

Cheshire West & Chester Council

## **Cheshire West and Chester Schools Forum**

**Monday 14 January 2019**  
**4.30pm – 6.30 pm**

To be held at

Queen's Park High School  
Queen's Park Road  
Handbridge  
Chester CH4 7AE

Refreshments will be available from 4pm

Schools Forum Clerk  
Children and Families  
Cheshire West and Chester Council  
Telephone 01244 972901



# Notes for members of the public

## Cheshire West and Chester Schools Forum

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## Agenda for Cheshire West and Chester Schools Forum 14 January 2019

1.	4.30	Introductions and apologies		
2.	4.40	Minutes and matters arising of last meeting  2.1 To agree the minutes from part two of the meeting held 8 October 2018  2.2 Matters arising		Page 4-9
3.	4.50	Dedicated Schools Grant Allocations for 2019-2020 and Budget Setting	Natalie Cole	Page 10-17
4.	5.05	Draft of 2019-2020 School Funding Formula for January Submission	Natalie Cole	Page 18-24
5.	5.20	Ellesmere Port Private Finance Initiative (PFI) Schools Contribution	John Murray Ric Turnock	To follow
6.	5.30	Review of Early Years Inclusion and Support Fund (EYISF) and support for mainstream pupils with SEND in Primary and Secondary Schools	Sue Lawson Jon Lear	Page 25-34
7.	5.50	Combined Budgets and Miscellaneous Expenditure	Natalie Cole	Page 35-37
8.	6.00	De-delegation – Proposals for 2019-2020	Natalie Cole	Page 38-42
9.	6.10	Dedicated Schools Grant (DSG) 2018-2019 Forecast Outturn at Third Review	Natalie Cole	Page 43-44
10.	6.20	Any Other Business		
11.	6.30 Finish	Next meeting: Monday 11 February 2019 Queen's Park High  Schools Forum and finance sub group meeting schedule and forward plan		Page 45

**Cheshire West and Chester  
Schools Forum  
14 January 2019**

**Agenda Item 2**

**Cheshire West and Chester Schools Forum, Queen's Park High School,  
Chester, 8 October 2018**

**Present:**

Marie Allen  
Sue Anderson  
Hilary Berry  
Cheryl Bullen  
David Curry  
Sarah Curtis  
Ian Devereux Roberts  
John Dowler (sub for Sue Yates)  
John Freeman  
Kerry Forrester (sub for Kate  
Docherty)  
Carol Gahan  
Amanda Harrison  
Duncan Haworth  
Jason Lowe  
Mike McCann  
John Murray (Chair)  
David Rowlands  
Andy Stewart  
Sarah Worthington  
Katie Tyrie

**Representing:**

Academies - Special  
PVI  
CWAPH Chair  
Primary headteachers  
Secondary headteachers  
Primary headteachers  
Primary headteachers  
Secondary headteachers  
Secondary governors  
Primary headteacher  
  
Primary governors  
Academies - Primary/Secondary  
Primary governors  
Academies - Primary/Secondary  
Special headteachers  
Academies - Primary/Secondary  
Secondary governors  
PRU  
Primary headteachers  
Nursery headteacher

**Officers:**

Natalie Cole  
Charlotte Fenn (Clerk)  
Janet Hewitt  
Sue Lawson  
Mark Parkinson

**Official observers:**

**Observers/public:**

**1. Introductions and Apologies**

John Murray was welcomed as the new Chair of the Schools Forum. It was noted that the position of Vice –Chair was still vacant, following Harry Ziman's recent resignation from the role. Forum members interested in filling the vacancy were asked to contact the Clerk.

Apologies were received from Kate Docherty, Steve Dool, Francis Kwateng, Luci Jones, Kath Lloyd and Councillor Meardon.

John Murray reported that Sue Pearson was no longer a primary governor and therefore not eligible to continue as a primary governor representative and Francis Kwateng would not be standing for re-election when his term of office ended in January 2019. It was noted that the Clerk would be seeking nominations for both vacancies and holding elections where necessary.

Amanda Harrison, The Winsford Academy Principal, was welcomed to the meeting as the new Primary/Secondary Academies representative.

## **2. Financial Training – brief overview**

Natalie Cole, Finance Manager, presented a short finance briefing providing Forum with an overview of the various school funding blocks and the role of the Schools Forum.

Forum members commented that the briefing had been very informative and thought the Heads associations would also find it useful. Natalie agreed to circulate the presentation to all Forum members.

## **3. Minutes and Matters Arising of Last Meeting**

### **3.1 Minutes of the meeting held on 9 July 2018**

The minutes of the meeting held on 9 July 2018 were agreed as a correct record subject to the following amendment:

Item 8 Annual review of Schools Forum membership, constitution and terms of reference – including sub group membership, page 11- the changes/additions to the High Needs sub group membership should include Andy Stewart.

### **3.2 Matters Arising**

#### **3.2.1 Item 3 SIMS framework/contract update**

Mark Parkinson reported that officers were still awaiting confirmation that the current SIMS contract could be extended for a further year through the Hertfordshire framework. Carolyn Davis had circulated an email seeking additional members for the task and finish group.

#### **3.2.3 Item 4 Reducing Inequalities – Improving Self-Regulation and Academic Resilience in Early Years**

Katie Tyrie recapped on the issues raised at the last Schools Forum regarding the proposal to fund a dedicated person to implement the Leuven scales.

It was noted that the proposal had been taken to the Early Years Strategy group to seek their views. Katie and Sue Anderson had also met separately with Sarah Lister to discuss their reservations about the methodology and concerns regarding whether the money was being directed to the right place. Sarah Lister had reassured them that, in addition to the Leuven proposal, better SEN support would be in place by January 2019. The Early Years Strategy group were in support of the Leuven proposal, as were Katie & Sue, with the proviso that a report be presented to Schools Forum in a year's time to review progress.

The Chair put the amended proposals to the vote.

### **Resolved that the Schools Forum**

- i. approve an increase to the centrally retained budget for the Early Years Block of the Dedicated Schools Grant to appoint a 0.5 FTE Grade 11 Early Years Consultant for four years to implement the Leuven scales; and
- ii. a report be presented to Schools Forum in a year's time to review progress (Vote: unanimous).

### **4. Basic Needs Capital programme**

Janet Hewitt, Children's Service Liaison Manager, took Forum members through the paper which provided an update on the Education Basic Need Capital programme. Janet referred Forum members to a hard copy of the basic need scorecard embedded in the report. A copy of the scorecard would be re circulated due to issues with opening the embedded version. Forum was informed that the scorecard provided national comparison data for local authorities on school places and explanatory notes on how to interpret the data. It was noted that CW&C had performed well, having provided school places at a lower cost than the national average for 2018-2019.

Schools Forum members' attention was drawn to table 1.1 which listed the education capital programme activity as at September 2018. Two corrections under Committed Schemes Feasibility were noted:

Upton Heath CE PS (Ph1 with PSBP2) the delivery date should read September 2019

Upton Heath CE PS (Ph2 to follow PSBP2) the delivery date should read September 2020.

It was noted that no data was available under concept schemes as the schemes were currently going through the necessary processes via the Capital Board prior to approval by Cabinet.

David Curry questioned why the recent Bishop Heber scheme was not included on the education capital programme activity list. Janet was unable to provide a response and agreed to seek further clarification.

### **Resolved that the Schools Forum note the paper.**

### **5. Early Years Single Funding Formula 2019-2020 consultation**

Natalie Cole referred Forum members to the consultation document circulated with the papers.

It was noted that the Early Years reference group had drafted the consultation which was open until Friday 12 October. An extra Schools Forum finance subgroup meeting had provisionally been arranged for Tuesday 16 October; Schools Forum

approval was sought to delegate responsibility to the subgroup to review the responses and make recommendations to Cabinet.

Forum members were given the opportunity to discuss and feedback comments on the consultation.

Sue Anderson asked who would cover the costs of administrating monthly payments. Mark Parkinson, Director of Education, responded that the costs would fall on the Council however this would be an issue as currently there were no extra resources to cover this. Sue Anderson raised concerns that there would also be administration costs for providers and felt that the current payment system was preferable.

Duncan Haworth declared an interest as he was a governor at a school with a nursery. Duncan raised concerns regarding the proposed removal of the quality supplement; schools were required to employ qualified staff.

Concerns were also noted that removing the quality supplement would have an impact on recruitment and retention of staff and the quality of provision.

Sue Lawson stated that removing the quality supplement would spread funding across providers and improve outcomes. Forum members were unclear as to how this proposal could improve outcomes.

**Resolved that the Schools Forum** task the Finance subgroup to

- i. review the responses to the Early Years Single Funding Formula 2019-2020 Consultation; and
- ii. put forward recommendations for Cabinet approval in November.

## **6. Final allocation of the Dedicated Schools Grant 2018-2019**

Natalie Cole introduced the paper which reported on the final allocation of the Dedicated Schools Grant (DSG) for 2018-2019.

