

Notice of Schools Forum

Date: Thursday, 13 January 2022 at 9.00 am

Venue: Virtual Meeting via MS Teams



Membership:

Chairman:

Geoff Cherrill

Vice Chairman:

Patrick Earnshaw

Russell Arnold
Mark Avoth
Kate Carter
Jon Chapple
Lauren Dean
Ben Doyle
Linda Duly
Phillip Gavin

Brigid Hincks
Sue Johnson
Marie Lane
Nadine Lapskas
Dorian Lewis
Jacqueline Page
Jeremy Payne
Sean Preston

Michael Reid
Dave Simpson
Sian Thomas
VACANCY
VACANCY
VACANCY
Cllr N Greene
Cllr M White

All Members of the Schools Forum are summoned to attend this remote meeting to consider the items of business set out on the agenda below.

The press and public are welcome to attend this remote meeting and should email any request to do so to the meeting contact below, and a meeting invite will be sent.

<https://democracy.bcpCouncil.gov.uk/ieListDocuments.aspx?MIId=5095>

If you would like any further information on the items to be considered at the meeting please contact: Chris Harrod on 01202 096660 or email democratic.services@bcpCouncil.gov.uk

Press enquiries should be directed to the Press Office: Tel: 01202 118686 or email press.office@bcpCouncil.gov.uk

This notice and all the papers mentioned within it are available at democracy.bcpCouncil.gov.uk

GRAHAM FARRANT
CHIEF EXECUTIVE

5 January 2022



Maintaining and promoting high standards of conduct

Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests



What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

Bias Test

In all the circumstances, would it lead a fair minded and informed observer to conclude that there was a real possibility or a real danger that the decision maker was biased?

Predetermination Test

At the time of making the decision, did the decision maker have a closed mind?

If a councillor appears to be biased or to have predetermined their decision, they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer
(susan.zeiss@bcpcouncil.gov.uk)

Selflessness

Councillors should act solely in terms of the public interest

Integrity

Councillors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships

Objectivity

Councillors must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

Accountability

Councillors are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

Openness

Councillors should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

Honesty & Integrity

Councillors should act with honesty and integrity and should not place themselves in situations where their honesty and integrity may be questioned

Leadership

Councillors should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

AGENDA

Items to be considered while the meeting is open to the public

1. Apologies for Absence

To receive any apologies for absence.

2. Declarations of Interest

Schools Forum Members are requested to declare any interests on items included in this agenda. Please refer to the workflow on the preceding page for guidance.

Declarations received will be reported at the meeting.

3. Minutes of the Previous Meeting

5 - 8

To confirm the minutes of the previous meeting, held on 12 November 2021, as a correct record.

4. DSG Settlement and Draft Budget for 2022-23

9 - 16

The DSG Settlement was received on 16 December 2021. It provided:

- a. Initial allocations for the early years block based on the DfE estimate of take up of the free entitlements over the year, incorporating the £0.21 per hour increase in 2- year old funding and £0.17 per hour for those aged 3&4 of circa 4%.
- b. Final allocations for the school's block national funding formula (NFF) based on the October 2021 schools census. The increase in funding through the schools NFF for 2022-23 totals £8.8 million (3.9%). Higher funding values account for £5.4 million (2.4%), as reported in September, with additional pupils at census providing a further £3.4 million (1.5%). Funding for in-year pupil growth from September 2022, has increased by £0.4 million compared with last year.
- c. Provisional allocations for mainstream schools of a supplementary grant of £6.8 million (equivalent to 3% of mainstream funding) to cover specifically the new health and social care levy as well as general cost pressures.
- d. Allocations for the central school services block provide a reduction compared with last year of £80,000.
- e. Allocations for the high needs block have increased in total by £6.5 million (13.6%) in total compared with last year, due to higher NFF funding values (£3.8 million), more pupils attracting the basic entitlement (£0.8 million) and the autumn spending review allocating further funds (£1.9 million).

The high needs deficit is projected to grow further in 2022-23 despite the significant increase in funding.

5. School Funding Consultation and Budget Proposals 2022-23

17 - 78

This report sets out the outcome of the 2022-23 school funding consultation and proposals for the DSG budget

The schools block proposals include that the mainstream schools funding formula is to continue to adopt the National Funding Formula (NFF), the existing growth fund policy is maintained, and the balance of funding is transferred to support the high needs budget. Also included are budget proposals for the central school services block and services to support maintained schools.

6. Early Years Funding Consultation

79 - 94

This report sets out the proposed options for the early years single funding formula (EYSFF) for the financial year 2022/23 and a summary of responses to the consultation undertaken with the sector (to follow as Appendix 2). Central budgets for early years are also to be agreed. This is to ensure the council meets its statutory requirements set out in the Schools Forum regulations and School and Early Years Financial Regulations.

7. Looked-After Children Pupil Premium Arrangements 2022-23

95 - 106

This report advises Schools Forum members of the proposed arrangements for both the central retention and allocation to educational establishments of the Pupil Premium Plus Grant.

8. Schools Forum Forward Plan Refresh

107 - 112

This report sets out the work programme for the Schools' Forum until the end of the 2022/23 Academic Year.

9. Dates of Future Meetings

- 24 June 2022

Dates further to the above will be shared with Forum Members in due course.

10. Any Other Business

To consider any other business, which, in the opinion of the Chairman, is of sufficient urgency to warrant consideration.

No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

SCHOOLS FORUM

FRIDAY, 12TH NOVEMBER, 2021

Present: Geoff Cherrill (Winchelsea Special School) – **Chairman**
Patrick Earnshaw (Highliffe School) – **Vice-Chairman**

Russell Arnold, The Quay School
Mark Avoth, Bourne Academy
Lauren Dean, Kings Park Academy
Ben Doyle, St Peters School
Linda Duly, Cuddles Day Nursery
Phillip Gavin, Christchurch Learning Centre
Nadine Lapskas, LeAF Studio
Dr Dorian Lewis, Bournemouth School
Jacqueline Page, Bournemouth and Poole College
Dave Simpson, The Epiphany School
Sian Thomas, Ambitions Academies Trust
Marie Lane, St Edwards RC CE VA School
Arline Sperryn-Jones, Twynham Primary School

Also in Councillor Nicola Greene, BCP Council
Attendance: Councillor Mike White, BCP Council

Officers in Jo Collis-Heavens, Group Accountant
attendance: Steve Ellis, Accountant - Education
Rina Mistry, Early Help Performance Manager
Tanya Smith, Head of School Planning and Admissions
Nicola Webb, Assistant Chief Financial Officer
Andrew Hind, Pupil Place Planning, Admissions & School Funding
Simon Mckenzie, Head of SEND Improvement

11 Apologies for Absence

Apologies were received from Jon Chapple (substituted by Arline Sperryn-Jones), David Newman (substituted by Marie Lane), Kate Carter, Sean Preston, Jeremy Payne and Sue Johnson.

12 Declarations of Interest

No declarations were made.

13 Minutes of the Previous Meeting

The Minutes of the previous meeting were confirmed as an accurate record, subject to Dr Dorian Lewis being marked as present.

14 Dedicated Schools Grant (DSG) Budget Monitoring 2021-22 and Draft High Needs Budget 2022-23

The Assistant Chief Financial Officer presented a report, a copy of which had been circulated to each Forum Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

Officers responded to Forum Members' comments and requests for clarification, details included:

- There was originally an ambition to look at individual school budget setting earlier than historically, but there had been resourcing issues within Children's Services and as a result, Financial Services had recently picked up this piece of work, which had ultimately delayed the process. It was therefore anticipated that a consultation would be produced over the course of the next few weeks and subsequently sent to schools to complete. No significant changes were being planned for the next year.
- Approximately 60% of schools within the area were already on the minimal per pupil funding level on the National Funding Formula (NFF) and so many would have a good idea as to what their funding would look like, provided they had their October Census pupil figures
- For schools not on minimal per pupil funding, it was more difficult to estimate what budgets would look like, but work was being undertaken and would be included in the consultation paper
- The team was planning for a 0.5% (£1.1million) transfer this year, as had previously been done, although this would only be recommended if the national funding formula could be met in full, as this would not be known until December when the final data was available.
- For 2023/24 budgets, the Government was planning for Local Authorities moving their own local funding formulas towards the national formula and would be publishing how that would need be achieved, although this would not impact BCP Council, which had already achieved this. There were also plans for the remaining local exceptional formula factors and the growth fund to be included within the NFF that year.

15 Capital Projects 2019 - 2021

The Director of Education presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

There were no comments or requests for clarification on this item.

16 Update – Mainstream SEND Banding Review

The Early Help Performance Manager gave a brief powerpoint presentation to accompany the published report, copies of which had been circulated to each Member and a copy of which appears as Appendix 'C' to these Minutes in the Minute Book.

The Early Help Performance Manager detailed the concerns that led to the SEN Banding Review and set out its purpose, its objectives and where the established working group and its sub-groups sat within the Schools' Forum hierarchy. It was also pointed out that the review fell within the SEND Transformation Programme and therefore linked in with the following areas:

- High Needs Block deficit
- Education Transformation Programme
- The Written Statement of Action
- Appreciative Inquiry
- Inclusion Strategy

She highlighted the average cost of high needs placements by provision type, which demonstrated the significant variance in cost between different provisions. Prevalent need types were also highlighted and a breakdown by percentages was also provided. Four need types had been highlighted because they were areas in which there was the highest proportion of need, three of these areas had been marked in red because there had been an increase in these figures since 2019.

