pay & Pensions funding	0	0	0	0	649	649
Schools Block Funding	0	450	795	824	430	0
Early Years Block	0	200	200	200	0	0
Other grants e. 6th Form Grant (integrated with HN funding from 2020/21)	650	650	264	0	0	0
	26,712	27,748	28,537	32,314	35,656	38,506

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<i>Increase in funding compared to previous year</i>	1,039	1,036	789	3,777	3,342	2,850

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Agenda Item 7



Sefton Schools Forum Report

Date of Meeting:	04 October 2021
Title of Report:	Early Years 2021/22 Revised Forecast Spending as at August 2021
Presenting Officer:	Kevin McBlain
Reason for Submission to Forum:	(4) ITEM FOR INFORMATION
Executive Summary:	To provide members with information on the Early Years revised forecast spending position for 2021/22 and Reserves.
Budget/Risk Implications:	None
Recommendations:	Forum is asked to: 1. Note the 2021/22 Early Years forecast position as at August 2021 and the potential forecast of DSG Early Years Reserves.
Appendices (to be attached)	
Background Papers (available on request)	Forecast budget working paper (Aug 2020) JC
Report Originator and Contact Details	Name: Kevin McBlain Tele: Working from Home during lockdown E-mail: Kevin.mcblain@sefton.gov.uk

SCHOOLS' FORUM POWERS & RESPONSIBILITIES

- 1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)
- 2 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides)
- 3 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides)
- 4 ITEMS FOR INFORMATION (No formal view of the Forum is sought)

Agenda Item 4

1. **Background**

- 1.1 Members of Schools Forum will recall that in June 2021, we brought the Financial outturn for Early Years for 2020/21. This showed an increase in Early Years centrally retained balances to £1.113m and commitments against those balances in 2021/22. This report sets out the current position and funding, which is still a little uncertain, given the effects of Covid on the January 2021 Headcount and the subsequent temporary changes to the funding mechanism for 2021/22 covering the Summer and Autumn Terms 2021.

2. **Budget Forecast for Early Years 2021/22**

- 2.1 A table is provided below, which analyses the 2021/22 Early Years budget forecast between the 2-Year-Old Offer and the 3-4-Year-old childcare provision.

- 2.2 Due to the lower January 2021 headcount and concerns by Local Authorities over the knock-on and potentially detrimental effect that using this data would have on 2021/22 funding, the Government made a few one-off changes for the year. Firstly, the agreement to make up to 85% funding for those LA s who experienced a drop in their headcount numbers below 85% for the Spring Term 2021. Sefton's headcount numbers were higher than this for both 2-year olds and 3-4 Year Olds, so this support funding will not apply to us, and will leave the Authority with less funding for this Term.

- 2.3 Then secondly, in respect of the ensuing Summer and Autumn Terms 2021, the Government determined to take real headcount data into account, taken at strategic times during each Term, and to calculate funding based on real numbers. So far, the Summer Term data has been submitted and is largely in line with similar numbers recorded in Summer 2019 before the pandemic. The next Headcount will be taken in October, to help determine the Autumn 2021 Term funding. So, we might expect funding to match actual numbers for most of this Financial Year, rather than just using the January data, which usually favours our funding levels, due to having high mid-point numbers recorded around that time. This also means we might expect less underspending in 2021/22, as well as a clawback of funding for the Spring 2021 Term. It is expected that the January 2022 headcount will be back to normal levels and funding will again be determined as usual on this new data for 2022/23.

- 2.4 Actual funding changes for the year are yet to be announced, so we are making assumptions in our forecasts for 2021/22, which may need to be changed, once real funding is determined through the Summer and Autumn headcounts.

- 2.5 During the year, work has been continuing on a recovery and sustainability training programme met through the accumulated reserves for Early Years; and in August/September, £300k was allocated across all Providers from last year's underspending and reserves, as a one-off contribution, towards their Financial struggles during Covid, and to help their ongoing sustainability. This action was determined by the Early Years Development Group and Head of Education Excellence, along with Schools Forum in June.

- 2.6 The new SENIF (Early Inclusion Funding) fund came into operation from April within Early Years. This is based on using the £200k Early Years funding previously transferred to High Needs, and will be applied using new and developing criteria for Providers, in support of children with low level SEN. Ez Mills, the Early Years SEN Coordinator (now acting Senior Manager of EP), has been working on a new funding and application criteria for this funding, which will be available to consultation very soon. It is assumed, in the meantime, that all of this funding will be applied in 2021/22 by charging costs against it from current data held on High Needs about children who are receiving support.
- 2.7 The latest forecasts are provided below for information:

	<u>2021/22 Budget</u>	<u>Forecast as at Aug 2021</u>	<u>Variation (-) Under / Overspend</u>
<u>2-Year-Old Offer</u>			
2-Year-Old Provision – (includes £20k forecast Discretionary Places 2 YOs)	£2,430,451	£2,430,451	£0
2-Year-Old support	£143,531	£120,700	-£22,831
Forecast overspending on 2-Year-Old Offer 2021/22	£2,573,982	£2,551,151	-£22,831
<u>3-4 Year Old Provision</u>			
PVI s	£8,386,177	£8,386,177	£0
Schools – Nursery Class	£5,031,706	£5,031,706	£0
Maintained Nursey Schools incl Lump sum protection funding	£1,048,617	£1,048,617	£0
Early Years Pupil Premium	£157,839	£155,498	-£2,341
SEN Inclusion towards High Needs Early Years costs	£65,620	£65,620	£0
Disability Access Funding	£71,340	£71,340	£0
Early Years SEN Inclusion Funding	£200,000	£200,000	£0
Previously funded Schools and Families - EY support for inclusion (Could be considered as a supplementary part of the SENIF spending above)	£55,450	£0	-£55,450
Contingency for some Finance support / Audits / Checking / IT costs etc	£93,256	£31,050	-£62,206
Corporate Business Support / EY Administration	£176,250	£176,250	£0

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Forecast underspending on 3-4-Year-Old Provision	£15,286,255	£15,166,258	-£119,997
Net Early Years forecast underspending 2021/22 as at August 2021	£17,860,237	£17,717,409	-£142,828

Early Years DSG Centrally retained Reserves

	<u>2020/21 Forecast Balances</u> £
<u>EARLY YEARS DSG RESERVES</u>	
Opening balance of Early Years central DSG reserves 1.4.2021	£1,113,644
<u>OTHER COMMITMENTS AGREED WITH HoS – Sustainability Planning (Summer 2020 – ongoing balances)</u>	
Communication and language programme (ELKLAN)	-£5,754
SALT Locality ‘Drop ins’	-£60,000
SENCo Award 15 delegates	-£20,000
SENCo update training (KC Associates)	-£1,000
Trauma Informed Practice	-£20,000
Quality Improvement programme 2021/22	-£24,000
Support for Virtual E-Learning platform on Education Portal delivered 2020/21	£0
Support to deliver Sefton SLT Project & LCR Pathway using Well comm Tool	-£12,381
<u>Additional commitments from Reserves agreed in 2021/22</u>	
Recovery Funding - redistribution of reserves to Providers – August 2021	-£300,000
SALT Ongoing commitment against reserves	-£100,000
Continuance of SENCO Award	-£17,000
<u>Anticipated funding clawback adjustments in respect of Spring 2021 Term based on Census headcount January 2021</u>	
Expected re-couplement by DfE re: low census number Jan 2020 re: 2 yr olds (sept 21)	-£106,040
Expected re-couplement by DfE re: low census number Jan 2021 - re: 3/4 yr olds (sept 21)	-£236,759