Natalie referred Forum members to table 1 which summarised the changes from the draft allocation and took them through the details outlined in table 2. It was noted that the main changes related to the Early Years block.

Natalie explained the methodology behind the £0.402 million reduction in the High Needs block.

Funding had not been rebased to reflect pupils from other authorities since 2013. This year a new mechanism had been included to realign funding for FE colleges to reflect actual pupils. Following the recent mergers of FE colleges CW&C no longer housed any colleges and this was reflected in the funding. However Natalie raised concerns that the methodology appeared to be flawed; the reduction in funding appeared to also reflect pupils that had been funded by other authorities. Natalie was currently in discussion with FE colleges and the SEN team and was proposing that should colleges go over number they approach the authority in which they sit for extra funding and not CW&C.

It was noted that this import/export adjustment for high needs places had been unexpected and despite the concerns over the methodology it was unlikely that the authority would get any funding back.

**Resolved that the Schools Forum** note the amendments to the DSG allocation for the high needs and early years funding blocks and the adjustments to centrally held budgets for 2018-2019.

## **7. Dedicated Schools Grant 2018-2019 Forecast Outturn at First Review**

Natalie Cole took Forum members through the report and the key variances outlined in paragraph 3 which contributed to the forecast net overspend of £0.4 million.

**Resolved that the Schools Forum note the First Review position on the DSG.**

## **8. School Funding Arrangements 2019-2020**

Natalie Cole introduced the report which provided Schools Forum with details on the school funding arrangements for 2019-2020. It was noted as expected there were not many changes, however the implementation of national hard formula had been pushed back to 2021-2022.

Natalie took Forum through the key changes outlined in the paper.

It was noted that an update on growth funding would be presented to Forum in December as the authority was awaiting a further announcement from the DfE.

The DfE were consulting in the autumn on the proposed changes to hospital education funding; this consultation would be brought to Forum to seek their views.

It was noted that Local authorities were again permitted to transfer 0.5 percent between the School and High Needs blocks with Forum approval.

The DfE were proposing that local authorities with an overall DSG deficit of more than one percent would be accountable to the DfE. It was noted that CW&C did not currently have a deficit balance and the DfE were to consult in the autumn as to how the new rules were to be implemented.

From 2020-2021 the DfE were expecting local authorities to reduce the historic commitments within the Central School Services block.

It was noted that the minimum funding guarantee (MFG) would continue but could be set between minus 1.5 percent and plus 0.5 percent.

Natalie made reference to the 2019-2020 school funding formula consultation and drew Forum members attention to appendix B (tabled) which summarised the consultation responses.

John Murray took Forum members through the consultation questions and responses and sought their views. The responses showed a clear majority which was reflected in Forums' recommendations following a vote on each element consulted upon.

A question was raised as to the impact should Forum not approve the 0.5 percent transfer between the School and High Needs blocks. Mark Parkinson responded that top up funding would have to be cut.

### **Resolved that the Schools Forum**

- i. note the report, in particular the steps that had been taken by the Finance Sub Group to commence consultation with schools; and
- ii. approve the following recommendations having considered the consultation responses:

**MFG** - continue with current minus 1.5 percent MFG (vote: unanimous)

**Minimum per pupil factor** - funding to be allocated to the schools eligible for minimum per pupil funding (vote: unanimous)

**Transfer to high needs block** – maintain the current 0.5 percent transfer of funding from the schools block (vote: unanimous)

**De-delegation of funding for maintained schools** – continue with de-delegation as follows:

Primary (vote: unanimous):

- Contingencies to cover suspensions and tribunals
- Free school meals eligibility assessment
- Licences (SIMS and CLEAPPS)
- Staff costs- supply cover for maternity
- Staff costs - trade union facilities

Secondary (vote: unanimous):

- Contingencies to cover suspensions and tribunals
- Free school meals eligibility assessment
- Licences (SIMS and CLEAPPS)
- Staff costs - trade union facilities

### **9. Any Other Business**

None to report

### **10. Next meeting**

Next meeting 10 December 2018.

### Agenda Item 3

## Dedicated Schools Grant Allocations for 2019-2020 and Budget Setting

### Purpose of the Report

1. Further to the illustrative allocation figures tabled to Schools Forum in October 2018, this report is to confirm the indicative Dedicated Schools Grant (DSG) allocation for 2019-2020 and the draft budget proposals for the next financial year.

### Recommendations

2. The Schools Forum is requested to:-
  - i. Approve the draft DSG budget proposals.
  - ii. Note the next steps for confirming the DSG budget proposals for 2019-2020

### Background

3. The indicative DSG allocation for 2019-2020 was made available by the Education and Skills Funding Agency (ESFA) on 17 December 2018. This information, along with the final October 2018 census numbers to determine the formula funding for schools, now forms the basis of the budget proposals for 2019-2020.

### Indicative DSG Allocation for 2019-2020

4. The final DSG allocation for Cheshire West and Chester in 2018-2019 is £259.721m. The initial allocation for 2019-2020 is £266.036m and shows a net increase in available funding of £6.315m. A summary of the current and next year allocation is shown in the table below.

#### Final DSG 2018-2019 and indicative 2019-2020 allocation

<b>DSG Allocation Block</b>	<b>2018-19 £000</b>	<b>2019-20 £000</b>	<b>Change £000</b>
Schools Block	198,943	204,072	5,130
High Needs Block	37,747	38,548	1,202
Early Years Block	20,391	20,388	-3
Central School Services Block	3,041	3,028	-14
<b>Total DSG Allocation</b>	<b>259,721</b>	<b>266,036</b>	<b>6,315</b>

5. The increase in available funding of £6.315m is due to the following changes in the allocation:
  - An additional £0.8m for primary and secondary schools arising from the national investment in schools with the implementation of the National Funding Formula (NFF) for schools;
  - an increase in the mainstream pupil population attracting additional schools block funding of £3.7m;
  - £0.5m increase to high needs funding relating to a 0.5% cash increase in to existing allocations and an increase in special school pupil numbers
  - A further £0.7m high needs funding arising from a population share of an additional £125m allocated to local authorities nationally.
  - A small reduction in the Central School Services Block from the lower per pupil rate allocated through the NFF.
6. The indicative DSG allocation (before academy recoupment and deductions of high needs places funded directly by the ESFA) is detailed in **Appendix A**.

### **Additional High Needs Funding**

7. Based on previous illustrative DSG allocations, Schools Forum and Cabinet approved the permitted 0.5% transfer of £1m from the Schools Block to the High Needs Block to fund ongoing pressures to high needs budgets in 2019-2020. This was the only proposed movement between the funding blocks. Since this decision was taken, additional high needs funding has been allocated to all local authorities based on a national population share of £125m. CW&C are to receive an additional £0.703m in both 2018-2019 and 2019-2020. Damian Hinds' letter on this additional allocation suggests that local authorities may look to revisit the decisions on schools block transfers.
8. In view of this additional funding a change to the decision on the schools block transfer is proposed which will require further Cabinet approval. As the Local Authority has already planned for 2018-2019, the additional £703k for 2018-2019 will now be additional funding which will be available to carry forward to 2019-2020. We are currently forecasting an otherwise balanced budget and have £815k unallocated in reserves from previous years. This will give a cumulative surplus of £1.5m by the end of 2018-2019. As our level of reserves will allow this, we are proposing to use £1m of reserves to reinstate the transfer from the schools block in 2019-2020. The remaining £0.5m will be retained as a prudent level of reserves to manage the budget within allocations under the next spending review in 2020-2021.

### **Budget Planning 2019-2020 Proposals**

9. DSG budget planning proposals for 2019-2020 includes both technical adjustments to formula funding and known spending pressures and savings. It is proposed that the additional DSG funding is largely allocated as intended i.e. to fund increased pupil numbers and growth in high needs. Any changes to early

years funding for revised pupil number counts will be confirmed in July 2019 and allocated to existing budgets for 2, 3 and 4 year old entitlements.

10. **Appendix B** details the adjustments proposed for the 2019-2020 DSG for Individual School Budgets (ISB), centrally retained, early years and high needs spend. Proposals would see an overall increase in ISB of £6.156m, an increase to high needs budgets of £1.202m and reductions in early years and centrally retained budgets of £0.017m. Further notes on the draft proposals are provided in **Appendix C**.

11. As advised previously, under School Finance Regulations, certain activities within central spend are not allowed to exceed the budget held in the previous year. These activities are: prudential borrowing, termination of employment costs, combined budgets, SEN transport costs and miscellaneous expenditure (not falling within other paragraphs of the regulations). None of the budget proposals increase the budgets for these activities for 2019-2020.

### **Next Steps**

12. For the proposed allocations and budget proposals to form the opening budget for 2019-2020 for approval by Council on 21 February 2019.