An update was also provided which set out the progress to date made by the main working group and indeed its three sub-working groups, which were looking at:

- Descriptors – revising the current band descriptors
- Finance and Data – Financial modelling, SEND data and cost analysis
- Processes – review and revision of current processes followed by the BCP SEND Teams, Schools and Parents/Carers

A proposed timeline was introduced to the forum, which gave a clear indication as to how the working groups would be dealing with this area of work.

Officers responded to Forum Members' comments and requests for clarification, details included:

- Raw data would be provided to Forum Members to accompany the percentages already provided.
- Work on baseline figures was being undertaken to address the barriers in the form of pulling together a series of consultation groups to better understand why parents/carers weren't necessarily applying for their children with additional needs to be educated within mainstream education. Email requests were due to be sent out to both Forum Members and other colleagues to invite them to join these consultation groups to explore any barriers and/or restrictions.
- The SEND Banding review would take approximately a year to implement from start to finish following the annual reviews and new EHCP's being issued. This would reduce the impact on schools' budget processes and the actual implementation date was likely to be during the summer term or ready for the following term in September.

17 Forward Plan

The Chairman advised the Forum that he would work with Officers to pull together a formalised Forward Plan for the Forum and would ensure that the following item was included in addition to the standardised items:

- Forum Membership

Additionally, the Director for Education advised a report that proposed a bulge class for The Grange School would be brought to the Forum's meeting in January, which would also be added to the Forward Plan.

18 Dates of Future Meetings

Schools Forum Members noted the following future meeting dates:

- 13 January 2022
- 24 June 2022

19 Any Other Business

The Clerk advised the Forum that David Newman, of Poole High School has left his post and therefore the Forum.

The Chairman requested that the Forum's thanks for David's contributions to the Forum be placed on record.

Friday, 12th November, 2021

Duration of the meeting: 9.00 - 9.44 am

**Chairman at the meeting on
Friday, 12 November 2021**

SCHOOLS FORUM



Report subject	DSG Settlement and Draft Budget for 2022-23
Meeting date	13 January 2022
Status	Public
Executive summary	<p>1. The DSG Settlement was received on 16 December 2021. It provided:</p> <ul style="list-style-type: none"> a. Initial allocations for the early years block based on the DfE estimate of take up of the free entitlements over the year, incorporating the £0.21 per hour increase in 2- year old funding and £0.17 per hour for those aged 3&4 of circa 4%. b. Final allocations for the school's block national funding formula (NFF) based on the October 2021 schools census. The increase in funding through the schools NFF for 2022-23 totals £8.8 million (3.9%). Higher funding values account for £5.4 million (2.4%), as reported in September, with additional pupils at census providing a further £3.4 million (1.5%). Funding for in-year pupil growth from September 2022, has increased by £0.4 million compared with last year. c. Provisional allocations for mainstream schools of a supplementary grant of £6.8 million (equivalent to 3% of mainstream funding) to cover specifically the new health and social care levy as well as general cost pressures. d. Allocations for the central school services block provide a reduction compared with last year of £80,000. e. Allocations for the high needs block have increased in total by £6.5 million (13.6%) in total compared with last year, due to higher NFF funding values (£3.8 million), more pupils attracting the basic entitlement (£0.8 million) and the autumn spending review allocating further funds (£1.9 million). <p>2. The high needs deficit is projected to grow further in 2022-23 despite the significant increase in funding.</p>
Recommendations	It is RECOMMENDED that Schools Forum note the contents of the report.
Reason for recommendations	Other papers on the agenda consider the impact of the Settlement and DSG budget in detail.

Portfolio Holder(s):	Councillor Mike White, Children and Young People Councillor Nicola Greene, Council Priorities and Delivery
Corporate Director	Adam Richens, Chief Finance Officer and Director of Finance
Report Author	Nicola Webb, Assistant Chief Finance Officer
Wards	All
Classification	For information

Background

1. The 16 December 2021 Settlement information for 2022-23 compared with the forecast for 2021-22 is included in Table 1 below:

Table 1 – School Funding December Settlement 2022-23

Funding Block	Forecast	Forecast	Annual Change	
	2021-22	2022-23		
	£000's	£000's	£000's	%
Early Years				
2-year olds Entitlement*	2,355	2,447	92	3.9
3-year olds Entitlement*	17,683	18,360	677	3.8
Pupil Premium	77	126	49	
Disability Access Fund (DAF)	118	101	-17	
Total Early Years	20,233	21,034	801	4.0%
Schools Block				
Primary	117,756	120,330	2,574	2.2
Secondary	108,010	114,240	6,230	5.8
Total NFF	225,766	234,570	8,804	3.9
Premises	331	331	0	0.0
Business rates	1,348	1,368	20	1.4
Supplementary grant from spending review **	0	6,834	6,834	-
Growth fund	1,435	1,839	404	28.2
Total Schools	228,880	244,942	16,062	7.0%
Central School Services				
NFF	1,767	1745	-22	(1.2)
Commitments	291	233	-58	(20.0)
Total Central School Services	2,058	1,978	-80	(3.9%)
NFF	47,822	52,399	4,577	(1.2)
Spending review allocation	0	1,947	1,947	-
Total High Needs	47,822	54,346	6,524	13.6%
Total	298,993	322,299	23,306	7.8%

* 2021-22 comparative updated for DfE estimated hours in 2022-23 Settlement

** Separate grant to the DSG in 2022/23. The 2022-23 DSG schools block total is £238,108 with the corresponding DSG total £315,465,000.

Early years block

2. The published information includes indicative allocations only. The early years funding projections for the free entitlements in table 1 for both 2021-22 and 2022-23 use the same hours of provision estimated by the DfE in the December Settlement. Data used is from the January 2021 schools and early years census, where take up may have been lower than normal due to the pandemic. The same data has been used in table 1 to illustrate the growth in funding between years. This was announced prior to the Settlement as increases for 2 years olds of £0.21 per hour and for 3 and 4-year olds of £0.17 per hour.
3. Included within the DSG but outside the early years funding formula there are prescriptive amounts included in the total early years funding in table 1:
 - a. early years pupil premium which has increased by 7p (13%) from 53p to 60p per hour for eligible children
 - b. disability access fund for one off payments to settings for eligible children which has increased by £185 (30%) from £615 to £800.
4. The early years funding will be updated from census take up of free entitlement hours in January 2022 and January 2023 with funding finalised in summer 2023. In 2021-22 funding is exceptionally based on termly census data and with the recent resurgence of Covid, an exceptional approach may need to be taken again for the coming year.

Schools block

Schools NFF and Growth Funding

5. The school NFF allocations are now final for 2022-23 with the mainstream school NFF allocations updated to reflect pupil numbers at the October 2021 census and with growth fund allocations determined according to the national approach.
6. Compared with 2021-22 the increase in the schools NFF total is £8.8 million (3.9%). This comprises £5.4 million (2.4%) from the increase in unit values (as shown in the September report) with a further £3.4 million (1.5%) from rising pupil numbers as shown in Table 2 below.

Table 2: Mainstream Schools Final NFF 2021-22

	November Report (based on October 2020 census)			December Settlement (based on October 2021 census)			Change
	Pupil Numbers	Unit Value £	Funding £000's	Pupil Numbers	Unit Value £	Funding £000's	Funding £000's
Primary	27,555	4,362.96	120,223	27,580	4,362.96	120,330	107
Secondary	19,166	5,788.41	110,941	19,736	5,788.41	114,240	3,299
Total NFF	46,721		231,164	47,316		234,570	3,406

7. The October 2021 census contained an additional 595 pupils (1.3% increase) compared with the previous year, comprising 25 more primary pupils (reversing the decline seen last year) and 570 more secondary pupils (continuing the trend). Secondary growth is expected to continue in September 2023. The growth fund proposals in a separate paper consider how this in-year growth is to be funded. DSG funding for growth has increased by £0.4 million compared with last year.

8. Updated school data from the October 2021 census is not reflected in the NFF primary and secondary units of funding until 2023-24. The school level census data used to calculate individual school budgets arrived also in December with the affordability of the NFF evaluated and considered further in a separate paper on the agenda.

School Supplementary Grant

9. A supplementary grant was announced in the government's autumn 2021 spending review. Allocations are indicative only, as they are calculated using preliminary data from the October 2021 census. The final data will be available in early 2022 and allocations will be confirmed in spring 2022, based on final FSM6 data.
10. The schools supplementary grant is payable only to public sector schools. This means that further education colleges, sixth form colleges, independent learning providers, as well as private and voluntary sector early years providers will not be eligible to receive this funding.
11. The DfE intention is that payment of this additional funding in the form of a separate grant will be for 2022-23 only. The funding will be incorporated into core mainstream NFF allocations for 2023-24.
12. Both maintained mainstream schools and mainstream academies will receive allocations under the schools supplementary grant, covering the financial year 2022-2023. Academies will receive an additional allocation of the schools supplementary grant to cover April to August 2023, being the period in advance of the funding being rolled into academies' core budget allocations through the NFF.
13. Schools have the flexibility to prioritise their spending of the schools supplementary grant to best support the needs of their pupils and staff and address cost pressures, including those associated with the new health and social care levy.
14. The funding rate consists of the following three elements, which are based on factors already in the schools national funding formula:
 - a basic per-pupil rate (with different rates for primary, key stage 3 and key stage 4)
 - a lump sum paid to all schools, regardless of pupil numbers
 - a per-pupil rate for pupils who are recorded as having been eligible for free school meals at any point in the last six years (FSM6), with different rates for primary and secondary pupils.
15. Schools that have opened in the past 7 years and are still adding year groups in the 2022-23 academic year will be funded based on the estimated pupil numbers from the authority proforma tool (APT) containing the school budget calculations for all mainstream schools. Allocations will be adjusted to reflect actual pupil numbers. Schools with growth in pupil numbers but not adding additional year groups, will not see adjustments to funding.
16. Early years provision in schools will be funded at £24 per pupil based on the January 2022 school census. There is also a post-16 element to the schools supplementary grant, and this will be allocated for ages 16 to 19 at £35 per pupil using data from the 2022-23 funding allocations.
17. There are no decisions for Schools Forum or the council regarding this grant.