Underspending forecast 2021/22 above	£142,828
Forecast EY Centrally retained balances to C/Fwd to 2022/23	£353,538

2.8 As may be seen above, although the opening reserves were high, it is anticipated that after taking commitments and the forecast 2021/22 position into account, we are anticipating much reduced levels by the end of March 2022 of c.£0.354m. The funding for the year and clawback from Spring Term 2021 is not yet known and figures of change will be announced later in the year. We are not anticipating the level of underspending achieved in previous years, due to the change in the 2021/22 funding mechanism, due largely to Covid. It is assumed that funding will resume to near normal by the Spring headcount in January 2022. This data then, will be used to determine 2022/23 funding levels.

2.9 Future commitments against the reserves may need to be carefully considered in 2022/23 other than those already committed as part of the sustainability programme.

2.10 These August forecast figures have been discussed at the last Early Years Development sub group of Schools Forum and duly noted.

3.0 Recommendation

3.1 Forum is asked to:

Note the 2021/22 Early Years revised forecast position as at August 2021 and the potential forecast of DSG Early Years Reserves.

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SEFTON SCHOOL FORUM PAPERS

Agenda Item 8

Sefton Council 

Sefton Schools Forum Report

Date of Meeting:	04 October 2021
Title of Report:	Information on the ESFA s National Formula Funding Consultation and Council response July-Sept 2021.
Presenting Officer:	Nick Carbonaro/Kevin McBlain
Reason for Submission to Forum:	(5) ITEMS FOR INFORMATION
Executive Summary:	<p>In July 2021, the ESFA launched a National consultation around moving all Local Authorities towards adopting/applying the National Funding Formula and around moving the responsibility of future formula funding directly under the ESFA – the so-called move to a ‘hard’ formula, when most local discretion would be lost. The document covers many areas around this, along with other considerations, and poses 16 questions for LA s to respond to. It was open also to Schools and other stakeholders to consider. Schools may already be aware of the this and made a direct online response. A synopsis of the ESFA document is provided as an attachment to this report by way of a briefing note a few Heads of Services, along with a further appendix, containing the formal response of the LA made online before the 30 September deadline. The actual consultation paper is provided within the report as a link to the gov.uk website.</p>
Budget/Risk Implications:	None
Recommendations:	<p>The Schools Forum is asked to :</p> <ul style="list-style-type: none">• Note the consultation and response made by the Local Authority.
Appendices (to be attached)	Briefing note on the main document LA Response to the questions posed – submitted before the end of September 2021
Background Papers (available on request)	ESFA ‘Fair school funding for all – completing our reforms to the National Funding Formula’
Report Originator and Contact Details	Name: Kevin McBlain Tele: 0151 934 3434 E-mail: kevin.mcblain@sefton.gov.uk

SCHOOLS' FORUM POWERS & RESPONSIBILITIES

1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)

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- | | |
|---|---|
| 2 | ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides) |
| 3 | ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides) |
| 4 | ITEMS FOR INFORMATION (No formal view of the Forum is sought) |

2.0 **Background**

- 2.1 Local Authorities and other stakeholders involved with schools funding, were presented by the ESFA with the launch of a key consultation document on 8 July 2021 headed – ‘Fair School Funding for All – Completing our Reforms to the National Funding Formula’. A link to the original consultation document and survey is provided below:

[Fair school funding for all: completing our reforms to the National Funding Formula - Department for Education - Citizen Space](#)

- 1.2 The document laid out some proposed changes to start moving those LA s not already using the NFF formula, towards adopting it at a faster pace; and also picked up on a few other areas of change that the ESFA would like to bring in, over the next couple of years. A synopsis of the key points in the document was provided by Officers, to the Head of Education Excellence; the Executive Director of Children Services and the Executive Director of Corporate Resources and Customer Services; and was shared with relevant Cabinet Members (See appendix 1).
- 1.3 There were 16 questions requiring a response; and Sefton’s response is attached at appendix 2. Many of the questions were not really considered applicable to Sefton, since we are already adopting, in full, the new NFF. However, some other changes raised in the paper have required some comment as appropriate.

3.0 **Recommendations**

Schools Forum are asked to:

- 2.1 Note the consultation and response made by the Local Authority, as attached at appendix 2.

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Appendix 1

BRIEFING NOTE ON THE GOVERNMENT'S CONSULTATION:

'FAIR SCHOOL FUNDING FOR ALL: COMPLETING OUR REFORMS TO THE NATIONAL FUNDING FORMULA' – OPENED 8 JULY 2021 / RESPONSES BY 30 SEPTEMBER 2021

Background

On 8 July, the Government opened a consultation, inviting a response to 16 questions from Local Authorities, and anyone with an interest in the funding of Schools and other Dedicated Schools Grant (DSG) related areas. The questions are listed below, for information, with a possible response to some of them from the Authority.

The document states quite clearly, that the Government will be making determined efforts over the coming years, to see an increase in the conversion of all Maintained schools to Academies, under Academy Trusts. This approach begins, with further proposed changes to the Schools formula; and a reduction to LA involvement in schools funding going forward.

Since 2013/14, the Government started the process of reforming the way Schools funding is determined and delivered, through changes to the DSG funding methodology, and by introducing specific criteria to the school funding model that must be used by all LA's.

From 2018/19, with the introduction of the new National (Fair) Funding formula (NFF), a more prescriptive and transparent methodology was applied to school funding. The imposition of a revised national formula on Local Authorities, was always considered a long-term goal of Government, moving from a local to a more central control of funding allocations to schools, which it knew would take many years to introduce fully.

The new NFF included several specific national formula values, which were determined and applied by the DfE, and used to direct the national-level funding allocations to individual Local Authorities. At the same time, Local Authorities were asked to consider moving their own, locally set formulae, towards this new national funding methodology, with a view, then, that by 2021/22 a fully centralised approach would be imposed.

This initial approach was considered as a 'soft' formula approach, in that, Local Authorities were to be given some small degree of 'local' flexibility to determine their own allocation of funding by adopting differing formula element values in their schools' formula, to reflect local circumstances, whilst gradually moving towards the NFF values. This flexibility was always planned to be reduced, as the move towards a true nationally set formula for every school, (known as a 'hard' formula) was going to be adopted in 2021/22. However, in 2019/20 the DfE announced that the implementation of a national 'hard formula' had been postponed pending further consultation. A likely date for moving to a 'hard' formula was put back to several years hence.