**Appendix A Final DSG 2018-2019 and Indicative 2019-2020 allocation**

	<b>Final 2018-2019</b>			<b>Indicative allocation 2019-2020 (Dec 2018)</b>			<b>Change to 2018-2019 £000</b>
<b>DSG Allocation Block</b>	Pupil Numbers	Amount per pupil £	Allocation £000	Pupil Numbers	Amount per pupil £	Allocation £000	
<b>Schools Block</b>							
Primary unit of funding	27,116	3,999	108,427	27,379	4,009	109,774	1,347
Secondary unit of funding	17,311	5,003	86,610	17,839	5,034	89,803	3,193
Funding of growth and premises			3,906			4,496	590
	<b>44,427</b>		<b>198,943</b>	<b>45,218</b>		<b>204,072</b>	<b>5,130</b>
<b>High Needs Block</b>							
National Funding Formula			37,427			37,346	
Growth			215			406	
Adjusted pupil numbers			105			93	
In year adjustments			-401				
Additional high needs funding						703	
			<b>37,346</b>			<b>38,548</b>	<b>1,202</b>
<b>Early Years Block</b>							
3 and 4 year old free entitlement	5,053	2,451	12,384	5,053	2,451	12,384	
Maintained nursery supplementary			89	0	0	88	
Disability Access Funding		615	65	0	615	63	
Extended hours	2,171	2,451	5,321	2,171	2,451	5,321	
2 Year Olds	792	3,010	2,382	792	3,010	2,382	
Early Years Pupil Premium			149	0	0	149	
			<b>20,391</b>			<b>20,388</b>	<b>-3</b>
<b>Central School Services Block</b>							
Ongoing responsibilities	44,427	40	1,776	45,218	39	1,763	-14
Historic commitments			1,265			1,265	0
			<b>3,041</b>			<b>3,028</b>	<b>-14</b>
<b>Total DSG Allocation</b>			<b>259,721</b>			<b>266,036</b>	<b>6,315</b>

Ref		Schools Block £000	High Needs £000	Early Years £000	Central Services £000	Total £000
<b>1</b>	<b>Operation of the school funding formula</b>					
a	Basic Entitlement increase in numbers at 2018-2019 rate	3,096				3,096
b	Implementation of increased Minimum Funding Levels	886				886
c	Deprivation- increase in numbers eligible	397				397
d	Prior attainment - increase in numbers eligible	688				688
e	EAL - increase in numbers eligible	75				75
f	Sparsity - change in National Funding Formula calculation	56				56
g	Exceptional premises - inflation increase	3				3
h	Rates - change to estimated charges (to be confirmed)	0				0
i	Minimum Funding Guarantee reduction in protected funding	-319				-319
	<b>Subtotal - school funding formula</b>	<b>4,882</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,882</b>
<b>2</b>	<b>Changes to schools funding formula rates</b>					
a	Schools block headroom - increase to basic entitlement values	198				198
b	Reinstatement of schools block transfer - increase to basic entitlement rate and prior attainment	1,027				1,027
<b>3</b>	<b>Growth in high needs budgets</b>					
a	Hospital education - inflation		3			3
b	Growth in top up post 16 - 18-19 forecast overspend		320			320
c	Growth in top up post 16 - 19-20 estimate		450			450
d	Increase in special school top up for CW&C pupils		200			200
e	Review of special school top up rates -1.5% reduction		-135			-135
f	Reduction in mainstream top up - 18-19 forecast underspend		-400			-400
g	Growth in independent school fees - 18-19 forecast overspend		39			390
h	Import export adjustment to funding - estimate		340			300
i	Funding of early years children with EHCPs		200	-200		0

j	Realignment of inter authority recoupment budgets			-76		-76
	<b>Subtotal - growth in high needs budgets</b>	<b>0</b>	<b>1,202</b>	<b>-200</b>	<b>0</b>	<b>1,052</b>
<b>Ref</b>		<b>Schools Block £000</b>	<b>High Needs £000</b>	<b>Early Years £000</b>	<b>Central Services £000</b>	<b>Total £000</b>
<b>4</b>	<b>Changes in early years funding</b>					
a	Increase to base rate of funding			200		150
b	Changes to reflect small adjustments to allocations			-3		-3
	<b>Subtotal - changes in early years funding</b>	<b>0</b>	<b>0</b>	<b>197</b>	<b>0</b>	<b>147</b>
<b>5</b>	<b>Centrally held budgets</b>					
a	Reduction in Central Schools Services Block allocation (corporate services)				-24	-24
b	Reduction in falling rolls fund - year 3	-50				-50
c	Copyright licences - change in national deduction estimate				10	10
	<b>Subtotal - changes to centrally held budgets</b>	<b>-50</b>	<b>0</b>	<b>0</b>	<b>-14</b>	<b>-64</b>
	Net change in funding (Gross DSG before Academy recoupment)	<b>6,156</b>	<b>1,202</b>	<b>-3</b>	<b>-14</b>	<b>7,331</b>
	Change in allocation	<b>5,130</b>	<b>1,202</b>	<b>-3</b>	<b>-14</b>	<b>6,315</b>
	Use of DSG unapplied reserves	<b>1,026</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,026</b>

## Further detail on DSG Budget Planning proposals in Appendix B

Item	Description
1	<p><b>Operation of the school funding formula</b></p> <p>This item summarises the financial impact for each formula factor based on the agreed formula and changes in pupil numbers on the October 2018 census. Pupil number changes are detailed in the separate School Funding Formula report.</p>
2	<p><b>Changes to schools funding formula rates</b></p> <ul style="list-style-type: none"> <li>a) Due to additional funding being allocated for pupil number growth in the local authority, there is headroom in the current allocation to allow for a further increase in the basic entitlement values to distribute funding to all schools.</li> <li>b) The reinstatement of the schools block transfer to high needs will allow for a further increase to the basic entitlement and prior attainment factors to distribute funding to all schools.</li> </ul> <p>Further detail on proposed formula rates is included in the separate School Funding Formula report.</p>
3	<p><b>Growth in high needs budgets</b></p> <ul style="list-style-type: none"> <li>a) An inflationary increase for the hospital school allocation within the NFF high needs block will be made available to the school in 2019-2020.</li> <li>b) Increasing number of places and pupils with element 3 funding in post 16 provision in FE colleges. This is to fund current demand and spending pressures at 2018-19 levels.</li> <li>c) A further increase in the number of pupils with element 3 funding in post 16 provision is expected to continue. This amount reflects the full year effect of the existing cohort and continuing growth at a similar level for the next academic year</li> <li>d) Increasing numbers of CW&amp;C pupils are accessing special school places previously occupied by other local authority pupils. This is resulting in further demand on the top up budget even though commissioned places have not increased.</li> <li>e) A further reduction in special school top up rates is proposed given that the planned reduction could not be achieved in full in 2018-2019.</li> <li>f) Decreasing numbers with element 3 funding in mainstream schools following the introduction of two year allocations for top up without a plan. This change reflects the current level of demand on the budget.</li> <li>g) Increasing numbers of pupils in independent special schools. This is to fund the current increase in demand.</li> <li>h) In line with the increase in special school and FE places by CW&amp;C pupils, a further reduction in funding is anticipated for the realignment of element 2 funding between local authorities.</li> <li>i) Proposal to use some of the additional high needs funding for children with EHCPs in nursery settings. This is currently funded from the early years block and would be a movement of funding between blocks under the new Inclusion Funding descriptors. It will ensure that those children with continuing needs into primary will have a more seamless funding pathway and in line with other local authorities, will distinguish top up</li> </ul>

Item	Description
	<p>under EHCPs to the short term support provided by the Inclusion Fund.</p> <p>j) Realignment of budgets for inter authority recoupment of high needs funding to reflect current forecast spend and income.</p>
<b>4</b>	<p><b>Changes in early years funding</b></p> <p>a) The funding of support for children with EHCPs in mainstream nurseries (see 3i) would release some early years block funding to increase the base rate to all providers. Revisions will be made to the Early Years single Funding Formula and within the affordability of the Early Years Block allocation and will be detailed to Schools Forum in February.</p> <p>b) Initial allocations include small revisions for the disability access funding and maintained nursery school supplementary funding which will be reflected in these budgets.</p>
<b>5</b>	<p><b>Centrally held budgets</b></p> <p>a) A reduction in funding arises from the lower per pupil rate NFF allocation for the Central School Services Block. This saving will be met from a reduction to the cost of corporate services managed through the Council's budget setting policy.</p> <p>b) Funding released to the individual school budgets from the reduced cap for the third year of the falling rolls fund.</p> <p>c) Reflects an increase in the deduction from DSG to fund Copyright Licences purchase nationally by the DfE. This increase is due to increased pupil numbers.</p>

## **Agenda Item 4**

### **Draft of 2019-2020 School Funding Formula for January Submission**

#### **Purpose of the Report**

1. This report details the draft School Funding Formula for 2019-2020 taking into account the decisions taken previously on the principles of the local funding formula and the October 2018 census data provided by the Education and Skills Funding Agency (ESFA).

#### **Recommendations**

2. The Schools Forum (School, Academy and PVI representatives) is requested to approve the principles on which the funding formula is based for final submission to the ESFA. Proposed unit values are included in Appendix C based on budget setting proposals in agenda item 3.