Central school services block (CSSB)

18. The funding rate for on-going functions has reduced by the 2.5% programmed to £26.88 per pupil. The increase in pupils at census has dampened the impact to a reduction of £22,000 (1.2%).
19. The funding for historic commitments has not yet been restored to previous levels, although the required evidence of expenditure has been provided to the DfE, and this is being progressed.

High needs block

20. The high needs block allocations were announced in September 2021 with an additional £3.8 million provided through the high needs NFF. Funding through the basic entitlement factor increased by £0.8 million in the December Settlement from the October 2021 census. The total increase attributable to the NFF is, therefore, £4.6 million (9.5%) in total.
21. The Autumn Spending review provided further funding of £1.9 million bringing the total increase to £6.5 million (13.6%) for 2022-23. Some of this increase will be needed for further inflationary pressures in independent and non-maintained special schools (INMSS), special schools hosted by other local authorities, as well as increases for BCP maintained and academy specialist providers.
22. The final adjustment to reflect the cross-border flow of pupils based on the January 2022 census will be made in summer 2022.

Draft DSG budget 2022-23

23. The appendix (to follow) includes the latest budget monitoring position for 2021-22 and draft budget for 2022-23. Information has been delayed by the timing of DfE announcements and other late budget developments. The expectation is that the high needs deficit will continue to grow in 2022-23 despite the significant increase in funding.
24. The assumptions for 2022-23 include:
 - a. The growth fund is set as shown within the school funding consultation.
 - b. New local high needs places are delivered in the year as planned (currently 17 potential new places).
 - c. The high needs adjustment in summer 2022 will be minimal (funding could increase or decrease dependent on high needs placements filled in January 2022).
 - d. No surplus schools block funding has yet been transferred to high needs.
 - e. Central schools services block budgets are set at the level of funding.
 - f. The early years block continues a central retention at the same level as last year.
 - g. Contingency budget for increased top up funding pending the outcome of reviews.
25. The above assumptions provide an annual funding gap without:
 - a. Cuts to high needs services (for example, outreach) which may be considered during the year

- b. further activities to reduce the budget requirement.

Central school services block

- 26. The proposed budget for this block is shown in the separate paper on the agenda. Service restructuring is on-going with continued refinement of activity and costs.
- 27. The latest budget proposal is largely consistent with the information in the school funding consultation document. The only changes being from the increase in pupil numbers and cost of DfE licenses notified in the December settlement.

Financial implications and risks

- 28. The DSG deficit is forecast to grow annually without a significant reduction in EHCPs despite creating extra local places and receiving additional funding. A significant part of this increase in funding will need to be allocated to specialist providers due to inflationary pressures being signalled nationally.
- 29. There continues to be a risk that projected costs will rise further and that no new activities are developed to reduce budget demand. The accumulated deficit could be approaching £40 million by March 2023.
- 30. Growing DSG deficits are a national problem and considered to be a direct consequence of the 2014 Children and Families Act, which increased the age range of children and young people with special educational needs and disabilities (SEND) that councils are required to support as well as significantly raising the expectations of parents across all age ranges without providing the necessary financial support. The budget projection assumes current trends will continue and that some further places will be created in state special schools. The creation of additional places would reduce the budget growth needed but not eliminate the annual deficit or stop the accumulated deficit from continuing to grow.
- 31. Currently the council is not required to set aside any of its own resources, for example as an earmarked reserve, to specifically offset this accumulating deficit. This position is based on the CIPFA bulletin for the closure of the 2019-20 financial statements which stipulated that the reserve did not need to be in place from the 1 April 2020 onwards. This position was reinforced by a Department for Education statutory instrument which became law at the end of November 2020 which stated.
Where a local authority has a deficit in respect of its school's budget for a financial year beginning on 1st April 2020, 1st April 2021 or 1st April 2022, the authority—
 - (a) must not charge to a revenue account an amount in respect of that deficit; and*
 - (b) must charge the amount of the deficit to an account established, charged, and used solely for the purpose of recognising deficits in respect of its school's budget.*
- 32. This means that the council cannot now contribute to the deficit, cannot hold a reserve to act as a counterweight and has been required to move the deficit to an unusable reserve where it will sit as though it did not exist. It does though mean that the council is required to cash flow the deficit and continue to prioritise the work needed to reduce the deficit as the statutory instrument was silent on what the position will be from 1 April 2023 onwards.
- 33. A High Needs Recovery Board chaired by the Chief Executive and attended by, amongst others, the Leader, the relevant Portfolio Holder, and the Chair of the

Schools Forum has operated since April 2021. This Board has the specific aim of trying to better understand the position and develop options for deficit management.

34. Currently there is a key risk associated with the expectations of government once the period of the statutory instrument comes to an end, namely the position for the 2023-24 financial year. If the council is required to act as previously and set aside resources to act as a counterweight, then the financial sustainability of the council would be challenged at that point based on the overall level of reserves.
35. The council continues to work with the Local Government Association and other local authorities to seek clarification on both the position once the statutory instrument expires and a sustainable funding strategy for the high needs budget.

Summary of legal implications

36. Schools Forum must be advised of the DSG Settlement for 2022-23 and consider the budget needed to meet the needs of all pupils.

Summary of human resources implications

37. None

Summary of sustainability impact

38. None

Summary of public health implications

39. None

Summary of equality implications

40. The DfE undertakes its own equalities impact assessment regarding school funding through the NFF.
41. The budget is set to provide adequate funding to support the needs of pupils with high needs recognising that despite significant funding increases the DSG deficit will continue to grow.

Background papers

Schools Forum September 2021

[http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5093&Ver=4&\\$LO\\$=1](http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5093&Ver=4&LO=1)

Schools Forum November 2021

[http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5094&Ver=4&\\$LO\\$=1](http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5094&Ver=4&LO=1)

Appendix (to follow)

Draft Budget 2022-23.

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SCHOOLS FORUM



Report subject	School Funding Consultation and Budget Proposals 2022-23
Meeting date	13 January 2022
Status	Public
Executive summary	<p>This report sets out the outcome of the 2022-23 school funding consultation and proposals for the DSG budget</p> <p>The schools block proposals include that the mainstream schools funding formula is to continue to adopt the National Funding Formula (NFF), the existing growth fund policy is maintained, and the balance of funding is transferred to support the high needs budget. Also included are budget proposals for the central school services block and services to support maintained schools.</p>
Recommendations	<p>It is RECOMMENDED that Schools Forum agree for 2022-23 the following:</p> <p>School Members:</p> <ol style="list-style-type: none"> 1. Recommend to Council that the schools NFF continues to be adopted as the local mainstream school formula. 2. Agree the existing growth fund policy is to continue for 2022-23 with the resulting budget requirement of £0.531 million as set out in paragraph 29. <p>All Members:</p> <ol style="list-style-type: none"> 3. Agree surplus school block funding estimated at £0.751 million (0.3%) can be transferred to support the high needs budget as set out in paragraph 32. 4. Agree the central school services block budgets as set out in table 5 of paragraphs 36. <p>Maintained School members only:</p> <ol style="list-style-type: none"> 5. Agree collectively the retention rates per pupil and budgets for LA duties supporting maintained schools as set out in paragraphs 43 and 44. 6. Agree separately for primary, secondary, special/PRU the de-delegation of funding for school improvement duties as set out in paragraph 49.
Reason for recommendations	The Schools Forum must be consulted on the local funding formula for mainstream schools and agree a range of central DSG budgets.

Portfolio Holder(s):	Councillor Mike White, Children and Young People Councillor Nicola Greene, Council Priorities and Delivery
Corporate Director	Adam Richens, Chief Finance Officer and Director of Finance
Report Authors	Nicola Webb, Assistant Chief Finance Officer
Wards	All
Classification	For recommendation and decision

Background

1. The deployment of the DSG is regulated by the DfE through the School Finance Regulations, which are updated annually. The local School's Forum must be consulted on how the grant is used and has a range of decision-making powers.
2. The council is responsible for setting the formula for mainstream schools for reception to year 11, after taking account of the recommendations of the School's Forum which in turn should be based on the views of schools.

Schools Funding Consultation

3. The consultation with schools was undertaken over 3 weeks, closing on 17 December 2021. A consultation paper (included at appendix 3) and link to the online survey were sent out to all schools by e-mail. A virtual consultation meeting was held on 9 December, aided by a presentation, that was well-attended by schools.
4. The mainstream funding formula proposed was to continue to adopt the NFF, provided this was affordable. There were no proposals to scale back the NFF for other reasons.
5. The consultation then sought views regarding:
 - how any shortfall or surplus in funding should be managed,
 - whether a transfer of school block funding to high needs could be supported up to the 0.5% limit if funding was available,
 - growth fund policy and allocations,
 - the central schools services block supporting all schools,
 - central retention / de-delegation from maintained schools for education functions.
7. Responses were received from all categories of schools (mainstream and special, academy and maintained) representing 51 schools (57%). Some multi academy trusts responded on behalf of all their schools in BCP with the response rate and data taking this into account as appropriate. A list of those responding is included in appendix 1.