This new consultation, is largely around the final moves towards that goal of a national centralised formula allocation to every school, based on equal criteria across every formula element and a fair funding mechanism for every school.

In 2020/21, Officers in Sefton, consulted schools and the Schools Forum, about moving towards the NFF values, phased over two years. In the first transitional year (2020/21), it was agreed that any headroom available within the School Block funding in 2020/21 would be used to increase NFF deprivation factors and that in 2021/22, the Local Authority would move to being fully in line with the NFF values.

It should be noted, that Sefton is one of 73/150 LA s that now virtually mirrors the NFF values in their 2021/22 schools' formula, thus many of the consultation questions here, do not really apply to Sefton. However, some

local flexibility is applied around MFG values and capping and/or the scaling of funding gains and losses, which might impact on future funding allocations to Sefton schools should it be removed.

The key areas and features picked up by the consultation are summarised as follows:

No fixed implementation date is being proposed in moving to the 'hard' formula – DfE taking a 'measured approach'.

Local flexibilities will remain for LA s in setting their 2022/23 Schools formula allocations – so no major changes envisaged.

Gradual/incremental move being proposed (for those LA s which need to) towards the NFF formula values starting in 2023/24. Proposed 10% move towards NFF formula values in 2023/24 based on 2022/23 local values / OR possible bolder 25% move towards NFF values discussed? (This would exclude Premises factors.) LA s couldn't overshoot National formula values but would move down or up towards them by a 10% change. Then possible move towards 15% closer in 2024/25; and at least 20% by 2025/26. If an LA is already within a 10% margin of the NFF value already – then there would be no need to adjust in 2023/24.

A LA is said to 'mirror' the NFF if it is within 1% of the current NFF element values in its formula.

Proposed that from 2023/24, only NFF factors will be applied i.e any optional factors such as the LAC element will be removed. (Sefton don't use this factor anyway)

No changes to the current NFF formula factors are planned, but changes to Premises related factors/values are being considered, including around PFI; Split site and exceptional funding for premises costs (Note: Sefton apply none of these). Views are sought on possible changes.

Business rates for schools are to be paid directly by DfE to LA s from 2022/23, rather than through the formula. This change has already been agreed.

Reform of Pupil Growth funding allocations are being considered and are set out in principal – possibly moving to updated forecasting and actual standardised data rather than lagged information. Views are sought on this approach.

Roles and responsibilities of LA s and Academy Trusts to be re-considered in the light of formula changes. With a wider role for Academy Trusts to be the main vehicles for School Improvement in helping LA s to deliver their remaining responsibilities.

Review of centrally charged services by LA s to Schools, with possibility that future funding may come via the Revenue Support (MHCLG) settlement going forward, to pay for these costs (this used to happen as part of the Education Services Grant). Sefton currently charge **c.£1.058m pa** through a combination of de-delegated funding from Maintained schools and Central Service allocations for All Schools strategic and statutory responsibilities.

Alternatively, such services may become part of Service Level Agreements with schools rather than be treated as de-delegated or centrally supported through DSG under a 'hard' formula. The consultation paper calls for greater consistency to be applied – (Further 'technical' consultation to follow regards the CSSB funding linked to LA's remaining responsibilities). Views are being sought. It is proposed that 'Historic commitments'/funding through CSSB to be removed by the time a 'Hard' formula is introduced. (This affects Sefton – PDC /Closed Schools Maintenance budgets, which will need to be wound down and or traded etc)

Centralised purchase of School Licences would remain.

Ability of MAT s to pool their budgets is being considered i.e all schools funding under the control of a MAT could be pooled. Not possible for LA s.

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Changes to the role of Schools Forum to be considered if/when the formula changes to a 'hard' formula. Many financial approval powers would disappear! It is however, still considered that there would be a role for Forum in respect of High Needs and Early Years, which remain with LA s. Under the wider review of High Needs and the NFF, the role of Schools Forum will be considered further, and a further consultation held. Change in roles are outlined in an appendix to this consultation.

Changes to funding for SEND in mainstream schools funding is to be considered as part of the national High Needs Review - underway. Future Schools Block contributions to High Needs are not considered beneficial or recommended under a 'hard' formula. SEN Review will consider some recommendations to reform School funding for SEN children and tackling cost pressures in schools. Also, having a consistent application of a Notional SEN budget will be considered in the review, along with the first £6k of funding by a school, towards each of its SEN pupils.

Questions raised about whether any local flexibility should remain with LA s over the schools funding mechanism – (DfE believe not, in the interests of fairness and transparency)

Proposal to remove LA local discretion over EAL factors from 2023/24 and impose EAL3 value in all formulae.
(Sefton uses EAL 3 factor already)

Sparsity Factor to be retained locally by LA s in 2023/24. (Sefton does not apply this factor)

The consultation touches on the appetite LA s may have, to move towards consistent year reporting for Academies and Maintained schools i.e moving from a Financial year to an Academic Year. Seeking thoughts and views.

Question on equalities impact of the proposed changes and any other views sought.

Responses required online by 30 September 2021.

Kevin

Appendix 2

Response ID ANON-F67D-REJ2-A

Submitted to Fair school funding for all: completing our reforms to the National Funding Formula

Submitted on 2021-09-16 14:46:13

Introduction

A What is your name?

Name:

Nicolas Carbonaro

B What is your email address?

Email:

nick.carbonaro@sefton.gov.uk

C What is the name of your organisation?

Organisation:

Sefton MBC

D What type of organisation is this?

Role:

Local authority

E Which local authority area are you responding from?

Local authority:

Sefton

F Are you happy to be contacted directly about your response?

Yes

Confidentiality

G Do you wish for your response to remain confidential?

No

The scope of the end state NFF

1 Do you agree that our aim should be that the directly applied NFF should include all pupil-led and school-led funding factors and that all funding distributed by the NFF should be allocated to schools on the basis of the hard formula, without further local adjustment through local formulae?

Yes

Developing the schools NFF to support the end state NFF

2 Do you have any comments on how we could reform premises funding during the transition to the directly applied NFF?

Please comment::

No

Growth and falling rolls funding

3 Do you agree with our proposal to use national, standardised criteria to allocate all aspects of growth and falling rolls funding?

Yes

4 Do you have any comments on our proposed approach to growth and falling rolls funding?

Please comment::

No

Next steps for the transition to the end state NFF for schools

5 Do you agree that, in 2023-24, each LA should be required to use each of the NFF factors (with the exception of any significantly reformed factors) in its local formulae?

Yes

6 Do you agree that all LA formulae, except those that already 'mirroring' the NFF, should be required to move closer to the NFF from 2023-24, in order to smooth the transition to the hard NFF for schools?

Yes

7a Do you agree that LA formulae factor values should move 10% closer to the NFF, compared with their distance from the NFF in 2022-23?

Yes

7b If you do not agree, can you please explain below.