#### **Background**

3. The submission to the ESFA of the Schools Block Funding Formula for primary and secondary schools and academies is required by 21 January 2019. At the October 2018 meeting, Schools Forum recommended to continue to mirror the National Funding Formula (NFF) factors and values for 2019-2020. This decision was endorsed by Cabinet at the meeting of 29 November 2018. The final budget approval and formula values will be taken by Council on 21 February 2019.
4. The 2019-2020 formula will be based on pupil numbers and demographics taken from the October 2018 census. This data was made available by the ESFA on 14 December 2018 and forms the basis of the formula values proposed in this report for the final formula submission. A summary of the pupil numbers used for the pupil led formula factors is shown in Appendix A.

#### **Impact of October 2018 Census and pupil data**

5. Census data - change in pupil numbers

From October 2017 to October 2018 there was an increase of 791 pupils overall - 263 more primary school pupils (2% increase) and an increase of 528 in secondary pupils (3% increase) to be funded through the schools block funding formula. This pupil count is the same as is used for the Dedicated Schools Grant Schools Block allocation for 2019-2020.

## **Estimated pupil numbers**

6. In determining the school funding formula, adjustments are made to census data for the following.
  - Estimated growth for growing free schools – additional 14.58 pupils
  - Estimated growth for schools increasing capacity – additional 35 places funded.

The actual pupil numbers used and stated in the appendices take into account these adjustments and therefore differ from the census data for some schools.

## **Additional high needs funding and transfer from the schools block**

7. Following the consultation on the schools block funding formula in the autumn term 2018, Schools Forum and Cabinet agreed to maintain the current 0.5% transfer of funding from the schools block to the high needs block. In view of the additional high needs funding that has been made available to local authorities with the December funding announcement, a change to this decision is proposed (please see paragraph 8 of agenda item 3) to reinstate the transfer in 2019-2020.
8. As the additional funding has been received for high needs, we are proposing on allocating £703k out to schools using the prior attainment factor rather than basic entitlement. As the prior attainment factor is the proxy indicator for SEN, this will target funding for notional SEN to support schools with costs of the first £6k element 2 SEN support. In turn however, the level of funding needed for Minimum Funding Guarantee (MFG) protection and Minimum Funding Levels will reduce because there is more funding available in total. This can then be re-allocated through the basic entitlement so that all schools (except those on MFG) will gain through both factors. This proposal equates to an additional £55 per eligible pupil through prior attainment and £23 per pupil through the basic entitlement to all pupils. The alternative to this proposal would be to allocate all funding through the basic entitlement factor which would be an additional £39 to the current rate per pupil. The difference in funding distributions for each option is shown in **Appendix B**.

## **Basic Entitlement**

9. The value of the Basic Entitlement factor for primary, KS3 and KS4 are based on the NFF rates. The release of Minimum Funding Guarantee protection and headroom in the schools block allocation from growth has however allowed the per pupil rates to be increased to match the overall affordability of the formula. A further increase has then been proposed as detailed in paragraph 8 above.

## **Prior attainment – Secondary**

10. As in the previous two year, a national weighting has been applied to the secondary low attainment figures to accommodate the recent change in assessment. At a national level, a higher number of the year 7, 8 and 9 cohorts will be identified as having low prior attainment. The ESFA have established a national weighting of 64% to be applied to year 7 low scorers, 58% to year 8 and 48% to year 9 to ensure that this cohort does not have disproportionate influence within the overall total. Local authorities are not able to change the weighting, but would be able to adjust their secondary low prior attainment unit value if necessary to maintain their low prior attainment factor at previous levels without significant turbulence. However, to remain in line with the NFF values it is not considered necessary to adjust the unit value for 2019-2020 for the change in eligible pupil numbers.

### **Confirmation of centrally retained budgets**

11. The draft formula assumes that the budgets tabled to the Schools Forum at this meeting in the budget planning and combined budget reports are taken forward. Any changes to these proposals decided at this meeting will change the formula before the submission.

### **Draft budgets by school**

12. Draft 2019-2020 funding for each school based on the assumptions above will be tabled at the Schools Forum meeting to facilitate decision making on the options for the final formula values. A summary of the funding to be allocated through each factor to each sector and the formula values are included in Appendices B and C.

### **Next Steps**

13. Further to any amendments described within this report, the School Funding Formula will be submitted to the ESFA for 21 January deadline for final approval. A draft funding statement will be sent to schools following this so that schools are notified as early as possible of the proposed allocations. As per the requirements of the School Finance Regulations, final budget letters will be issued to individual maintained schools by 28 February 2019.

## Appendix A

Comparison of pupil numbers for the pupil led formula factors in the October 2017 and October 2018 censuses (adjusted for estimated numbers and resource provision places) with change in numbers and percentage changes between years

Pupil Led Formula Factor	October 2017 Census	% of Cohort	October 2018 Census	% of Cohort	Change in pupil numbers	% change
<b>Primary</b>						
NOR Primary	27,166		27,430		264	1.0%
Primary FSM Units	3,438	12.7%	3,604	13.1%	352	10.8%
Primary Ever 6 Units	5,382	19.8%	5,200	19.0%	-181	-3.4%
IDACI* Primary Units Band G	18,462	68.0%	18,544	67.6%	81	0.4%
IDACI Primary Units Band F	1,870	6.9%	1,878	6.8%	8	0.4%
IDACI Primary Units Band E	1,150	4.2%	1,233	4.5%	82	7.2%
IDACI Primary Units Band D	1,386	5.1%	1,404	5.1%	18	1.3%
IDACI Primary Units Band C	1,804	6.6%	1,821	6.6%	17	0.9%
IDACI Primary Units Band B	1,826	6.7%	1,856	6.8%	29	1.6%
IDACI Primary Units Band A	666	2.5%	660	2.4%	-6	-0.9%
EAL 3 Primary Units	915	3.4%	990	3.6%	75	8.2%
Low attainment total Primary Units	8,407	30.9%	8,987	32.8%	580	6.9%
<b>Secondary</b>						
NOR Secondary	17,346		17,845		499	2.9%
NOR KS3	10,679	61.6%	10,964	61.4%	285	2.7%
NOR KS4	6,667	38.4%	6,881	38.6%	214	3.2%
Secondary FSM Units	2,040	11.8%	2,190	12.3%	351	19.1%
Secondary Ever 6 Units	3,723	21.5%	3,785	21.2%	61	1.7%
IDACI Secondary Units Band G	12,528	72.2%	12,856	72.0%	327	2.6%
IDACI Secondary Units Band F	1,134	6.5%	1,130	6.3%	-5	-0.4%
IDACI Secondary Units Band E	632	3.6%	655	3.7%	22	3.5%
IDACI Secondary Units Band D	770	4.4%	845	4.7%	76	9.9%
IDACI Secondary Units Band C	971	5.6%	995	5.6%	24	2.4%
IDACI Secondary Units Band B	993	5.7%	1,049	5.9%	57	5.7%
IDACI Secondary Units Band A	318	1.8%	315	1.8%	-2	-0.7%
EAL 3 Secondary Units	160	0.9%	186	1.0%	26	16.0%
Low Attainment Secondary Units	3,484	20.1%	3,696	20.7%	212	6.1%

\*IDACI Income deprivation affecting children Index

**Appendix B** – options to allocate funding from the reinstatement of the schools block transfer

Option 1 - allocation of additional funding through prior attainment and basic entitlement

Option 2 - allocation of additional funding through basic entitlement

Difference between options

Formula Factor	2019-2020				2019-2020				2019-2020			
	Primary £000	Secondary £000	Total £000	% of funding pre MFG	Primary £000	Secondary £000	Total £000	% of funding pre MFG	Primary £000	Secondary £000	Total £000	% of funding pre MFG
Total Basic Entitlement	77,947	74,142	152,089	75.03%	78,400	74,436	152,836	75.40%	453	294	747	0.37%
Total Deprivation	7,466	6,418	13,884	6.85%	7,466	6,418	13,884	6.85%	0	0	0	0.00%
Total Low Scorer	9,716	5,955	15,670	7.73%	9,217	5,750	14,967	7.38%	-498	-205	-703	-0.35%
English as an Additional Language	512	259	771	0.38%	512	259	771	0.38%	0	0	0	0.00%
Lump Sum	14,351	2,208	16,559	8.17%	14,351	2,208	16,559	8.17%	0	0	0	0.00%
Sparsity	120	0	120	0.06%	120	0	120	0.06%	0	0	0	0.00%
Split Site	25	47	72	0.04%	25	47	72	0.04%	0	0	0	0.00%
Estimated Rates	1,566	614	2,180	1.08%	1,566	614	2,180	1.08%	0	0	0	0.00%
PFI Allocations	461	90	551	0.27%	461	90	551	0.27%	0	0	0	0.00%
Exceptional Factors	19	65	84	0.04%	19	65	84	0.04%	0	0	0	0.00%
Minimum levels	49	680	729	0.36%	45	629	674	0.33%	-4	-51	-55	-0.03%
<b>Total formula factors</b>	<b>112,232</b>	<b>90,477</b>	<b>202,709</b>	<b>100.00%</b>	<b>112,183</b>	<b>90,515</b>	<b>202,698</b>	<b>100.00%</b>	<b>-49</b>	<b>39</b>	<b>-11</b>	<b>0.00%</b>
Minimum Funding Guarantee	558	349	907	0.4%	571	346	917	0.5%	13	-3	11	0.0%
<b>Total School Budget</b>	<b>112,790</b>	<b>90,825</b>	<b>203,615</b>		<b>112,754</b>	<b>90,861</b>	<b>203,615</b>					