Schools Block Budgets

8. Final school block funding for 2022-23 is £238.108 million through the schools NFF and funding for growth. The School's Forum should consider the outcome of the consultation with all schools when making a recommendation to Council on the mainstream schools formula and deciding on the level of the growth fund and any transfer to high needs.

Mainstream schools formula: use of the NFF as the local formula (consultation question 1)

9. All schools agreed that the NFF methodology and unit values should remain as the local mainstream funding formula. The detail of the formula is included in appendix 2a.
10. A summary of the NFF applied locally with the updated October 2021 school data received in December for both pupil characteristics and pupil numbers is included below in table 1.

Table 1: Factor Summary of NFF as the Mainstream Formula 2022-23

NFF Factor	2021-22	2022-23	Change	
Basic	£174,977,290	£183,022,714	£8,045,424	4.6%
Deprivation	£15,554,494	£16,964,872	£1,410,378	9.1%
EAL	£1,846,925	£1,954,375	£107,451	5.8%
Prior Attainment	£14,126,224	£14,277,757	£151,533	1.1%
Mobility	£162,359	£384,080	£221,721	136.6%
Sparsity	£50,400	£57,600	£7,200	14.3%
MFG	£1,052,255	£831,198	£-221,057	-21.0%
MPPFL	£7,323,495	£6,614,389	£-709,106	-9.7%
Lump Sum	£10,552,917	£11,038,300	£485,383	4.6%
Split Sites	£230,288	£230,288	£0	0.0%
Exceptional Circumstances	£101,017	£101,017	£0	0.0%
Rates	£1,367,288	£1,367,288	£0	0.0%
Total	£227,344,951	£236,843,879	£9,498,927	4.2%

11. The basic entitlement has increased by 4.6% reflecting the 3% increase in NFF unit values plus a 1.3% increase in numbers on roll (NOR) largely within the secondary school phase.
12. Census data for measures of deprivation (FSM, FSM6 and IDACI) have increased significantly between years continuing the trend from last year, with an increase significantly greater than for the underlying unit values increases (3% except for annual FSM measure at 2%) and NOR increase. This latest trend is a reversal of that seen before the pandemic.
13. Prior attainment funding has not increased by as much as expected from the 3% unit value increase and increase in NOR due to data changes. The most recent data available from before the pandemic is now used across three year groups in each phase. This data reflects improved prior attainment for most schools (primary and secondary phase) and across all year groups in the secondary phase, and particularly for years 10 and 11 based on earlier data. Changes between years are small for years 7 and 8 as expected as the same data is used in both years with the small changes reflecting pupil movements only between schools. Primary year groups are not shown individually in the data, but the change is much smaller than for secondary year groups.
14. The increases for mobility and sparsity reflect the change in the NFF use of data as well as the increase in funding values and NOR.
15. The minimum funding guarantee (MFG) is applicable largely for those schools with relatively high levels of deprivation that are transitioning to lower NFF funding levels.

The increased data noted above coupled with unit value increases in the main of 3% has reduced the level of top up funding needed compared with the 2% uplift on historic allocations.

16. Similarly, the top up funding to the minimum per pupil funding levels (MPPFL) has reduced due to the increase in characteristic data and unit value increases in the main of 3% compared with MPPFL increases of only 2%.
17. The lump sum increase beyond the 3% uplift in unit value reflects that one combined school has structurally changed to form separate primary and secondary schools with an additional lump sum now payable plus the new Livingstone Academy is open for a full financial year in 2022-23.
18. A summary of the NFF funding positions for schools is provided in table 2 below with school level detail in appendix 2b.

Table 2: Summary of NFF Positions for Schools

Formula Position	2021-22 Number	%	2022-23 Number	%
MPPFL	50	55	47	52
MFG	16	18	10	11
Formula	24	27	34	37
Total	90	100%	91	100%

19. The majority (63%) of schools in BCP for 2022-23 will be funded above that provided through the NFF formula factors alone with additional funding provided up to the MPPFL or through the MFG. This has reduced compared with 73% last year. It is likely that this trend will continue as after the initial boost in funding levels for low funded schools the government's longer term aim is to fund all schools according to the same formula. The DfE have signalled that for 2023-24 all local formula could be mandated to move towards the NFF, with the Schools Forum then having a reduced role in recommending a local formula.

Transfer of surplus school block funding to high needs (consultation question 2)

20. Schools Forum is to decide if any schools block funding should be transferred to high needs up to the permitted limit of 0.5% (£1.2 million) of funding. Any higher level of transfer requires the agreement of the DfE. Funding available in 2022-23 is less than 0.5% and estimated at only £0.751 million. This balance remains estimated as the formula funding total in table 1 could be adjusted following further review and checking by DfE.
21. Most schools (75% of responses) agreed surplus schools block funding should be transferred to high needs up to the limit of 0.5% (estimated at consultation at £1.2 million). Note that at the time of most responses, the additional £6.8 million (3%) from the spending review for mainstream stream schools was not known. Reasons for disagreeing include:
 - There is a collective responsibility to support the high needs places required across BCP, but there is more the LA could do to reduce the cost of providing these places and could work more closely with the schools providing higher than average exclusion rates to address this.

- Being inclusive and keeping more children in mainstream schools can be done only with adequate funding. It was appreciated that the band funding could increase from the review underway, but concern expressed that schools could make better use of the funding directly.
- The funding was allocated for schools and academies and is needed for those schools to make a small additional contribution to the work of mainstream settings, assisting them to retain increasing numbers of high needs pupils, until wider capacity improves.

Managing a shortfall in funding for the NFF (consultation question 3)

22. There is sufficient funding in the schools block to provide the NFF in full to all mainstream schools in 2022-23.
23. If the full NFF had not been affordable, 82% would have supported reductions in the unit values of the basic entitlement as proposed, 10% that an alternative approach be developed with 8% unsure. No alternatives were suggested.

Comments provided included:

- The approach is agreed provided that the MFG protection would not be reduced
- It is the only feasible element of the overall funding block that can be used without undermining other specific elements
- No method should reduce the MPPFL

Use of any surplus funding (consultation question 4)

24. The surplus to be considered in question 4 is after the schools NFF has been provided in full, an appropriate level of the growth fund budgeted, and a 0.5% transfer made to high needs with the proposal for any surplus being to reduce the historic DSG deficit.
25. There is no further surplus in school block funding to consider for 2022-23. However, 84% agreed the proposal was the right approach. Comments provided included:
 - It should go to schools to enable them to support all SEN pupils to prevent more EHCPs being sought.
 - Any further surplus funding should be spread equally between schools to help them meet the continued pressures they face.
 - There is no alternative as the historic DSG deficit will not disappear or get written off by the LA.
 - This is a very small amount in terms of the high needs deficit and could be better used assisting schools to keep students in mainstream until places are created to assist them.
 - Would prefer to further address high needs first

Growth fund (consultation question 5)

26. The Schools Forum is responsible for deciding the policy and level of the growth fund.

27. There was significant support (94% in agreement) that the existing growth fund policy is to continue in 2022-23, with the remaining 6% unsure. Comments included:
- There should be no more free schools. Invest the funds in schools that have the site capacity to expand. Establish which schools have the willingness and capacity to meet future growth.
 - There is already significant over capacity in Christchurch. Consideration should be given to support infant class sizes.
28. In response to providing additional funding for maintaining infant class sizes at 30 pupils, the current policy does not include as BCP is an urban area with all schools considered to be of sufficient size to manage this issue. This potential use is more relevant for rural areas where there may be small schools.
29. According to the current growth fund policy, a budget of £513,324 as set out in the consultation and Table 3 below, would be required in 2022-23.

Table 3: Proposed Growth Fund 2022-23

School	Description	2022-23 Budget £	2023-24 Indicative £
Bournemouth School	1 FE Y7 from Sep 2019	79,380	79,380
BSG	14 pupils Y7 from Sep 2019	37,044	37,044
Carter	2 FE Y7 from Sep 2019	158,760	158,760
Year 7 Bulge	2 FE Avonbourne schools	158,760	158,760
Year 7 Bulge	1 FE Christchurch area	79,380	79,380
Total		513,324	513,324

Note: FE is forms of entry of 30 pupils

30. Funding for the September 2022 intake of Livingstone Academy is included in the formula totals in table 1 (intrinsic growth) as the new school is still increasing year groups, rather than funding being set aside in the central growth fund in table 3.