Please comment::

8 As we would not require LAs to move closer to the NFF if their local formulae were already very close to the NFF, do you have any comments on the appropriate threshold level?

Please comment::

No

Next steps for the transition to the end state NFF for schools

9 Do you agree that the additional flexibility for LAs in the EAL factor, relating to how many years a pupil has been in the school system,

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should be removed from 2023-24?

Yes

10 Do you agree that the additional flexibilities relating to the sparsity factor should remain in place for 2023-24?

No

Central school services

11 Are there any comments you wish to make on the proposals we have made regarding ongoing central school services, including on whether in the future central school services funding could move to LGFS?

Please comment::

Any transfer of funding through the LG Settlement for central support would need to be matched with current funding through the DSG to ensure there are no shortfalls having to be met by the Council

12 Do you agree with the proposal for a legacy grant to replace funding for unavoidable termination of employment and prudential borrowing costs?

No

A consistent funding year

13 How strongly do you feel that we should further investigate the possibility of moving maintained schools to being funded on an academic year basis?

Strongly disagree

14 Are there any advantages or drawbacks to moving maintained schools to being funded on an academic year basis that you feel we should be aware of?

Please comment::

The DfE has already stated that they are aware that moving maintained schools to being funded on an academic year basis would have the potential to cause some complications with accounting and financial reporting.

"This is because the financial reporting cycle would differ from the funding cycle, with the financial reporting cycle remaining on a financial year basis in line with the reporting cycles of other funding streams local authorities work with."

A key factor with the current financial year funding is that schools know in advance what their funding will be in order to plan successfully, especially for staff posts a change to an academic year would mean changes to funding levels mid-year which could be problematic for some schools.

Equalities Impact Assessment

15 Please provide any information that you consider we should take into account in assessing the equalities impact of the proposals for change. Before answering this question, please refer to Annex (C) of the consultation document.

Please comment::

We are not convinced that the right balance has fully been struck by these proposals. For a fair and stable funding system, it is important that enough funding is provided to meet the educational needs of all children and young people and so it is imperative that NFF ensures all our schools are funded at the right level! Sefton Council has a very diverse population and so funding levels within schools differ significantly within the Borough. Over a third of Sefton Schools will need to be "topped up" to the minimum per pupil funding value in 2022/23 after applying NFF funding values at a cost of £2.6m. Even at minimum per pupil funding values many schools will not be able to set balanced budgets in 2022/23 and our view is that the historic underfunding of DSG allocations since 2011/12 has still not been addressed in proposed NFF funding values.

Further comments

16 Do you have any further comments on our move to complete the reforms to the National Funding Formula?

Please comment::

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Sefton Schools Forum Report

Date of Meeting:	04 October 2021
Title of Report:	DSG Central Schools Services; Growth Funding 2021/22
Presenting Officer:	Nick Carbonaro/Kevin McBlain
Reason for Submission to Forum:	(6) ITEMS FOR INFORMATION
Executive Summary:	<p>At Schools Forum on 1 July 2019, members received a report to approve the extended application of Pupil Growth contingency funding, in particular, towards any school with expanding numbers of pupils during a year, A set of criteria was proposed, which would be in addition to that currently applied in respect of funding towards infant class pupil growth and schools where their PAN was increased at the Local Authority's request. The revised proposals were agreed for application from 2020/21.</p> <p>It has come to light, that under existing ESFA guidelines, Pupil Growth funding should not be awarded on the basis of a school becoming popular in any one year, which means that, much, if not all of the funding awarded under expanding numbers over 2020/21 and 2021/22, based on our proposed year on year criteria, should not have been awarded.</p> <p>This report aims to re-set the basis upon which Pupil Growth may be awarded and includes some advice given by the ESFA, around Academy Schools with growing numbers of pupils due to popularity, where their funding is lagged due to operating under an Academic Year.</p>
Budget/Risk Implications:	None
Recommendations:	<p>The Schools Forum is asked to:</p> <ul style="list-style-type: none"> Note the revised position on the award of Pupil Growth Funding for 2021/22 and beyond and the intention to add any unused Pupil Growth contingency into the 2022/23 Schools Formula for the benefit of all schools.
Appendices (to be attached)	None
Background Papers (available on request)	ESFA guidance on Pupil Growth Funding

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Report Originator and Contact Details	Name: Kevin McBlain Tele: 0151 934 3434 E-mail: kevin.mcblain@sefton.gov.uk
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SCHOOLS' FORUM POWERS & RESPONSIBILITIES

- 1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)
- 2 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides)
- 3 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides)
- 4 ITEMS FOR INFORMATION (No formal view of the Forum is sought)

DRAFT

4.0 Background

- 1.1 Local authorities are permitted to hold a pupil growth fund contingency from the DSG in advance of allocating school budget shares. The growth fund is ring fenced, so that it is only used for the purpose of supporting growth in pupil numbers to meet basic need and to support additional classes needed to meet the infant class size regulations. The use of the contingency must be based around clear criteria, approved by Schools Forum, to identify the circumstances upon which payments are made.
- 1.2 This funding is used to bridge the September-April gap between additional children arriving on roll in the September and the Pupil Led funding catching up with the new October census data in April. This funding is deducted from the DSG to reduce its impact on budgets overall.
- 1.3 As part of the Schools Block allocations from 2019/20, the DfE adopted a new method of allocating Pupil Growth funding, based on actual movement of pupils over the last two years, and using the data from the latest October school Census, rather than on a historic funding basis. This change has seen Sefton's pupil growth funding increase from £0.150m to £1.187m in 2021/22.
- 1.4 The DfE are not prescriptive as to whether all this funding should be managed centrally towards pupil growth, or whether a smaller figure may be set aside. This is a decision taken by each Local Authority in conjunction with their Schools and Schools Forum.
- 1.5 The Local Authority is already supporting schools with increasing infant places above the statutory 30, as well as several schools who have been asked to increase their PAN to support additional population bulges within the borough. The implementation of the Sefton Local Plan is now underway and as a result there is a need to increase school places in specific areas to support increasing pupil population numbers where new estates are being developed.
- 1.6 The Local Authority recommended, and it was agreed by Schools Forum in January 2021, to set-aside the pupil growth funding contingency at £0.600m, when setting the 2021/22 School Block allocation. The additional £0.587m growth funding was subsequently delegated to schools through the local formula funding to support ongoing pressures within the education system.

Regulation 9(7) requires local authorities to put any unspent money from the growth and infant class size funds back into the individual schools' budget, so that it is recycled to schools. As this was fully utilized in 2020/21 nothing additional was included in the schools' formula for 2021/22.

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5.0 **Current Growth funding criteria explained**

5.1 **Infant Class Size Funding**

Infant Class Size funding is allocated to schools following an application process in the Spring term and is based on the need for an additional class from the September intake, due to additional infant pupils attending the school above 30. Funding is allocated for the salary cost of up to: 1 fte teacher (M5) for the period September to March and the cost of up to 0.5fte learning assistant (level 2); plus, up to £5,000 to support additional equipment/teaching resources.