## Appendix C

Table showing the 2018-2019 actual and 2019-2020 draft values for each formula factor for the options in Appendix B

<b>Formula Factor</b>	<b>2018-2019 CW&amp;C values £</b>	<b>National Funding Formula 2019-2020 £</b>	<b>2019-2020 CW&amp;C values Option 1 £</b>	<b>2019-2020 CW&amp;C values Option 2 £</b>
Basic Entitlement: Primary	2,809	2,757	2,842	2,858
Basic Entitlement: Secondary - KS3	3,930	3,877	3,952	3,969
Basic Entitlement: Secondary - KS4	4,455	4,402	4,477	4,494
Minimum per pupil funding level: Primary	3,300	3,500	3,500	3,500
Minimum per pupil funding level: Secondary	4,600	4,800	4,800	4,800
<b>Deprivation</b>				
Current FSM top up: Primary	442	442	442	442
Current FSM top up: Secondary	542	442	442	442
FSM6: Primary	201	542	542	542
FSM6: Secondary	241	788	788	788
IDACI band F: Primary	361	201	201	201
IDACI band F: Secondary	391	291	291	291
IDACI band E: Primary	421	241	241	241
IDACI band E: Secondary	577	391	391	391
IDACI band D: Primary	442	361	361	361
IDACI band D: Secondary	788	517	517	517
IDACI band C: Primary	291	391	391	391
IDACI band C: Secondary	391	562	562	562
IDACI band B: Primary	517	421	421	421
IDACI band B: Secondary	562	602	602	602
IDACI band A: Primary	602	577	577	577
IDACI band A: Secondary	813	813	813	813

<b>Formula Factor</b>	<b>2018-2019 CW&amp;C values £</b>	<b>National Funding Formula 2019-2020 £</b>	<b>2019-2020 CW&amp;C values Option 1 £</b>	<b>2019-2020 CW&amp;C values Option 2 £</b>
Low prior attainment				
Low prior attainment: Primary	1,054	1,026	1,081	1,026
Low prior attainment: Secondary	1,556	1,556	1,611	1,556
English as an additional language				
English as an additional language: Primary	517	517	517	517
English as an additional language: Secondary	1,390	1,390	1,390	1,390
Lump sum				
Lump sum: Primary	110,392	110,392	110,392	110,392
Lump sum: Secondary	110,392	110,392	110,392	110,392
Sparsity				
Sparsity: Primary	25,089	25,089	25,089	25,089
Sparsity: Secondary	65,231	65,231	65,231	65,231

## **Agenda item 6**

### **Review of Early Years Inclusion and Support Fund (EYISF) and support for mainstream pupils with SEND in Primary/Secondary Schools**

#### **Purpose of the report**

1. To report to the Schools Forum on the review of EYISF and support for mainstream pupils with SEND in primary and secondary schools and proposed revisions to descriptors and funding

#### **Recommendations**

2. Views are requested from Schools Forum on the proposals to implement changes to arrangements for pupils with SEN as described in the report.

#### **Background**

3. The majority of children with additional or special educational needs will not require special resources or enhanced staffing to be successfully included in educational settings. Most settings meet the additional needs of their children very well. However, some children with complex needs may need additional provision or equipment above and beyond this which will require educational settings to request additional funding in order to implement this support. Therefore, a 0-25 working group has been established to review the SEND descriptors, the level of required support and associated funding.
4. An initial review began with consideration of how well our Early Years Inclusion and Support Funding (previously known as Early Years Access Funding) enables the successful access and inclusion of children with additional or special educational needs or a disability living in Cheshire West and Chester. However, once the Early Years Task and Finish Group started to consider how the Early Years model could be developed further, it highlighted the need to review the support and advice in place for all settings, schools and colleges across the whole 0-25 age range to ensure that there is clarity, consistency, continuity and progression.
5. Currently the different application, support and funding systems in place for pupils with SEND across age phases do not support seamless transition planning as well as we would want. Therefore, the focus has led to developing 0-25 inclusion descriptors for children and young people with SEND to improve clarity and consistency for parents/young people and educational settings.

#### **Rational for the review and presenting issues**

6. The resource allocated to Early Years children with SEND is high compared to comparative neighbouring authorities though this is not reflected in the impact on

educational progress and outcomes. The current spend on the EYISF is in the region of £700k per annum and the demand for additional support is increasing year-on-year following the extension in eligibility for free entitlement and earlier identification of the need for support to access settings.

7. The current system does not have clear guidance on the support for children with SEND accessing the 30 hour Extended Childcare offer where from September 2017 many working families became entitled to up to a further 15 hours of childcare on top of the 15 hours Universal offer for all 3 and 4 year olds. It is important to note that there has been no increase in hourly funding rates to fund increased levels of support for children with SEND at 30 hours and consequently there would need to be a further top-slice to providers to extend the EYISF for children being supported at 30 hours.
8. The current system also does not allow monitoring of progress through a plan-do-review cycle. Decision-making process around approvals is not sufficiently robust and the Panel which considers requests for EYISF would benefit from a wider representation of the Early Years' workforce.
9. The EYISF is supporting a large number of children with high levels of SEND over an extended period of time rather than providing access to those children with lower level or emerging SEN needs as was intended (EFA 2016). There needs to be clear guidance on when it is appropriate to access universal, targeted and specialist support including when a request for an EHC assessment is required. Therefore, we have needed to develop a clear and robust decision making and review process to ensure that the support is having a positive impact on the outcomes for children in a system that is clear to families and educational settings and supports transition from Nursery into Primary School.
10. The current/previous banding document to support pupils in mainstream Primary and Secondary Schools was created in 2013 which involved planning for the changes to the SEND Code of Practice 2014 which needs to be updated to reflect current practice.
11. Following feedback from parents/carers and educational settings there was a request to clarify processes and descriptors for allocating SEN High Needs Funding and improve transition from children and young people moving in between different settings and age phases (Nursery-School and School-College).
12. Schools have also requested clarification on what support needs to be provided at SEN Support and when top-up funding or an EHC assessment would be appropriate. This is evidenced by the high number of (inappropriate) requests to SEN panel where approximately 50% of new requests are not agreed either because of insufficient evidence of support provided using delegated SEND funding or because needs should be able to be met at a universal level. This is not a productive use of time for all involved in this process and leads to frustration of parents and professionals which can escalate into tribunal appeals due to parental expectations not being met.
13. The current funding mechanism for supporting post-16 learners also needs to be clarified to ensure consistent advice, support and funding is provided which is based on learners needs, which is evidence based in line with decision making for all children and young people with SEND and agreed prior to learners attending settings. The lack of

clarity and consistency currently in this area can cause disagreements between the local authority and post-16 settings and frustration in parents/young people at not knowing what is reasonable to expect in terms of the support offered for students with SEND both with/without an Education Health and Care Plan.

### **Actions being taken forward**

14. Officers are currently supporting the co-production of a 0-25 “Inclusion Framework” which will identify needs descriptors and provision required for all areas of SEND across Universal (Element 1), Targeted (SEN Support) and Specialist (top-up funding/EHCP) levels. This has been and is continuing to be developed involving representatives from Educational Psychology, Sensory, Autism, Early Years and Education Access Teams, SENCO’s, Head teachers, Colleges, Early Years providers, Occupational Therapists, Speech and Language Therapists, Community Paediatrician’s, Designated Clinical Officer, Young Peoples Services, CAMHS and Parent Carer Forum representatives. This is continuing to be developed and the 0-16 descriptors are hoped to be completed during January 2019. The post-16 descriptors are being developed with colleges/settings and plan to be completed later this year.

### **Proposed developments**

15. To complete the Cheshire West and Chester model (“Inclusion Framework”) and to build upon existing practice and pathways to ensure a seamless and equitable SEND pathway in terms of assessment and support for children and young people 0-25.
16. To develop and implement agreed SEND descriptors and implement a new model to allocate, review and monitor EYIS funding.
17. To launch the new document to replace the current banding document to advise settings and inform consistent panel decisions and publish on the local offer to enhance transparency of decision making for parents/carers/young people.