Summary of recommendations for schools block funding 2022-23

31. The financial impact of proposals for the schools block funding is in table 4 below.

Table 4: Proposed School Block Allocations 2022-23

Allocation of Funding	£000's
Individual school budgets using NFF	236,844
Growth fund according to existing policy	513
Balance available to transfer to high needs (0.3%)	751
DSG schools block total funding	238,108

32. **Recommendations** for Schools Forum to agree the following schools block proposals for 2022-23:

School members only:

1. **Recommend to Council that the local mainstream schools formula continues to adopt the school NFF unit values and methodology in full.**
2. **Agree the existing growth fund policy is to apply for 2022-23 with the resulting growth fund budget set at £0.513 million.**

All members:

3. **Agree the surplus schools block funding estimated at £0.751 (0.3%) million can be transferred to the high needs budget.**

Central School Services Block (CSSB) (consultation question 6)

33. Schools Forum is to agree the budgets within the central school services block.
34. Consultation question 6 asked for comments on these budgets with responses received as follows:
- Disappointing that the funding has reduced and the education welfare budget by £19,000 as a result. This puts extra pressure on schools to provide services. There are no services that schools could use for SEND, for example.
 - Query whether the £44,000 reduction is due to efficiency within the system or the fact that expenditure has just been transferred directly to the schools and academies.
35. The budgets for on-going functions are reducing each year to stay within the reduced funding level from the DfE. This funding has increased slightly since consultation due to the increase in pupils at census. The budget for licenses paid for by the DfE has also increased.
36. Funding for historic commitments has not been restored to previous levels by the DfE, with this still being progressed. In the meantime, the budget for statutory and regulatory duties within ex ESG services has been reduced to balance to the level of funding.

Table 5: Proposed Central School Services Budgets 2022-23

Central School Services	2021-22 £000's	Change £000's	2022-23 £000's
School admissions and access arrangements	423	0	423
Licences purchased by DfE	234	13	247
Servicing Schools Forum	18	(8)	10
Commitments - premature retirements (ex DCC)	20	(3)	17
Commitments - ASD Base / other	275	0	275
Ex ESG Services:			
Statutory and Regulatory Duties	507	(63)	444
Education Welfare	433	(19)	414
Asset Management	148	0	148
Total Expenditure	2,058	(80)	1,978

37. The detail of each budget is included within the consultation paper in appendix 3 (pages 18 and 19).
38. If the historic commitments funding is restored by the DfE then it is proposed that the funding for statutory and regulatory duties is increased closer to previous levels.
- 39. Recommendation 4: Schools Forum members to agree the CSSB budgets in table 5 in paragraph 36.**

Maintained School Budgets only

40. There are currently 14 mainstream maintained schools, and these will need to be accounted with this status for a full year on the APT containing the budget shares sent to the DfE in January. In addition, there are 3 specialist maintained providers. There may be conversions to academy status during 2022-23. The LA budgets in this section are indicative based on there being 17 maintained schools for a full financial year but as funding reduces as schools convert, expenditure will need to reduce accordingly.

Central retention from maintained school budget shares for LA statutory duties (consultation question 7).

41. The detail of these budgets was set out in the consultation paper (appendix 3 to this report) with the consequences if funding was not agreed. Comments received from the 5 maintained schools responding included:
- It seems unfair that all maintained schools are charged the same even when not all services are used (such as HR).
 - It would be useful to see an overall figure of how much time and therefore the cost of providing these services to schools - especially where they overlap with other services such as finance and HR.
 - We still do not feel we get value for money from services in the central retention as we do not receive significant benefit from the services listed and would prefer a pay as you go option.
 - Only that a reduction should be made for those schools that buy HR services elsewhere than from BCP.
42. It is appreciated that the retention is unpopular, but it is the only funding source for these duties that do not readily translate into pay as you go services – such as paying budget shares, accounting for school information, general landlord duties, general health and safety advice, and determining the pay and conditions of employment for non-teaching staff. The HR aspect may be used less by foundation and VA schools, but other services may be used more. In terms of the second comment above there are no longer dedicated staff teams working only with maintained schools and there are no records of time spent on this activity only.
43. It is proposed that the level of the central retention for 2022-23 remains as agreed last year as follows:
- | | |
|------------------------------------|--------|
| Mainstream School rate per pupil | £23.17 |
| Specialist Provider rate per place | £98.46 |
44. The above central retention rates derive a budget of £213,000 with the allocation for each service for the 12-month period from April 2022 as set out in table 6 below.

Table 6: LA Budget for Maintained School Statutory Duties April 2022 to March 2023

Service	Budget Retained £000's
Statutory & Regulatory Duties:	
Education and Service Planning - including appointment of governors, government data returns, functions under the equality act, legal services advice, handling complaints, academy conversion support.	58
Finance & Audit - Production of budget schedules and payment of funding allocations and DfE grants, consolidation of annual accounts and quarterly returns. CFR advice, best value and procurement advice, scheme of financing maintained schools, Internal audit, banking and treasury, financial regulations adaptation for schools (for example delegation of some CFO approvals to school governors).	70
Human Resources - Employee investigations, pension administration, pay scales and conditions of service, TU negotiations for local government employees, support for school improvement activities.	15
Total Statutory & Regulatory	143
Asset Management - premises management support, including condition surveys and liaison with dioceses for VA schools, asbestos risk management, general health & safety duty as an employer. DfE bids for condition grants and LA staff support relating to condition works.	50
Monitoring National Curriculum Assessments	20
Total All Duties to be agreed	213

De-delegation from maintained school budget shares replacing lost LA grant income for school improvement functions (consultation question 8).

45. The outcome from the DfE consultation on reducing the LA grant by 50% in 2022-23 has not been received at the time of writing this report. Therefore, the proposal may need to change by the time of the meeting.
46. The proposal to introduce de-delegation for statutory school improvement functions was supported by 2 schools with 3 opposing. The alternatives proposed were a pay as you go service, or the LA should make a saving (and therefore deliver the service at half the cost as previously).
47. The proposal to use pupil/place numbers as the basis of the de-delegation if agreed to be implemented was supported by 3 out of the 5 responding to the question. Those disagreeing wanted to see only a pay as you go service.
48. Further comment was provided by a maintained special school as the DfE consultation focused only on mainstream schools where the funding in 2022-23 had been uplifted nationally by 3% within the NFF but special schools have seen no such increase (or any increase in band funding in recent years locally). It was felt also in this context that special schools contributed disproportionately to both the central retention and the de-

delegation. The response also mentioned that academies received separate funding for these services, but it should be noted that this is no longer the case and the government's argument for the change is that maintained schools currently have the advantage with the separate LA grant in place.

49. Primary, secondary and special/PRU are to agree the proposal separately that lost grant income of £25,000 is replaced by de-delegation according to a fixed amount per pupil/place in 2022-23 as follows:

- Mainstream schools £2.72 per pupil
- Special schools and PRU £11.56 per place

50. The financial impact of the above two proposals for maintained schools is shown in the table below:

Table 7: Financial Impact of Maintained Schools Central Retention and De-delegation Proposals

Maintained School	NOR/ Places	Central Retention £	De- delegation £	Total £
Christchurch Infant School	350	8,110	952	9,062
Somerford Primary School	238	5,514	647	6,162
Mudeford Community Infants' School	181	4,194	492	4,686
Mudeford Junior School	263	6,094	715	6,809
Burton Church of England Primary School	343	7,947	933	8,880
Hillbourne Primary School	219	5,074	596	5,670
St Katharine's Church of England Primary School	437	10,125	1,189	11,314
Corpus Christi Catholic Primary School	431	9,986	1,172	11,159
The Priory Church of England Primary School	207	4,796	563	5,359
St Joseph's Catholic Primary School, Christchurch	217	5,028	590	5,618
Highcliffe St Mark Primary School	650	15,061	1,768	16,829
St. Walburga's Catholic Primary School	417	9,662	1,134	10,796
St Edward's Roman CA/CE School, Poole	912	21,131	2,481	23,612
Poole High School	1616	37,443	4,396	41,838
Mainstream Total	6,481	150,165	17,628	167,793
Winchelsea Special	188	18,510	2173	20,683
Christchurch Learning Centre	48	4,726	555	5,281
Linwood Special	397	39,089	4589	43,678
Special Total	633	62,325	7,317	69,642
Total Budget		212,490	24,945	237,435

51. It is proposed that with the additional funding received for high needs in the December settlement that special school band levels are uplifted. This is considered further in the final comments from the consultation in paragraph 53 below.

52. Recommendations for maintained schools only:

- 5. Collectively agree the central retentions and related budgets in paragraphs 43 and 44.**
- 6. Each phase separately – primary, secondary, special to agree the de-delegation of school improvement funding as set out in paragraph 49.**

High Needs Block (consultation question 9)

53. All the final comments in the consultation related to the high needs block:

- Concern expressed that the same long term budget deficit is being discussed. Whilst Sir Anthony Douglas highlighted the issue of SEND banding, top slicing mainstream budgets to meet the SEND deficit continues to be counter - productive. If the ambition of BCP & central government is for maintained BCP schools to home more EHCP children, a radical approach to managing the deficit needs to be taken.
- Actions to address the high needs block should be prioritised and increased banding to keep students in mainstream should be an urgent priority. If these cannot be calculated prior to the start of the academic year, they should be backdated to September when they are calculated.
- Special schools really do need BCP to consider the impact of static funding, resulting in real terms cuts. While mainstream schools are rightfully receiving rises, the ability of BCP's special schools to support the developments is hampered by low funding (reference was made particularly to cost pressures in 2022-23).

54. The council continues to focus on reducing the high needs deficit and the additional funding from government will support this, but the growth in EHCPs and level of special school funding remains challenging. The band funding review for mainstream EHCP top ups is underway and proposals will be brought forward in due course.

55. The level of band funding for special schools similarly needs to be reviewed but this will be a longer term project. However, interim proposals will be brought forward as soon as possible for 2022-23 given the cost pressures in the system and additional funding provided by government in the December Settlement.