2.2 **Expanding schools where there is an agreed increase in the School's PAN**

This funding relates to basic need provision, and is already applied by Sefton from the growth fund, as required.

Additional funding will be made available to schools and academies in circumstances where there is an increase in the school's PAN as a result of a formal consultation process by the Council.

Allocated funding will generally be in respect of the period September to March. Where the increase in the school's PAN results in the need for an additional class, the funding allocated will be equivalent of up to the cost of 1 fte teacher (M5) for the period September to March and where necessary, the cost of up to 0.5fte learning assistant (level 2) plus up to £5,000 to support additional equipment/teaching resources. This funding is the same as that applied to infant class size growth.

Exceptional Pupil Growth funding related to a school's PAN will be provided to a primary school where:

- (a) the Council agree that exceeding PAN (temporarily) or increasing the PAN (permanently) is necessary to meet population growth (not simply popularity growth or one school's desire to increase capacity);
- (b) The Council agree that the creation of an additional class is necessary and is directly related to exceeding PAN;
- (c) The class is additional if it requires a change in the school's current or historical class organisation or number of classes;
- (d) Schools that have historically operated mixed age classes or have a PAN in a multiple of 15 would be normally expected to operate some mixed-age classes. (The growth funding cannot be used only to reduce class sizes.)
- (e) A school's compulsory school-age range is increased the additional classes created would be funded. (e.g. when an infant school is converted into a primary school, it would be funded for each additional junior class created.
- (f) Funding would be provided to maintained schools for the first two terms of the new academic year that an additional class is created – as additional pupils will be on the October Census Return and so included in the new financial year's funding.
- (g) Where one additional class was needed in an area but agreement cannot be reached to fund one school, the funding allocation may be split between two or more schools.
- (h) Schools must comply with the infant class size legislation (and any school funded would not also receive separate infant class size funding).

Growth fund will apply to primary academies on an academic year basis.

- 2.3 However in future years, where the increase in the PAN would not provide enough funding, through the school funding formula, to cover the costs associated with the additional class growth funding will continue to be allocated net of any formula funding allocation (applicable to the increase in places) until the extra class has worked through the school.

Note that Schools funded by this method will not be eligible to receive class sizes of 30 funding or significant increases in pupil numbers funding

6.0 Growth contingency for Expanding Schools – advised changes

- 6.1 As stated in Section 1 of this report in 2019/20 Financial Year, the DfE revised its methodology for providing Growth funding within the DSG and this led to a significant increase in the amount of funding available to the Local Authority. The Local Authority proposed to increase the retained Growth Funding Contingency to allow funding support for expanding schools where their numbers year on year exceeded 10+ or more additional pupils for Primary Schools and 20+ or more at Secondary Schools.
- 6.2 A criterion was adopted whereby 7/12ths funding would be paid to Maintained schools based on applying the appropriate NFF AWPU value to the additional numbers, to derive an allocation of the funding from the contingency; and for an Academy School, due to it being funded on the basis of an Academic Year i.e lagged funding commencing later in a Financial Year from September, they would receive 7/12ths funding to cover the period September to March and a further 5/12ths funding would be paid from the next financial year's growth allocation to give them gap funding up to the point of the new formula funding for the year commencing. This 5/12ths funding is then recovered back to the Growth fund from the ESFA, through a reduced recoument for Academy schools from April to August.
- 6.3 It has come to light however, from information received from the ESFA, that this approach is incorrect, and that Pupil Growth funding cannot be given to a school based on what may be a 'popular' growth in pupil numbers. Only increases such as those in Section 2 above, that are either to accommodate Infant Class size adjustments or those related to agreed changes to PAN to meet basic need are allowed.
- 3.4 The ESFA have stated that the Pupil Growth Fund cannot be used for popular growth, so academies are expected to manage this type of growth themselves. However, the ESFA have also stated, that they will fund this general growth through the lagged funding system if academies are facing a significant increase in pupil numbers and this increase cannot be managed through the lagged system. In these cases, Academies can make an application to the ESFA for exceptional funding.
- 6.4 Members are asked to note, that those amounts calculated in 2020 applying the increase in pupil numbers between years, have all been honoured and paid to schools, and will not be recouped by the LA. However, the application of the 2021/22 £600k contingency may need to be amended to reflect only, the criteria in section 2 above, with the result that any unused residual growth funding may be added into the 2022/23 formula funding allocation. The Schools Forum will also be asked in January 2022, as part of the schools

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funding settlement, to determine at what level the 2022/23 contingency should be set going forward.

- 3.5 Below is provided an extract from ESFA guidance on the use of Pupil Growth funding for information. This has already been included in a letter sent by the Head Of Education Excellence to Academy HTs in September, informing them of the change we have to make.

Extract from the ESFA's NFF Consultation document:

At present, funding is allocated to local authorities through the NFF's growth factor¹³, which local authorities are expected to distribute to schools that are growing to meet basic need. Basic need is additional demand for school places due to population growth or net migration.

Popular growth funding

Not all growth in schools is to meet basic need. Growth can also occur where a school becomes more popular with parents and children locally. Just as with schools experiencing basic need growth, ESFA provide schools experiencing significant growth in pupil numbers due to increased popularity with additional funding to reflect their increased costs.

At present, this funding is available for academies with significant forecast growth in pupil numbers. The process for allocating this funding operates in the same way as funding for 'new and growing schools', that is academies that are entitled to this funding provide the ESFA with an estimate for their number of pupils in the coming year, which the ESFA provide funding for subject to an adjustment process based on the actual, in-year autumn census. Agreements are made on a case-by-case application basis at academy trust level.

4.0 Recommendations

- 4.1 Note the revised position on the award of Pupil Growth Funding for 2021/22 and beyond and the intention to add any unused Pupil Growth contingency into the 2022/23 Schools Formula for the benefit of all schools.