### **Funding considerations to be taken forward**

18. It is intended that the framework should also provide broad indicators of the level of resource that you might expect to see allocated to children who have been identified at the different bands/levels. It must be emphasised that group developing the framework have adopted the principle that the allocation of resource follows the identification of need and the appropriate sort of support to meet that need. The framework is not drive by the funding but, as always, we have to take into account the budget envelope that we are all working within. As has been indicated to Schools Forum previously, the level of High Needs Funding for CW&C is not demand driven (i.e. we do not get more funding from the government for the more children we identify who have SEND).
19. Consideration has been given to replacing the current four levels of specialist support identified for top-up (3A, 3B, 3C, 3D) with three bands which will be reflected across 0-25 decision making.to ensure a clearer transition process using an agreed format.
20. In order to move to three bands of funding in line with the banding descriptors an initial proposal is to keep the current funding levels (currently band B, C and D) but not

allocate any further funding for new requests at Band A. The current breakdown of pupil numbers being funded is as follows: 140 on 3A (at £3092); 250 on 3B (at £4365); 324 on 3C (at £6911) and 197 on 3D (at £10731).

21. Currently there are 140 pupils receiving Band A funding. The proposal is they would remain at 3A until their next annual review when the funding would be reviewed on the evidence provided. In 2017/18 48% of pupils receiving top-up funding at 3A “stepped down” to the SEN Support level following annual review, 10% increased to a higher level of support and 42% remained the same. Therefore, we would expect that on review some pupils would be identified as having an increased level of need and receive a higher level of funding and some will have made progress (i.e. the intervention has brought about improvement) and needs can be met at SEN Support. Therefore, this is expected to be cost neutral but will allow the identification of three banding descriptors at specialist level across 0-25 to provide consistency and clarity
22. For early years, the proposal for support required and allocating of funding would also be across 3 bands.
  - **Specialist Funding Band A** is specifically intended to support children with identified special educational needs who have not made progress despite targeted support and should be used to provide additional support in order to promote continued progress and early intervention.
  - **Specialist Funding Bands B and C** are expected to support children with high level and complex needs
23. Indicative banding criteria is being modelled on the existing Early Years cohort to work up how much the proposal would cost. The proposal will also take account of the extension in eligibility for free entitlement and will time limit the allocation of funding to a maximum of two terms.

### **Next steps**

24. To share the SEND 0-25 descriptor document (“Inclusion Framework”) with CWAPH, CWASSH, CWASH and the PCF for feedback before finalising and launching including via the Local Offer.
25. A toolkit to be developed for educational settings for all areas of need across all key stages.
26. Develop an appropriate workforce plan to support training required across the workforce.
27. Review the impact of these developments and any amendments needed on a termly basis for the first 12 months.
28. Take forward funding proposals through the Schools Forum Finance Sub-Group for further consultation with Schools Forum at a future meeting.

Draft sample 0-25 Inclusion descriptors

<b>Social Communication and Interaction Needs</b>					
	<b>Universal offer</b>	<b>SEN Support (Targeted Element 2- Funding)</b>	<b>Top up Funding without EHCP Band A (Specialist)</b>	<b>Education, Health and Care Plan Band B(Specialist)</b>	<b>Education, Health and Care Plan Band C (Specialist)</b>
<b>Difficulties experienced</b>	Pupil may have identified social communication difficulties/ a diagnosis of ASD but can cope with the expectations of school life with differentiation e.g. time out card, additional processing time etc.	<p>Identified social communication difficulties with or without a diagnosis of Autism such as:</p> <p>Delayed social communication skills which can lead to anxiety, withdrawal, frustration or distress and impact on the child's/young person's ability to engage in classroom activities.</p> <p>Lack of awareness of social space, sitting/standing too close making others feel uncomfortable</p>	<p>Difficulties may also include:</p> <p>Levels of anxiety which are beginning to effect level of engagement and may affect attendance</p> <p>Rigid and inflexible thought patterns which interfere with engagement in some areas of learning..</p> <p>Experience difficulties/ unusual responses to sensory experiences (Under/Over responsive to sensory stimuli- can be easily distracted, upset by noise/touch/light)</p>	<p>Difficulties that may also be seen:</p> <p>High states of anxiety may seek to control circumstances, show demand avoidant behaviours and challenge authority of staff.</p> <p>Have difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences and responsibility for actions</p> <p>Exhibit rigid or obsessional behaviours which make it difficult to cope with unexpected changes and events.</p> <p>Experience significant sensory difficulties with noise, smells, touch,</p>	<p>Profoundly limited social communication skills, which impact on all areas of learning and social activity including break times and lunch times.</p> <p>Frequently in a high state of anxiety. Daily ritualistic and obsessional behaviours prevent adults from engaging the pupil with any adult-led activities or directions.</p> <p>Difficulties that present as highly demand avoidant behaviour that have the potential to severely disrupts learning by seeking to control the environment. Which require an individual approach to learning through making choices and avoiding</p>

				proximity to others..	conflict.
<b>Impact on the child's</b> social participation, interaction, independence.. Ability to participate in education, recreation/play, social activities and working environments	Pupil may experience low level difficulties with following: routines in school, responding to social situations such as turn taking, working in a,group/team and sharing of resources..	Social vulnerability due to lack of understanding and knowledge of social behaviour. This may cause withdrawal.  May need prompting to begin and end tasks and follow personal hygiene routines.  Difficulties forming and maintaining friendships with peers.  Have difficulties managing change and transitions	Have difficulties understanding social and physical risks. Pupil may be easily led and vulnerable to social isolation.  Limited initiation of social interaction but can take part in some games/social interaction if taught/supported	Limited functional and social communication skills which impacts on the ability to engage in the classroom activities  Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning.  Unable to reflect on consequences of his/her behaviour on others.  Approach others paying little or no attention to their response.	Inability to tolerate any social interaction other than meeting own basic needs.  Shows signs of distress over even small changes in the environment.  May demonstrate little/no interest in personal care-keeping clean, brushing teeth, wearing clean clothes.  May struggle to access regular sleep patterns which can affect punctuality an attendance.
<b>Impact on Wellbeing</b> Level of distress, upset, concern, frustration, anger, embarrassment, withdrawal, apathy, depression	Will feel/show some anxiety in social situations, involving group/team work.  Demonstrate withdrawal, embarrassment or frustration when uncomfortable or unable to understand expectations.	Self -confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.  Difficulties recognising and communicating own emotions and understanding the	Show signs of distress when faced with new people, places, events or when unsure what is going to happen.and when.  Difficulty expressing feelings without scaffolding/taught strategies in place.	Difficulties expressing emotions which may lead to challenging behaviours, withdrawal, low mood, increased anxiety and episodes of heightened emotional state.  This may be reported as happening at home or can be seen in a	Frequently anxious or frustrated, leading to frequent, and unpredictable, behaviours  No recognition of own or others emotions. Very low self-esteem may demonstrate no interest/motivation to engage or interact.

	May struggle to see others points of views	emotions of others.	Limited ability to understand the impact of their actions on others	withdrawal from attending school. health and well being  Significantly limited social communication that causes anxiety and limits the ability to manage emotions  .	May be diagnosed with depression/anxiety or demonstrate significant low mood.  May express negative thoughts and attempt to harm self or others.
<p><b>Reasonable adjustments as part of educational provision which should :</b></p> <p>Improve ability to communicate needs and feelings</p> <p>Improve ability to reach potential</p> <p>Facilitate successful inclusion</p> <ul style="list-style-type: none"> <li>Improve level of adjustment and ability to cope emotionally</li> </ul>	<p>All teaching staff are expected to demonstrate Quality First Teaching.</p> <p>Modification of language used to simplify and break down instructions.</p> <p>All staff are expected to be fully inclusive and make adaptations to reduce barriers to learning.</p> <p>All staff are expected to have attending autism awareness training.</p> <p>Whole class visual timetable and visual prompts used together with verbal instructions.</p> <p>Support for personal development /self-help and independence.</p>	<p>Implementation of strategies advised by an Educational Psychologist or Specialist Autism Teacher to support pupils with Social Communication difficulties/ Autistic Spectrum Disorder.or provided through support from a Specialist school/Resourced Provision/Teaching School Alliance (Regarding the individual Child/YP or from previous training advice and support received) Ensuring appropriate Plan Do Review cycles are completed.</p> <p>Support during unstructured times</p>	<p>Individual visual timetable/strategies to enable communication, follow instructions, reduce frustration and anxiety.</p> <p>Support to facilitate effective interaction, curriculum access and personal and emotional development throughout the majority of the day. This may be through scaffolding, written frameworks, alternative methods of recording, social skills groups, social stories, use of Emotional Literacy Support programmes, and direct individual support to access and remain on task and encourage and support the development of friendships.</p>	<p>Sensory programmes in place requiring significant adaptation of the curriculum in line with professional strategies/advice</p> <p>Need to consider if specialist advice and support is required regarding mental health needs.</p> <p>Pupil may use Makaton/Picture Exchange System to communicate wants and needs alongside verbal communication..</p> <p>Support to facilitate effective communication, interaction and curriculum access / personal development throughout the day.</p>	<p>An appropriate risk assessment and careful monitoring in place to maintain health and safety of young person and others.</p> <p>Individualised curriculum support and support for accessing unstructured social time to develop interaction and communication skills.</p> <p>Access to communication support through a specified programme to facilitate effective communication and interaction throughout the day.</p> <p>Alternative and Augmentative Communication (AAC) needed e.g.</p>