Summary of financial implications

56. The budgets for the schools and central school services blocks are set within the available DSG funding.

57. The 0.3% transfer of funding from the schools block to high needs is the maximum affordable with all schools receiving their full NFF allocations.

Summary of legal implications

58. The consultation undertaken and the recommendations are compliant with the School Funding Statutory Framework for 2022-23.

59. School budgets must be finalised and notified to maintained schools by 28 February 2022 with the DfE timetable the same for academy budgets.

Summary of human resources implications

60. Implications for staffing levels from mainstream funding changes rests within individual schools. The reduction in the budgets within the CSSB will need to be absorbed across all services within the council.

Summary of sustainability impact

61. None

Summary of public health implications

62. None

Summary of equality implications

63. An equalities impact assessment has not been undertaken. The DfE have undertaken equality impact assessments in determining how DSG funding is to be allocated and the structure of the mainstream funding formulae. The local budgets are aligned with the national scheme.

Summary of risk assessment

64. There remains a financial risk for the council from the unsustainable level of the high needs budget and accumulated DSG deficit.

Background papers

65. Schools Forum September 2021

[http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5093&Ver=4&\\$LO\\$=1](http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5093&Ver=4&LO=1)

66. Schools Forum November 2021

[http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5094&Ver=4&\\$LO\\$=1](http://ced-pri-cms-02.ced.local/ieListDocuments.aspx?CId=149&MId=5094&Ver=4&LO=1)

67. DSG Announcements December 2021

<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2022-to-2023>

68. Supplementary Grant 2022-23

<https://www.gov.uk/government/publications/schools-supplementary-grant-2022-to-2023>

Appendices

- Appendix 1 List of schools responding to the consultation 2022-23
- Appendix 2a National and proposed local mainstream schools funding formula 2022-23
- Appendix 2b School level impact of the NFF for 2022-23
- Appendix 3 School funding consultation 2022-23 paper

Schools Responding to the School Funding Consultation 2022-23

Bearwood Primary and Nursery School

Ambitions Academies Trust 11 schools in BCP

TEACH Poole schools (not included in statistics as individual schools responded)

Livingstone Academy Bournemouth

Hamworthy Park Junior School

Twin Sails Infant School & Nursery

Bishop Aldhelm's CE Primary School

Twynham Learning MAT (2 x secondary + 4 x primary)

Burton CE Primary School

Ad Astra Infant School

Canford Heath Infant School

TEACH Trust (as above)

Canford Heath Junior School

Haymoor Junior School

Talbot Primary School

The Bourne Academy

Coastal Learning Partnership (12 schools in BCP)

St Edward's

Linwood School

Highcliffe School

St. Joseph's Catholic Primary School Christchurch

St Mary's Catholic Primary School, Poole

St Joseph's Catholic Primary School, Poole

Christ the King, Bournemouth

(Plus 2 schools remained anonymous, narrative response identifies one as maintained

National and Proposed Local Mainstream School Funding Formula 2022-23

Factors within the NFF	2021-22	2022-23
Basic Entitlement - Primary	£3,123	£3,217
Basic Entitlement - Secondaries	KS3 £4,404 KS4 £4,963	KS3 £4,536 KS4 £5,112
Deprivation - FSM data	£460 FSM £575 Primary FSM6 £840 Secondary FSM6	£470 FSM £590 Primary FSM6 £865 Secondary FSM6
Deprivation IDACI bands	Range £215 to £865	Range £220 to £890
Prior Attainment Primary	£1,095	£1,130
Prior Attainment Secondary	£1,660	£1,710
EAL Primary	£550	£565
EAL Secondary	£1,485	£1,530
Lump Sum Primary	£117,800	£121,130
Lump Sum Secondary	£117,800	£121,130
Mobility	£900 Primary £1,290 Secondary	£925 Primary £1,330 Secondary
Sparsity	NFF method	NFF method
Minimum per pupil funding levels (MPPFL)	Primary £4,180 KS3 £5,215 KS4 £5,715	Primary £4,265 KS3 £5,321 KS4 £5,831
Minimum increase per pupil (MFG)	+2%	+2%
Other Factors (funded at cost)		
Business Rates	At cost	At cost
Joint use agreements (2 schools)	£101,017	£101,017
Split sites (2 schools)	£230,288	£230,288

Schools' business rates will be paid by the ESFA to billing authorities directly on behalf of all state funded schools from 2022/23 onwards.

Exceptional premises and split sites factors are funded by the ESFA at historic levels outside the NFF for 2 schools (split site) and 2 different schools (joint use). Their use has previously been agreed by the ESFA based on evidence provided of additional costs of operating over a split site or from the provision of joint use with the community of sports facilities. A formulaic approach has been signalled by the ESFA for 2023/24 for factors currently funded outside the NFF to achieve greater national consistency.

Appendix 2b

School level impact of the NFF for 2022-23

	2021-22 APT		2022-23 APT	
Primary				
Ad Astra Infant School	£1,117,973	MPPFL	£1,154,874	Formula
Baden-Powell and St Peter's CE Junior	£3,025,728	MPPFL	£3,074,133	MPPFL
Bayside Academy	£1,389,797	MFG	£1,365,651	MFG
Bearwood Primary and Nursery School	£886,009	Formula	£927,095	Formula
Bethany Church of England Junior School	£1,649,085	Formula	£1,713,252	Formula
Bishop Aldhelm's CE Primary School	£2,541,086	MPPFL	£2,566,921	MPPFL
Broadstone First School	£1,258,890	MPPFL	£1,292,920	MPPFL
Burton Church of England Primary School	£1,423,749	MPPFL	£1,490,524	MPPFL
Canford Heath Infant School	£1,502,328	MPPFL	£1,519,963	MPPFL
Canford Heath Junior School	£2,006,181	MPPFL	£2,046,811	MPPFL
Christ The King Catholic Primary School	£1,626,604	MFG	£1,634,365	MFG
Christchurch Infant School	£1,508,583	MPPFL	£1,538,333	MPPFL
Christchurch Junior School	£2,077,299	MPPFL	£2,102,314	MPPFL
Corpus Christi Catholic Primary School	£1,813,184	MPPFL	£1,863,189	Formula
Courthill Infant School	£1,450,504	MPPFL	£1,535,359	MPPFL
Elm Academy	£2,031,921	MFG	£2,158,827	MFG
Hamworthy Park Junior School	£1,950,562	MPPFL	£2,002,882	MPPFL
Haymoor Junior School	£1,509,836	MPPFL	£1,527,556	MPPFL
Heatherlands Primary School	£2,567,634	MPPFL	£2,619,654	MPPFL
Heathlands Primary Academy	£949,411	MFG	£981,682	MFG
Highcliffe St Mark Primary School	£2,724,925	MPPFL	£2,784,355	MPPFL
Hill View Primary School	£2,575,736	MPPFL	£2,657,781	MPPFL
Hillbourne Primary School	£1,057,864	Formula	£1,044,920	Formula
Jewell Academy Bournemouth	£1,904,002	MFG	£1,875,005	MFG
King's Park Academy	£2,804,995	MFG	£2,888,921	MFG
Kingsleigh Primary School	£3,237,088	Formula	£3,455,795	Formula
Kinson Academy	£1,110,277	MFG	£997,043	Formula
Lilliput Church of England Infant School	£1,494,746	MPPFL	£1,512,211	MPPFL
Livingstone Road Infant School	£1,119,268	Formula	£1,092,877	MFG
Livingstone Road Junior School	£1,104,199	MFG	£1,200,467	Formula
Longfleet CE Primary School	£2,649,458	MPPFL	£2,703,093	MPPFL
Malmesbury Park Primary School	£2,569,014	MPPFL	£2,710,599	MPPFL
Manorside Academy	£1,691,184	MFG	£1,807,537	MFG
Merley First School	£1,272,582	MPPFL	£1,289,807	MPPFL
Moordown St John's CE Primary School	£1,762,768	MPPFL	£1,798,468	MPPFL
Mudford Community Infants' School	£802,525	MFG	£819,572	MFG
Mudford Junior School	£1,125,950	Formula	£1,170,695	Formula
Muscliff Primary School	£2,624,350	MPPFL	£2,626,210	MPPFL
Oakdale Junior School	£2,067,376	MPPFL	£1,949,545	MPPFL