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Sefton Schools Forum Report

Date of Meeting:	04 October 2021
Title of Report:	Report on the Professional Development Centre Funding Issues from 2022/23
Presenting Officer:	Nick Carbonaro/Kevin McBlain
Reason for Submission to Forum:	(7) ITEMS FOR INFORMATION
Executive Summary:	To set out the changes in the Central Schools Block DSG funding which is used in support of the PDC at Formby, and to seek views of SAPH and SASH regards the future use of the Centre by Schools and any support schools may feel able to give through a possible trading agreement to support its continued operation of the PDC as a training and conference centre.
Budget/Risk Implications:	None
Recommendations:	<p>The Schools Forum is asked to:</p> <ul style="list-style-type: none"> Request SAPH and SASH to discuss the issues around the future viability and demand for the PDC by schools, offering some collective feedback of their views to Schools Forum by the next meeting.
Appendices (to be attached)	None
Background Papers (available on request)	ESFA CSSB Funding for 'historic' budget items
Report Originator and Contact Details	<p>Name: Kevin McBlain Tele: 0151 934 3434 E-mail: kevin.mcblain@sefton.gov.uk</p>

SCHOOLS' FORUM POWERS & RESPONSIBILITIES

- 1 ITEMS FOR APPROVAL (DfE can adjudicate where Forum does not agree LA proposal)
- 2 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but LA decides)
- 3 ITEMS FOR CONSULTATION (Forum provides a view on LA proposal but DfE decides)
- 4 ITEMS FOR INFORMATION (No formal view of the Forum is sought)

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7.0 Background

- 1.1 The Sefton Professional Development Centre (PDC) in Formby, was developed many years ago, as an Education training and conference centre, mostly for schools use, following the closure of the former Ravenmeols Primary School. Due to the Centre's continued use in support of Educational training, its funding was able to be met in full, from Central DSG funding, within the funding category headed as 'combined' budgets. These budgets, which are agreed annually by Schools Forum, include the PDC, and the costs of maintaining former closed school sites. Both these areas have continued to be funded by central funding since before 2012/13. However, this funding is now at risk.
- 1.2 With respect to the PDC, its annual net running cost ranges between £0.105m and £0.114m pa, and although the PDC raises some income through room lettings from other Council services and External Bodies, including the incumbent Ravenmeols Community Group, and from vending income, this income nowhere near covers the full costs of running the Centre. The Centre is almost completely subsidised from the DSG funding, allowing Schools to be able to use it for free in connection with training and conference events.
- 1.3 In 2017/18, the ESFA started a review of the Central DSG funding, to investigate across LA s, how this funding is spent, with a view to re baseline the funding into a new separate funding Block, to be known as the Central Support Services Block (CSSB). The review found that some budgets were not considered appropriate for funding from the Central DSG funding. These included any areas which the ESFA felt could reasonably be funded by other means, such as via traded agreements with schools, rather than from Central funding, or areas which they felt Councils should find alternative sources of funding for.
- 1.4 These spending areas were considered as being long term 'historic' items I,e funded annually since before 2012/13. The ESFA determined, that the support for these areas should be reduced by -20% pa from 2020/21, until they are eliminated altogether, to allow Councils time to find alternative funding sources for them. For Sefton, the two areas identified as being historic in nature were: the PDC and the costs of Closed Schools maintenance. Other areas identified with ongoing support and considered as vital for funding central support to schools, were to be classed as 'current and ongoing' spending items by LA s, and were to remain. These include such items as LA Statutory support charges for all schools; School admissions; School licences and Schools Forum.
- 1.5 So from 2020/21, Sefton's two combined budget areas of the PDC and Closed schools' maintenance, have started to receive -20% less funding pa. This presents budget problems for the viability of both these areas going forward, which need to be addressed. This report concerns particularly, the PDC.

8.0 The future of the PDC

- 2.1 The PDC has always played an important part in offering useful conference and training resources to schools and other services of the Council such as Children's Social care and Early Years, and including external groups, such as Heath conferences and Sefton CVS etc and not least the local Ravenmeols Community Centre hub. Its semi-rural surroundings and location makes it attractive as a Centre, and it is quite reachable by most schools and services, being fairly central within the Borough.

- 2.2 It is pleasantly situated in Formby, with parking facilities, and contains a number former classrooms, kitted-out as training rooms (7) along with a main hall, which can cater for small and larger meetings up to 120 people, and it can be used for running training workshops and other events and conferences etc. It also has vending facilities at the Centre and Internet connection and all the requirements of a training centre.
- 2.3 It employs two Officers to provide caretaking and IT and organisational support, and also pays for some officer time from the Schools Improvement administration team, in support of the day to day management of the centre for bookings and organising events etc A few years ago, the School Improvement Team moved into the Centre and this Council Service pays an annual rental towards costs.
- 2.4 Using 2019/20 as being the last full year of operation pre-Covid, the annual Gross costs were £0.150m; with Net costs (met by the CSSB) of £0.115m pa after revenue of c. £0.035m. In 2020/21, net spending was lower due to Covid at £0.082m when the Centre was closed to meetings and training events.
- 2.5 As explained above, some small revenue is generated via room bookings and from vending and from Community centre use, though this generates only around £0.035m pa.
- 2.6 Typical Gross annual spending consists of c.£0.081m on staffing (54%); c.£0.047m on Premises related costs (32%); c.£0.015m on Supplies and Service costs including materials, licences, equipment etc and some leasing costs (9%) and c.£0.07m on support costs around building cleaning (5%)

9.0 Budgets and Funding of the PDC

- 9.1 PDC funding has come almost exclusively through the Central Services Block, as discussed above, but due to changes in funding by the ESFA, this is due to end, with a -20% funding reduction pa from 2020/21, which will begin to make the centre unviable without fresh support. A Table below, identifies the likely effects this will have on funding and how the centre will go into a deficit position over the next few years unless some adjustments are made, and decisions taken, to consider it as an ongoing traded service to schools, or to consider its adoption for other purposes going forward, if schools feeling unable to support it financially going forward.
- 9.2 Officers would like to ask Headteachers, via SAPH and SASH for their collective view on the future of the PDC, and to indicate whether they would be willing to support the Centre financially from their ISB s as a Traded facility, if they consider it being a useful Education training resource for schools use. With a Net spending budget of just over £0.115m pa spread across all schools under an SLA, the level of contribution from each school would be relatively small, and schools would continue to enjoy free access to the Centre as required. Other users, as now, would continue to be charged for use.
- 9.3 The Head of Education Excellence would like this to be considered by SAPH and SASH. However, should the general feeling be, that schools do not wish to support the Centre for educational use in professional training, then the facility will unfortunately, may longer be available free of charge to schools from 2022/23, as funding reduces, and Officers

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would be required to take some options to Council Members with alternative proposals for its future funding and use, with the possibility of closure, or alternative use, possibly as office accommodation?

- 9.4 The ongoing effects of funding on the PDC are identified below. Any deficit cannot be maintained but would have to be met out of the centrally retained DSG balances, which is not recommended. It is believed that should the ESFA decide to move fully to a 'Hard' national formula funding approach to schools from c. 2025/26, any residual historic funding within the CSSB will be removed completely, and any remaining central funding itself will be changed to a separate grant given to LA s to manage from that time.

Year	Central Funding	*Net Running Costs	Anticipated Deficit/Shortfall	Accumulated deficit
2021/22	£0.105m	£0.115m	£0.010m	£0.010m
2022/23	£0.084m	£0.117m	£0.033m	£0.043m
2023/24	£0.067m	£0.119m	£0.052m	£0.095m
2024/25	£0.054m	£0.121m	£0.067m	£0.162m
2025/26	£0.043m?	£0.123m?	£0.080m?	£0.242m?

*The net running costs assume a 2% pa increase for pay and price inflation year on year, whilst Central support funding decreases by -20%pa

- 3.5 Clearly a deficit situation must be avoided, as the level of funding decreases gradually over the next few years, and the ESFA are expecting LA s to have found alternative funding during this time.