	<p>Support to manage transitions through specified strategies.</p>	<p>(Playtimes/breaktimes) and some curriculum work to understand and follow instructions.</p> <p>Meet and greet at the beginning of the school day for pupils that struggle with this transition.</p> <p>Enabled to access to an identified area when starting to feel anxious or upset in order to prevent anxiety escalating and provide space for calming.</p>	<p>Support required to manage all/most transitions through a specified programme or specific strategies.</p> <p>Meet and greet/debrief at the beginning and/or end of the school day.</p> <p>Regular access to an identified area when starting to feel anxious or upset and when space is required to reduce sensory overload.</p>	<p>Support to develop attention and concentration skills throughout the day.</p>	<p>Communication Aid with regular programming/updating</p> <p>Pupil may use Makaton/Picture Exchange System to communicate wants and needs.</p>
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## Early Years Inclusion Funding - using new Banding level criteria on 17/18 cohort

Review of Panel under new criteria

Panel Date	Banding Levels			Note if 30hrs	Totals
	A	B	C		
Jul-17	9	7	7		23
Oct-17	3	6	5		14
Dec-17	15	5	3		23
Feb-18	5	6	1		12
Mar-18	5	7	2		14
May-18	5	6	8		19
Jul-18	3	1	12		16
Sep-18		2	7		9
Oct-18	4	1	5		10
<b>Total</b>	<b>49</b>	<b>41</b>	<b>50</b>	<b>0</b>	<b>140</b>

From 'old' criteria

Banding levels			Entitlement	
High	15hrs/ 30hrs	91	10 High with 30hrs	
Medium	10hrs	44	6 Medium with plus 10hrs	
Low	5hrs	11	6 Low with plus 5hrs	

146 total different to 140 above - 6 would not be eligible under new criteria

### Costings

Using old criteria based on full year allocation from Panel decisions above

Banding Levels	Hours	Numbers	CW&C Funding rate	Totals - entitlements	Numbers	Additions re entitlements	Totals
High	15hrs	91	5130	466830	10	51130	517960
Medium	10hrs	44	3420	150480	6	20520	171000
Low	5hrs	11	1710	18810	6	3240	22050
<b>Total</b>				<b>636120</b>		<b>74890</b>	<b>711010</b>

Using new Banding Levels and current rates (£9 per hour, revised hours per band)

Banding Levels	Hours	Numbers	Costs	Totals - entitlements		Additions re entitlements	Totals
C	15hrs	50	5130	256500	10	51300	307800
B	10.5hrs	41	3591	147231	6	21546	168777
A	6hrs	49	2052	100548	6	12312	112860
<b>Total</b>		<b>140</b>		<b>504279</b>		<b>85,158</b>	<b>589,437</b>

**Using new Banding Levels and our suggestions costings at £9 per hour:**

Banding Levels	Hours	Numbers	Costs	Totals - entitlements		Additions re entitlements	Totals
C	15hrs	50	5130	256500	10	51300	307800
B	12hrs	41	4104	168264	6	24624	192888
A options	6hrs	49	2052	100548	6	12,312	112,860
<b>A option 1</b>				<b>525,312</b>		<b>63,612</b>	<b>613,548</b>
	5hrs	49	1710	83790	6	10,260	94,050
<b>A option 2</b>				<b>508,554</b>		<b>61,560</b>	<b>570,114</b>

**Option 3 - Using new Banding Levels and lower level costings for Band B and C at £9 per hour:**

Banding Levels	Hours	Numbers	Costs	Totals - entitlements		Additions re entitlements	Totals
C	15hrs	50	5130	256500	10	51300	307800
B	7.5 hours	41	2565	105165	6	15390	120555
A options	3hrs	49	1368	67032	6	8,208	75,240
<b>A option 1</b>				<b>428,697</b>		<b>63,612</b>	<b>503,595</b>

**From the figures above:**

Current model in Cheshire West using current criteria (5,10 & 15hrs)	£711,010
Bath Model (6, 10 & 15hrs)	£589,437
Modelled Option 1 (6, 12, 15hrs)	£602,208
Modelled Option 2 (5, 12, 15hrs)	£570,114
Modelled Option 3 (3, 7.5, 15hrs)	£503,595

**Bath model**

Band A		Band B		Band C	
Based on 15 hours EYE	Based on 30 hours EYE	Based on 15 hours EYE	Based on 30 hours EYE	Based on 15 hours EYE	Based on 30 hours EYE
Up to £2,052 ISF per annum	Up to £4,104 ISF per annum	Up to £3,591 ISF per annum	Up to £7,182 ISF per annum	Up to £5,130 ISF per annum	Up to £10,260 ISF per annum

**Agenda item 7**

**Combined Budgets Expenditure**

**Purpose of the Report**

1. To propose and agree the allocation of the combined budgets element of the Dedicated Schools Grant (DSG) for 2019-2020 which also includes the former miscellaneous budget items.

**Recommendation**

2. That the Schools' Forum agrees the allocation and configuration of the combined budgets element of the DSG and the miscellaneous expenditure for the 2019-2020 financial year.

**Background**

**Combined Budgets**

3. Table 1 provides an outline of the proposed configuration for the combined budgets element of the DSG in the 2019-2020 financial year. This remains unchanged from 2018-2019.
4. The DSG funding for these budgets is allocated to the Local Authority as a historic commitment within the Central Schools Services Block (CSSB). Funding for this element is being maintained at the same level as in 2018-2019. The ESFA expect however that this expenditure from DSG will reduce over time as contracts and other commitments reach their end points and they will continue to monitor this expenditure year-on-year. Explanations will be sought where expenditure recorded on section 251 returns is not reducing as expected.
5. From 2020 to 2021, the ESFA expect to start to reduce the historic commitments element of the CSSB where local authorities' expenditure has not reduced. This is so as not to maintain indefinitely significant differences in funding between local authorities which reflect historic decisions. Other funding would need to be identified to maintain these historic commitments, otherwise they would become chargeable activities to schools or cease.

Table 1

<b>Service delivery area</b>	<b>Proposed allocation in 2019-2020</b>	<b>Purpose of the budget</b>
Schools' contribution to the LSCB	£89K	Subscription for all schools towards the work and function of the Local Safeguarding Children's Board (LSCB)
School Improvement and Intervention Team	£551K	This funds the School Intervention Team, including the team of Associate School Improvement Advisers. The small central team focuses on the co-ordination, deployment and quality assurance of a larger team of ASIAs. This larger team of ASIAs is not only ensuring that effective monitoring and challenge of schools is taking place but is contributing to the delivery of priorities for the Education Improvement Board (albeit funded by that board).
Raising the participation age and 14-19 support	£60K	To support schools and the LA to improve support and outcomes across the 14-19 age range. This includes the ongoing support around performance monitoring, advice to schools on curriculum, facilitating partnership working between schools, colleges, providers, Local Enterprise Partnership (LEP), etc., writing bids to draw in funding for the benefit of schools, supporting careers education, facilitating links between schools and employers, etc.
Primary statutory national curriculum assessments	£20K	To deliver support for Primary National Assessments including moderation activities.
Total	£720K	

## Miscellaneous Budgets

6. The 2014-2015 Regulations re-instated the ability of the Schools' Forum to agree some funding against a miscellaneous budgets line. The total amount that can be allocated cannot exceed the level of this budget line in the 2012-2013 Section 251 statement. This figure was £115K.
7. For the 2019-2020 year, it is proposed to allocate this funding as follows:

Table 2

FFT License	£30K	To pay for the Fischer Family Trust (FFT) license for all schools (maintained and academies). This cost has increased by 4% from the previous year.
Support for Duke of Edinburgh Activities	£25K	To provide a centrally allocated resource to commission Edsential to deliver a Duke of Edinburgh programme across all schools in the borough.
CASPA (Comparison and Analysis of Special Pupil Attainment)	-	To pay for the annual CASPA LA license - LA module and database hosted by the Local Authority to support Special Schools. <b>(now ceased)</b>
Commissioning Budget for the Cheshire West Education Improvement Board (CWEIB)	£60K	To provide budget for the CWEIB to commission activity in line with the priorities agreed by the Board.

**Agenda Item 8**

**De-delegation – Proposals for 2019-2020**

**Purpose of the Report**

1. The purpose of this report is to agree the amounts to be de-delegated by maintained primary and secondary schools for 2019-2020.

**Recommendations**

2. The Schools Forum (maintained primary and secondary school representatives) is requested to agree the amounts to be de-delegated to the Local Authority for 2019-2020.