	2021-22 APT		2022-23 APT	
Ocean Academy Poole	£1,319,378	Formula	£1,315,934	Formula
Old Town Infant School and Nursery	£799,262	MFG	£810,394	Formula
Pokesdown Community Primary School	£1,714,400	MPPFL	£1,770,405	MPPFL
Queen's Park Academy	£2,005,226	MPPFL	£2,054,301	MPPFL
Queen's Park Infant Academy	£1,499,684	MPPFL	£1,530,029	MPPFL
Somerford Primary School	£1,239,313	Formula	£1,206,173	Formula
Springdale First School	£1,237,938	MPPFL	£1,280,073	MPPFL
St Clement's and St John's CE Infant School	£1,263,510	MFG	£1,331,455	MFG
St James' CE Primary Academy	£1,715,559	MPPFL	£1,771,649	MPPFL
St Joseph's CA Primary School, Christchurch	£937,038	Formula	£999,790	Formula
St Joseph's Catholic Primary School, Poole	£1,628,391	MFG	£1,645,064	Formula
St Katharine's CE Primary School	£1,960,713	MPPFL	£1,877,368	MPPFL
St Luke's Church of England Primary School	£1,854,407	MPPFL	£1,933,267	MPPFL
St Mark's Church of England Primary School	£1,746,816	MPPFL	£1,790,706	MPPFL
St Mary's Catholic Primary School, Poole	£1,659,804	MPPFL	£1,761,619	MPPFL
St Michael's Church of England Primary School	£2,743,653	MPPFL	£2,838,501	Formula
St Walburga's Catholic Primary School	£1,757,359	MPPFL	£1,784,444	MPPFL
Stanley Green Infant Academy	£1,003,039	MPPFL	£1,027,619	MPPFL
Stourfield Infant School	£1,460,016	MPPFL	£1,447,602	MPPFL
Stourfield Junior School	£1,969,841	MPPFL	£2,035,296	MPPFL
Talbot Primary School	£2,459,464	Formula	£2,578,340	Formula
The Epiphany School	£1,733,163	MPPFL	£1,781,063	MPPFL
The Priory Church of England Primary School	£885,267	MPPFL	£886,142	MPPFL
Twin Sails Infant and Nursery School	£1,419,105	MPPFL	£1,503,195	MPPFL
Twynham Primary School	£908,024	MPPFL	£926,384	MPPFL
Winton Primary School	£3,492,523	MPPFL	£3,597,363	MPPFL
<u>Middle-deemed Secondary</u>				
Broadstone Middle School	£2,564,162	MPPFL	£3,028,216	MPPFL
<u>Secondary</u>				
Avonbourne Boys' Academy	£3,340,612	Formula	£4,000,549	Formula
Bournemouth School	£4,478,444	MPPFL	£4,728,869	Formula
Bournemouth School for Girls	£4,840,008	MPPFL	£4,926,638	Formula
Cornerstone Academy	£2,918,945	MFG	£3,380,655	MFG
Corfe Hills School	£3,589,513	Formula	£3,814,021	Formula
Glenmoor Academy	£4,853,003	MPPFL	£4,983,199	Formula
Highcliffe School	£6,739,354	MPPFL	£6,963,934	Formula
LeAF Studio	£1,453,025	Formula	£1,526,093	Formula
Magna Academy	£4,867,932	MFG	£5,135,113	Formula
Oak Academy	£2,808,845	Formula	£3,126,757	Formula
Parkstone Grammar School	£5,023,055	MPPFL	£5,107,790	Formula
Poole Grammar School	£4,907,548	MPPFL	£4,956,823	Formula
Poole High School	£8,903,411	Formula	£9,152,767	Formula

	2021-22 APT		2022-23 APT	
St Aldhelm's Academy	£4,523,627	MFG	£5,085,102	MFG
St Edward's RC/CE School, Poole	£5,027,949	Formula	£5,222,595	Formula
The Bishop of Winchester Academy	£6,007,653	Formula	£6,149,573	Formula
The Bourne Academy	£5,036,664	Formula	£5,160,691	Formula
The Grange School	£2,406,194	Formula	£2,434,852	Formula
Twynham School	£7,263,589	MPPFL	£7,377,289	Formula
Winton Academy	£5,154,165	Formula	£5,240,659	Formula
<u>Avonbourne</u>				
Avonwood Primary School	Consolidated		£2,418,255	MPPFL
Avonbourne Girls Academy	£6,918,280	Formula	£5,349,889	Formula
<u>All-through</u>				
Livingstone Academy	£577,357	Formula	£1,563,634	Formula
Parkfield School	£2,509,523	Formula	£2,634,704	Formula
St Peter's Catholic Comprehensive School	£8,234,531	Formula	£8,389,831	Formula
	£227,344,951		£236,843,879	

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Bournemouth, Christchurch, and Poole

School Funding Consultation 2022-23

Issued: Friday 26 November 2021

Consultation closes Friday 17 December 2021.

Please respond to the consultation on-line

<https://haveyoursay.bcpCouncil.gov.uk/school-funding-consultation>

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1. Introduction

This consultation concerns funding allocations through the dedicated schools grant (DSG) for the financial year 2022-23 only. It contains the detail of the DfE national school funding system and how it is planned to be implemented locally.

The DSG is allocated through four separate funding blocks to support expenditure on early years, mainstream schools, pupils with high needs and central school services. There are few changes for next year apart from updated funding values in the national funding formula (NFF) for each funding block.

There is a separate consultation for early years underway with the sector, including for nursery classes in mainstream schools. This document, therefore, considers only the national changes and local proposals for the remaining three DSG funding blocks.

1.1. Schools National Funding Formula (NFF) 2022-23

The BCP formula set for 2022-23 will be effective for maintained schools from April 2022 and for academies from September 2022. The NFF was adopted as the local formula for mainstream schools from 2020-21 and there are no proposals in this document to move away from this, except in the unlikely event that it is unaffordable within the schools block level of funding.

It remains the Government's aspiration to fund all mainstream schools in the same way with any exceptional funding in the local formula likely to be moving into the national formula from 2023-24. This includes implementing a national approach to in-year growth funding. As a result, our mechanisms for funding elements outside the current NFF are planned to remain unchanged next year as there are no details yet of how national consistency is to be achieved.

The updated 2022-23 NFF for mainstream schools is described in section 3, the local context considered in section 4 and the individual school impact detailed in Appendix 1. The school level allocations through the local formula differ from those announced by the government through the NFF predominantly from protecting schools against the 2021-22 NFF baselines, whilst application through the local formula protects schools against their actual 2021-22 local allocations. In some instances, for academies different pupil numbers may have been used in the calculations by the DfE.

It is important to note in considering funding levels that the NFF uses data from the October 2020 school census (lagged) to provide funding to the LA for mainstream schools, but the local formula must use the equivalent data from October 2021.

During December 2021 the Education Skills Funding Agency (ESFA) will provide the October 2021 mainstream school data to enable final budgets to be calculated and overall affordability of adopting the NFF in full again will be assessed. Data movements could therefore prevent the NFF from being fully affordable. A method to adjust the formula when final data is received from the ESFA is considered in section 7.

1.2. High Needs Budget Pressures

High needs budgets include funding for special schools, alternative provision, and pupils with high needs in mainstream schools and further education (FE) colleges. It has been clear since the inception of BCP that the continuing growth in demand for Education Health and Care Plans (EHCPs) is unaffordable within the high needs allocations from the DfE or as supplemented by any surplus amount from the schools block. Over 200 new places in state

provision have been created since April 2019 but this has not been sufficient to meet demand with further reliance on non-state provision, which in most cases is more expensive.

Policies, tools, and actions plans have been implemented over time working in partnership with schools in attempting to reduce high needs cost pressures. However, it must be recognised that balancing the high needs budget requires either a significant reduction in the number of EHCPs or a significant increase in funding. Not providing the statutory support to our pupils is clearly not an option but neither is a constantly growing deficit. The council leadership is engaging with national organisations and the government directly to take this matter forward. That said, some reduction in the average cost of a place can be achieved through improved commissioning, creating more local places (provided these are filled appropriately) and by educating more pupils with special needs in mainstream schools. Work is therefore on-going to manage this position. Section 5 considers the high needs block position in detail

1.3. Funding Transfer to High Needs 2022-23

Schools Forum has an important consultation role with oversight of all DSG budgets and will need to decide if a level of mainstream school funding is to be transferred to support the growth in pupils with special educational needs and disabilities (SEND) or excluded from mainstream schools. The decision can be made for 2022-23 only with a fresh decision needed next year for 2023-24 if that remains an option.

A funding transfer can be agreed by the Schools Forum of up to 0.5% of schools block funding. A higher level would require the approval of the Secretary of State. The alternative to a funding transfer of restricting expenditure to the level of funding is not possible given the statutory framework of support required to be in place for pupils with high needs and the continued growth in demand.

1.4. Growth Fund

As in previous years, the Schools Forum is to agree the level of the growth fund and how it is to be allocated to schools with basic need growth. Proposals will be considered by the Schools Forum in January 2022. Changes were made to the operation of the growth fund for 2020-21 to provide only a proportion of funding if the commissioned place remained unfilled. This change was requested by Schools Forum because a significant proportion of commissioned new places in the previous year had remained unfilled as pupils had gone to other schools. This policy remained in place for 2021-22 and no changes are proposed for 2022-23, especially in the light of the ESFA signalling the move to a national formula at school level for 2023-24. The growth fund is considered in detail in Section 8.

1.5. Central Schools Services Block

Central schools services include support to all schools for a range of services, charges from the DfE over which locally there is no control (copyright licenses) and other statutory services supporting individual pupils or the schools funding system overall. The proposal to the Schools Forum will be that the budget overall is to be set at the level of funding received. The allocation to individual central budgets will be considered and agreed by the Schools Forum in January 2022. This is covered in more detail in section 9.

1.6 Services for Maintained Schools

As in previous years a contribution is being sought from maintained school budget shares to fund the council's statutory duties in support of these schools. The DfE are consulting on plans to add statutory school improvement functions to the current list of services to be funded this

way due to plans to phase out the LAs grant, with a consultation outcome expected before final budgets need to be agreed in January.

1.7. Next Steps

We will be hosting an MS Teams virtual event on 9 December 2021, 4- 5 pm

An invitation to this meeting will be sent out and if you have not received it please contact sally.oreilly@bcpcouncil.gov.uk

If you have any questions relating to this event or the consultation more generally please contact:

nicola.webb@bcpcouncil.gov.uk

To respond to the consultation please complete the response form linked to here:

<https://haveyoursay.bcpcouncil.gov.uk/school-funding-consultation>

The Schools Forum on 13 January 2022 will make its recommendation to the Council on the mainstream school's formula and make decisions regarding the other budgets included in the consultation. At the same meeting final budget decisions will be made concerning any transfer of mainstream school funding to support high needs budgets. The Council meeting on 22 February 2022 is scheduled to consider the outcome of this consultation with all schools and the recommendations of the Schools Forum. The mainstream schools' formula for 2022-23 will be agreed at this meeting.