4.0 Recommendations

The Schools Forum are asked to:

- 4.1 Request SAPH and SASH to discuss the issues around the future viability and demand for the PDC by schools, offering some collective feedback on their views to Schools Forum by the next meeting.

Agenda Item 11

Meeting Title: Early Years Development Group			
Date:	Tuesday 6 July 2021	Time:	9.30am – 11.30am
Venue:	MS Teams	Chair:	Suzanne Payne
<p>Attendees:</p> <ul style="list-style-type: none"> • Suzanne Payne – School Ready Officer (Chair) • Lynda McQueen – Localities Manager, Central • Alice Apel – Manager, Atherton House Nursery • Celia Wilson – Speech & Language Therapist, Alder Hey Hospital • Kevin McBlain – Finance Officer • Sue Kirk – Quality Improvement Officer • Debbie Stephens – Fun 4 Kidz Out of Schools Clubs • Ez Mills – Sefton Educational and Psychology and Portage Service • Ginny Taylor – Owner, Wind in the Willows Childcare • Donna Wilson – Operational Manager for Child Health Services • Helen Pruden - NWBH • Steph Barnes – Apprentice, Schools Regulatory Service (Observer) • Alicia Cavanagh – Business Support Officer, Communities (Minutes) 			
<ul style="list-style-type: none"> • Apologies: Jenny Coughlan – Early Help Worker; Clare Friar – Early Help Worker, Jan France – NWBH, Joy Calderbank – Finance, Cathy Earley – Headteacher, Greenacre Nursery School, Jennie Taylor – Headteacher, Farnborough Road Infant School 			
Agenda:			
<p>1. Welcome and Apologies Apologies were received as above. This is the last meeting of this term. Chair will speak to Lynda McQueen to propose future dates.</p> <p>2. Minutes from previous meeting</p> <p><u>Item 4:</u> Kevin McBlain informed group that the hourly rate will be reviewed in 12 months. The new rate will come out in January but need to see outcome of this year first. Comment was made that Trafford are providing funding all year round and not stretched. KMB was unsure so will speak to Joy Calderbank about it and look into what other authorities are doing in readiness for review.</p> <p>Action: In May 2022, group to review hourly rate with substantive support from Finance.</p>			

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Item 6:

Ez Mills and Celia Wilson have added to the document. Chair will recirculate papers with minutes of this meeting.

EM has been in touch with Lynsey Bogan who is putting together a webinar.

SK reported that Quality Improvement Officers have delivered ASE training for providers.

Action: Chair to recirculate papers with minutes of meeting

Item 7:

EM was unsure if he added to the document. Will check and send to LMQ, who will resend to group once done.

Action: EM to check document and send to LMQ to send out to group.

Item 11:

LMQ has spoken to DfE several times and it is logged. It is a national issue and nothing further to report at this time.

Suzanne Payne and Jen Teasdale have worked on a programme. Paper to be shared after this meeting.

QIOs are working on a programme for PVI's. There is a draft version and Chair asked for it to be sent out with minutes of this meeting.

Action: SK to send draft programme to AC to send out with minutes

All other actions complete or discussed under Agenda items below.

Minutes of the meeting held on 17/05/2021 were agreed to be an accurate record of the meeting.

3. Identification of any other business / urgent matters

Ez Mills – Education Psychology capacity and SENCO award

Lynda McQueen – Operation Encompass and Grants

4. Early Years Strategic Plan (RAG Rated to show progress)

Chair updated on the Plan:

No. 4 – moving to green, but to keep as amber for now – agreed.

No. 5 – currently green but should go back to amber. New EYFS Framework needs to be discussed, this is a piece of work for next year.

No. 8 – could be green by September if programmes are shared.

No. 9 – to stay amber.

Recovery Plan:

No.1 – still amber due to sufficiency. Survey has gone out to all providers, staff are now chasing up via a ring-round.

No. 5 – 2YO numbers have increased to 85%. Still amber until numbers hit 90%.

No. 6 – change to green.

No. 7 – to stay amber.

No. 8 – to stay amber.

5. Early Years Entitlement Service Level Agreement (SLA) review

There were a few amendments to propose to Legal i.e. sufficiency survey being added and data collection. There was also an amendment to Annex B in relation to 2YOs moving settings mid term. Group agreed they can't unless exceptional circumstances.

Action: Amendment to be added and sent to Legal for approval – AC.

6. Early Years Pathway (Delivery Model)

Comments from Celia Wilson and Ez Mills have not been added. Chair apologised, will get this done and recirculate.

Action: To keep the Pathway a high profile, we are not blinding cabinet members with intricacies, but letting them see what is happening.

7. Language Pathway

This is almost ready for publication. Will need to be signed off by Language Group, then Strategic.

Language Project

This is the work being done with Alder Hey. LMQ proposed that a report is put to the next meeting.

Themes will be coming from settings and they provide training and support around this. Link is on the training portal, there is a page where providers can access the advice line, resource, information etc. Providers can access without waiting for SLT to assess.

SLT are looking into publicising it.

8. Integrated Review

A couple of meetings have taken place. Donna Wilson has joined the group.

There is a meeting with Ann Tattersall this afternoon to pull together. Hoping to run a pilot asap. On track to where we need to be, been a long time coming.

Wellcomm – Donna reported it has been utilised right across the system in Liverpool. It is a good tool to use along with ELIM.

LMQ said the issue we have now is recording.

9. Staffing and CPD

Programmes to be shared.

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10. Transitions

EM - children have been identified, some may arrive in schools not on their systems.

11. Updates from Partners

Finance – SP had received an email from Tricia Davies to say funding is ring-fenced.

KMB had submitted a report to group at the last meeting and to Schools Forum.

Reserves are £1.1m. Proportions of this have been ear-marked as spend.

It has been agreed via TD that £300K for contribution across all providers, based on headcount.

Need to verify before giving out i.e. at what point of the year do we use? KMB said he can work with LMQ on this. Chair said this was agreed at the last meeting so needs to be allocated asap.

Need to agree methodology. It was agreed to use Census data.

DfE will claw back funding for spring term. Won't know until later in the year what this is (Sept/Oct).

Balances of over £200K from the £1.1m

It has been a difficult year to predict, DfE are basing funding on actual Census numbers. These have been submitted, so what we paid out is what we will get back. Census for summer puts us in similar line for 2020, so numbers have risen.

This year SENIF funding (£200K) sits within Early Years, so need to ensure this is spent.

It costs exceed the funding pot, any additional funds need to come to this group or they will eat into contingency balances. KMB thinks it may be ring-fenced.

EM said the group need to agree an amount for SENIF. In other authorities it is a year by year pot, so don't tend to over spend. EM also mentioned they are looking at a single form, which is then assessed for which funding pot, therefore not lots of forms to complete.

QIOs will work with settings to apply.

KMB suggested that underspend is carried forward with the balances.

EM said SENCO award funding is £17K.