**Background**

3. Since 2013, Schools Forum has agreed annually the de-delegation of funds for maintained schools. This arrangement of pooling funds to cover specific purposes is proposed again for 2019-2020 to cover maintained schools collectively from costs arising from the following:

	Primary	Secondary
Suspensions	✓	✓
Tribunals	✓	✓
Free School Meal Eligibility Assessment	✓	✓
Maternity cover	✓	
Trade Union Facilities	✓	✓
Software licences (SIMS)	✓	✓

4. Guidance on the operation of de-delegated services issued by the ESFA includes the following requirements:
  - the requirement to make a clear statement of how the funding is to be taken out of the formula
  - reporting unspent de-delegated funding at the year end to Schools Forum
  - local authorities retaining de-delegated funding up to 1 September for Academy conversions occurring up to this date. Full year de-delegation to be retained for conversions after 1 September. This is to allow services to plan operations for the financial year.
  - local authorities are able to carry over unspent de-delegated central expenditure to be used for the same purpose. This ensures that funds can be carried forward without having to be allocated through the formula

again and ensures funding that maintained schools de-delegate continues to be available for the use of maintained schools.

### **Forecast Financial Position for 2018-2019**

5. For 2018-2019, schools de-delegated a total of £767k (£683k primary, £84k secondary) and carried forward net underspends of £113k from 2017-2018 to give £880k in total de-delegated funds. In year, £27k of de-delegated funds have been recouped for schools converting to academy to give a revised budget of £853k. At January 2019, a small net underspend is forecast at £6k (£19k overspend in primary maternity, £25k underspend in secondary contingencies). Details of expenditure incurred and forecast against each service is shown in Appendix A.

### **Principles for managing de-delegated fund**

6. The principles for managing de-delegated funds as agreed with Schools Forum in 2014-2015 will continue so that:
  - (i) The 2018-2019 underspend is carried forward as allowed by the School Finance Regulations to offset further de-delegation in 2019-2020.
  - (ii) Primary and Secondary de-delegation to be managed separately to ensure the de-delegation rates reflect expenditure within each sector.
  - (iii) Total de-delegation to reduce as schools transfer to Academy in line with reduced pupil numbers and number of schools as the level of expenditure will reduce accordingly with fewer schools.

### **Proposed amounts for de-delegation 2019-2020**

7. The proposed level of de-delegation for 2019-2020 is £831k which excludes the £6k forecast carry forward from 2018-2019. In summary, the proposed rates for de-delegation are:
  - Primary - £2,017 per school, £21.14 per pupil (£17.32 in 2018-2019) and £4.81 per FSM Ever 6 pupil
  - Secondary - £8.92 per pupil (£8.58 in 2018-2019) and £4.06 per FSM Ever 6 pupil
8. The increase in the primary rate reflects current level of spend on maternity pay costs which also includes the impact of recent pay inflation. It should also be noted that claims for Trade Union Facilities Time have increased to reflect pay increases and that also previous vacancies have now been filled. Income from schools converting to academy has not increased and therefore the cost per maintained pupil has increased accordingly in the rates above.

Further details at service level are shown in the table in Appendix B.

## **Next Steps**

9. The agreed rates for de-delegation to be included in the School Funding Formula submission to the ESFA for 21 January deadline. De-delegated funds will be deducted from schools opening budgets and details included in the budget letter issued to individual schools before the statutory deadline of 28 February 2019.

Appendix A  
Forecast outturn for de-delegated budgets for 2018-2019

Description	De-delegation (including 2017-2018 carry forward) £	Forecast Outturn £	Variance Over / (under) £
<b>Primary</b>			
Contingencies – suspensions and tribunals	74,690	74,690	0
FSM eligibility assessments	22,046	22,046	0
Maternity	506,068	525,157	19,089
Trade Union	35,521	35,521	0
Licences	87,645	87,579	-66
<b>Total Primary</b>	<b>725,970</b>	<b>744,993</b>	<b>19,023</b>
<b>Secondary</b>			
Contingencies – suspensions and tribunals	39,056	16,483	-22,573
FSM eligibility assessments	7,213	7,213	0
Trade Union	29,794	29,794	0
Licences	51,210	49,194	-2,016
<b>Total Secondary</b>	<b>127,273</b>	<b>102,684</b>	<b>-24,589</b>
<b>Total Dedelegation</b>	<b>853,243</b>	<b>847,677</b>	<b>-5,566</b>

Appendix B

De-delegation calculation for 2019-2020

Description	Budget requirement 2019-2020 £	Forecast carry forward £	De-delegation 2019-2020 £	Number of pupils 2019-2020	Number of schools 2019-2020	Per pupil Delegation rate 2019-2020 £	Lump sum Delegation rate 2019-2020 £
Contingencies - Suspensions, tribunals	75,000	0	75,000	23,466		3.20	
Maternity	500,000	19,089	519,089	23,466	111	12.58	2,017
Trade Union	42,000	0	42,000	23,466		1.79	
Licences	83,863	-66	83,797	23,466		3.57	
<b>Subtotal - primary per pupil</b>	<b>700,863</b>	<b>19,023</b>	<b>719,886</b>	<b>23,466</b>	<b>111</b>	<b>21.14</b>	<b>2,017</b>
FSM eligibility assessments - per FSM Ever6	20,204	0	20,204	4,367		4.81	
<b>Total Primary</b>	<b>721,067</b>	<b>19,023</b>	<b>740,090</b>				
Contingencies - Suspensions, tribunals	25,000	-22,573	2,427	9,333		0.26	
Trade Union	32,000	0	32,000	9,333		3.43	
Licences	50,866	-2,016	48,850	9,333		5.23	
<b>Subtotal - secondary contingencies</b>	<b>107,866</b>	<b>-24,589</b>	<b>83,277</b>	<b>9,333</b>		<b>8.92</b>	
FSM eligibility assessments- per FSM Ever6	7,576	0	7,576	1,866		4.06	
<b>Total Secondary</b>	<b>115,442</b>	<b>-24,589</b>	<b>90,853</b>				
<b>Total Dedelegation</b>	<b>836,509</b>	<b>-5,566</b>	<b>830,943</b>				

## **Agenda Item 9**

### **Dedicated Schools Grant (DSG) 2018-2019 Forecast Outturn at Third Review**

#### **Purpose of the Report**

1. The purpose of the report is to provide an update on the financial forecast outturn position for 2018-2019 for centrally held DSG as reported at the Third Review. This is based on the position at November 2018.

#### **Recommendations**

2. The Forum is asked to note the Third Review position on the DSG.

#### **Forecast Outturn**

3. The forecast outturn position for the centrally held DSG is a net overspend of £0.082m which is an improved position from the net overspend of £0.255m forecast at Second Review. This net forecast position includes the following key variances:-

- There is a forecast overspend of £0.3m on 16-25 top up payments to FE colleges. This is due to an in year reduction in the DSG funding following the import/export adjustment of the high needs block. This is offset with underspends on mainstream top up payments of £0.3m This is due to a lower number of pupils in Reception with additional funding and also from a reduction in top up without a plan where applications for support have not been received/renewed after two years.
- Additionally there are increased forecast costs for placements at Independent and Non Maintained Special Schools of £0.4m which is partially offset by a forecast underspend of £0.1m on children placed in other Authority's schools.
- Savings arising from staffing vacancies across the Education service are forecast at £0.1m and a further saving of £0.1m on rates compared to original estimated charges.
- The de-delegated schools budget, which is traditionally ring-fenced to maintained schools, is forecast to be balanced to budget.

Officers will continue to monitor the financial position and seek ways to mitigate the forecast overspend across all areas of the DSG, but Schools Forum should note that, in the first instance, the overspend will be a call on the unapplied DSG carry forward from 2017-2018. In addition, the future year impact of any ongoing budget pressure arising this year will also need to be factored into the 2019-2020 budget, which will be presented for consideration in January 2019.

## **Next Steps**

4. To report the final DSG outturn position to Schools Forum in July 2019 and include budget pressures and savings in the 2019-2020 DSG budget setting proposals in January 2019.

**Cheshire West and Chester  
Schools Forum  
14 January 2019**

**Agenda Item 11**

**Schedule of meetings 2018-2019**

**Schools Forum** – all meetings 4.30pm – 6.30pm (refreshments at 4pm) unless otherwise stated

<b>Date</b>	<b>Venue</b>	<b>Proposed agenda</b>
Monday 11 February 2019	Queen's Park High School	<ul style="list-style-type: none"> <li>• Early Years funding formula for February submission</li> <li>• Special Educational Needs (SEN) Funding for Mainstream and Special Schools – Funding from the High Needs Block 2019-2020</li> <li>• Central Spend budgets 2019-2020</li> </ul>
Monday 8 July 2019	Queen's Park High School	<ul style="list-style-type: none"> <li>• School funding arrangements –national data comparison 2019-2020</li> <li>• School funding arrangements for 2020-2021</li> <li>• Directed revisions to schemes for financing schools</li> <li>• DSG 2018-2019 outturn</li> <li>• Financial year 2018-2019 analysis of schools balances (including Academies)</li> <li>• Basic needs capital programme</li> <li>• Annual review of Schools Forum membership, constitution and terms of reference</li> </ul>

**Schools Forum finance sub group** – all meetings 2pm – 4pm unless otherwise stated.

Tuesday 22 January 2019  
Tuesday 18 June 2019

Nicholas House G2  
tbc