Heath – already covered.

Providers – Desperately trying to recruit staff. 2YO numbers are going up, but can't service them. This needs to be raised high up on the agenda now. It has always been a problem, but needs looking at in September when furlough ends. This will affect sufficiency. Survey should flag this up.

It needs addressing on behalf of the LA. LMQ will raise with TD at their meetings.

Marketing needs adding in to the Recovery Plan.

DfE list of qualifications is causing issues and needs clarifying.

It was asked whether training providers/colleges could be invited to this group, but it was decided this group is not suited. It was agreed a small working group get together outside of this group and make links – Sue Kirk, Ginny Taylor and Alice Apel.

LMQ reported that she has had this discussion over and over. Calibre of recruits are not at the level of quality they should be. Needs exploring further, it is a crisis, even before Covid. Need to have a conversation with schools re. students going into childcare, tend to be those who don't perform well are directed to childcare.

Ginny informed the group about the Kick Start Programme. She has had some individuals in her settings, and out of the 4 has recruited 2. Have been able to mould someone into something they may not have known much about.

Donna said they are working with parents with low self esteem and building a pathway to get them back into the workforce.

Action – Lynda McQueen to raise sufficiency/recruitment with Tricia Davies at their next meeting.

Marketing to be added to Recovery Plan.

Small working group to meet to look at making links with training providers/colleges.

OOS – Numbers are starting to increase. Have been working with QIOs and putting together a survey for OOSC which has been sent out. Out of 24 PVI OOSC's, 18 have replied which is a good response.

Of those 18 – at March 2020, 2266 children access OOSC
 at March 2021, 1107 children
 at May 2021, 1240 children

Although up and running, the sector is still struggling. 17 out of 18 accessed the Care Grant, but this still doesn't make a difference.

Only 7 clubs have said they are more sustainable. Others are having to make redundancies. If numbers don't increase by September, it will be a critical time when furlough ends.

Debbie asked if there will be a contingency plan. LMQ said she is hoping it shows in the Sufficiency Survey.

Early Help – 2YO process has been reviewed to encourage uptake. It is working but continually reviewing and revising. Going to look at where take up is less and will explore with recent data, will feedback at next meeting.

Action – LMQ to feedback at next meeting on where 2YO take up is less.

School Improvement – already covered.

Staffing & CPD – already covered.

14. Any other business / urgent matters

Educational Psychology Capacity – EM said over the last 12 months they have been struggling with caseloads. Increased request for involvement. They may have to work differently. Two posts are leaving and not being recruited to. EM wanted to make the group aware of their capacity struggles.

SENCO Award – is nearing the end that Liverpool School Improvement is overseeing (PVI targeted audience). This was £17K and looks like the same amount will be available next year too. The question is, how to use it?

To summarise, EM said they had 17 PVI's engage. Initial feedback is very positive, but not confident on getting this number next year. It is a big commitment.

There is an opportunity to do it slightly different i.e. can take a break for a year or train a trainer. Cost effectiveness this would work, but worried about only having 1 person trained. This would be Level 3 – In house train the trainer is £3,900. Delegates are charged £300 and a licence fee

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of £750 per year. Or, we can look at other relevant training at a lower level. EM said he can explore this. Level 2 with Liverpool School Improvement to train would be £4.5K. In house £1200, then charge settings £120 per delegate, or we incur as a LA.

Action: EM to explore lower level training and feedback to group in September.

LMQ asked what the plan is to keep the 17 engaged? EM said they will be looking at feedback to see what they want and will be guided by them. Hope to re-establish SEN Hubs.

Making it Real – This is a DfE initiative to raise early attainment in EY SEND.

Lorraine Chester from SENNIS is facilitating. Parents can access workshops.

Cathey Hamer offers workshops for providers. 20 places are available, some are going to SENNIS staff. EM asked if EY practitioners would be interested.

LMQ replied to say staff have been trained in this. Clare Friar and Jen Coughlan are our trainers. It was agreed this needs to be discussed outside of this group.

Celia asked about recruitment of children to the project. EM replied it is for parents of the children, rather than the children themselves. It will be publicised before the summer holidays. If CW has anyone to identify to let EM know.

Action - EM to liaise with LMQ and QIOs to discuss Making it Real training.

Care Provider Grants – there were grants available to the different sectors of providers

£20,000 for Childminders – 40 accessed this

£45,000 for OOSC - 21 accessed

£221,000 for PVI – 51 accessed

LMQ said a note of thanks goes to the QIO's. This was a huge piece of work and took a lot of hours. 11 providers have applied to access the OOS holiday fund. Chris White is leading on this, so unsure if successful or not yet.

There have been 3 permanent closures over the year and 4 temporary closures.

Ginny thanked LMQ and the team. She has had to close 5 of her rooms on a continuous basis due to isolation. This is causing problems and they are really busy.

Operation Encompass – Very close to trailing this with PVI sector. Need Egress enabled email accounts. Is moving forward but takes time to co-ordinate with Police.

15. Date and time of next meeting

Tuesday 21 September 2021

9.30am – 11.30am

Microsoft Teams

LMQ and SP to look at future dates of meetings.

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Agenda Item:	Action Points/Points of Note:	Who	By When
2. Minutes from previous meeting	<p>Item 4 - In May 2022, group to review hourly rate with substantive support from Finance.</p> <p>Item 6 - Chair to recirculate papers with minutes of meeting.</p> <p>Item 7 - EM to check document and send to LMQ to send out to group.</p> <p>Item 11 - SK to send draft programme to AC to send out with minutes.</p>	<p>All</p> <p>SP</p> <p>EM/ LMQ</p> <p>SK/ AC</p>	<p>May 2022</p> <p>With minutes of meeting ASAP</p> <p>With minutes of meeting.</p>
5. Early Years Entitlement Service Level Agreement (SLA) review	Amendments to be added and sent to Legal for approval.	AC/ LMQ	ASAP
6. Early Years Pathway (Delivery Model)	To keep the Pathway a high profile, we are not blinding cabinet members with intricacies, but letting them see what is happening.	LMQ	At meetings
11. Updates from partners	<p>Providers - Lynda McQueen to raise sufficiency/recruitment with Tricia Davies at their next meeting.</p> <p>Marketing to be added to Recovery Plan.</p> <p>Small working group to meet to look at making links with training providers/colleges.</p> <p>Early Help - LMQ to feedback at next meeting on where 2YO take up is less.</p>	<p>LMQ</p> <p>LMQ</p> <p>SK, GT, AA</p> <p>LMQ</p>	<p>At next meeting</p> <p>ASAP</p> <p>By next meeting</p> <p>At next meeting</p>
14. Any other business / urgent matters	<p>SENCO award - EM to explore lower level training and feedback to group in September.</p> <p>Making it Real - EM to liaise with LMQ and QIOs to discuss Making it Real training.</p>	<p>EM</p> <p>EM</p>	<p>Next meeting</p> <p>By next meeting</p>

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