All final mainstream school budgets and the level and detail of the growth fund are to be provided to the ESFA by the 21 January 2022.

1.7. Budget Timetable

Consultation Issued	26 November 2021
Consultation Event	9 December 2021
Consultation Closes	17 December 2021
Schools Forum updated on final formula (updated data applied), recommendations and decisions	13 January 2022
Mainstream school budgets sent to ESFA	21 January 2022
Council agrees local formula and funding transfer	22 February 2022

This document has been distributed to all Headteachers and Chairs of Governors in mainstream, special and alternative provision across BCP.

2. School Funding for BCP 2022-23

2.1. DSG Summary

A summary of the indicative funding provided by the DfE for 2022-23 in July, is detailed in table 1 below:

Table 1: DSG Settlement 2022-23 (based on October 20 census pupils)

Funding Block	Forecast 2021-22	Forecast 2022-23	Annual Change	
	£000's	£000's	£000's	%
Early Years				
2-year olds Entitlement	2,427	2,427	0	Not yet Included (announced on 25 November)
3-year olds Entitlement	18,661	18,661	0	
Pupil Premium	77	77	0	
Disability Access Fund (DAF)	118	118	0	
Total Early Years	21,283	21,283	0	0
Schools Block				
Primary	117,756	120,223	2,467	2.1%
Secondary	108,010	110,941	2,931	2.7%
Total NFF	225,766	231,164	5,398	2.4%
Premises	1,679	1,699	20	Not yet known
Growth fund - not yet announced	1,435	1,435	0	
Total Schools	228,879	234,298	5,419	2.4%
Central School Services				
NFF	1,767	1,723	(44)	-2.5%
Commitments	291	233	(58)	-20%
Total Central School Services	2,058	1,956	(102)	-5.0%
Total High Needs	47,822	51,630	3,808	8.0%
Total DSG Funding	300,042	309,167	9,125	3.0%

* Provisional allocations for the early years block and growth fund were not included with the July information and are included in the table at 2021-22 levels. The funding increases announced on 25 November are therefore not included.

** Primary unit of funding (PUF) and secondary unit of funding (SUF) have been multiplied by October 20 census numbers to provide a provisional allocation.

Some elements of funding are now fixed but those allocated according to pupil numbers will be updated in December to reflect the October 21 school census along with the growth fund allocation and changes to high needs to take account of the high needs place return. Further adjustments will be made to high needs funding in summer 2022 to account for changes in the cross-border flow of high needs pupils at the January 2022 census.

2.2. Schools Block Funding for Mainstream Schools

The Schools Block comprises 3 funding elements:

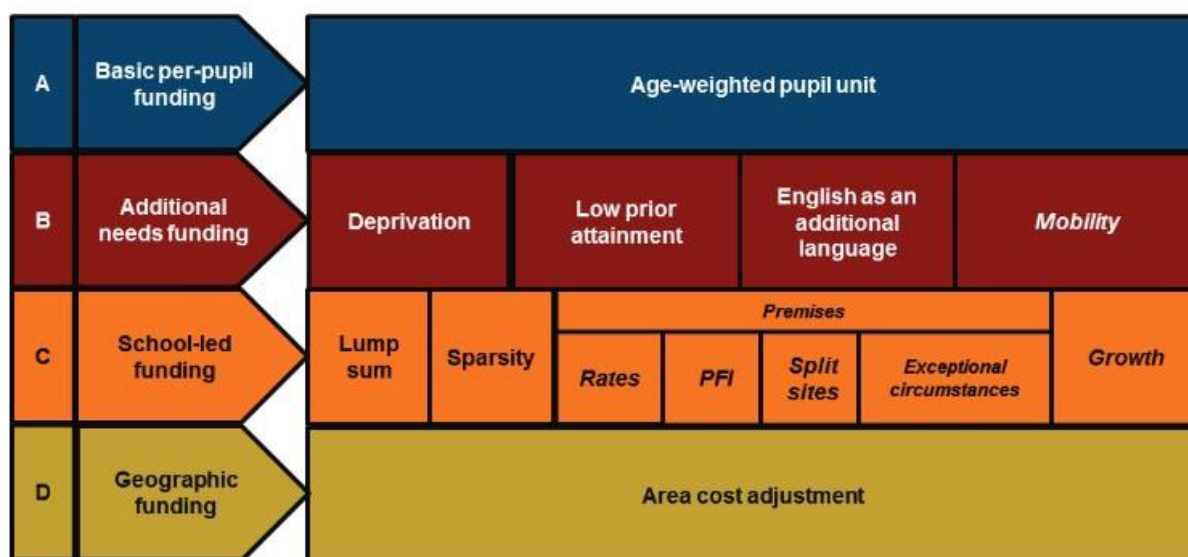
- i. **Schools National Formula (NFF)** with separate primary and secondary per pupil funding levels. The NFF has been applied to the 2021-22 data for each school, the outcome being amalgamated and divided by pupil numbers to derive the primary and secondary unit funding levels to the Council.
- ii. **Local formula elements outside of the national formula.** This is provided at the historic (now 2021-22) budgeted level. This includes business rates (funded at cost to all schools) and exceptional premises factor (joint use agreements for 2 schools, split site factor for 2 schools).
- iii. **Growth fund allocations for basic need pupil growth.** The DfE allocate growth funding using demographic data with limited protection against significant reductions.

3. Mainstream Schools National Formula

3.1. Summary of Formula

Figure 1 below shows the formula elements that constitute the NFF. In addition to these factors, the formula includes protection arrangements for individual schools to provide a **minimum increase per pupil** (against the 2021-22 NFF baseline), and an absolute minimum per pupil funding level, considering the age range of the schools.

Figure 1: The building blocks and factors in the national funding formula for schools



Note that the area cost adjustment in Figure 1 is not relevant for BCP as a low-cost area. The PFI factor is also not relevant.

The level of funding through the NFF for individual schools is used to derive the Primary and Secondary unit values for the BCP allocation.

The detail of the factors is included in the [NFF technical notes](#) and [NFF policy document](#).

3.2. National Implementation of the Schools NFF 2021-22

Most local authorities have moved towards the NFF since its introduction in 2018-19, with 105 out of the 150 local authorities in England having moved all the factor values in their local formulae closer to the NFF over the past 3 years. Of these, 73 local authorities (including BCP) are now mirroring the NFF funding factors almost exactly.

3.3. Summary of NFF Changes 2022-23

NFF Factors

The funding factors used in the 2022-23 schools national formula remain the same as last year, with some technical changes:

- a. To improve the accuracy in identifying schools' remoteness, road distances instead of straight-line distances are now used in calculations. This has significantly increased the number of schools attracting sparsity funding nationally with a small increase in funding locally.
- b. The funding lag for the "FSM6" deprivation funding factor has reduced by 9 months, by moving from using the previous year's January census to the October census for measuring eligibility.
- c. In calculating low prior attainment proportions, data from the 2019 early years foundation stage profile (EYFSP) and key stage 2 (KS2) tests is used as a proxy for the 2020 tests, following the cancellation of assessment due to the pandemic.
- d. Pupils who joined a school between January and May 2020 attract funding for mobility according to their entry date, rather than by virtue of the May school census being their first census at the current school (the May 2020 census did not take place due to the pandemic).

NFF Funding Values

- a. Increase of 3% to basic entitlements, free school meals at any time in the last 6 years (FSM6), income deprivation affecting children index (IDACI), lower prior attainment (LPA), English as an additional language (EAL) and the lump sum.
- b. Increase of 2% to the floor, the minimum per pupil funding levels (MPPFL) and free school meals (FSM). The overall percentage increases in table 1, particularly for primary schools at 2.1% reflects that the majority of BCP schools receive funding based on the minimum per pupil funding increase rather than that applicable to formula factors.

In the local formula the minimum funding guarantee must be set between 0.5% and 2%.

3.4. Detail of NFF unit values 2022-23

The detail of NFF unit values and the proposed same local formula (if affordable) are included below in table 2 with a comparison with 2021-22.

Table 2: Comparison of Funding Levels 2021-22 and 2022-23**(a) Factors within the NFF**

Factor	2021-22	2022-23
Basic Entitlement - Primary	£3,123	£3,217
Basic Entitlement - Secondaries	KS3 £4,404 KS4 £4,963	KS3 £4,536 KS4 £5,112
Deprivation - FSM data	£460 FSM £575 Primary FSMe6 £840 Secondary FSMe6	£470 FSM £590 Primary FSMe6 £865 Secondary FSMe6
Deprivation* - IDACI bands	Range £215 to £865	Range £220 to £890
Prior Attainment Primary	£1,095	£1,130
Prior Attainment Secondary	£1,660	£1,710
EAL Primary	£550	£565
EAL Secondary	£1,485	£1,530
Lump Sum Primary	£117,800	£121,130
Lump Sum Secondary	£117,800	£121,130
Mobility	£900 Primary £1,290 Secondary	£925 Primary £1,330 Secondary
Minimum per pupil funding levels (MPPFL)	Primary £4,180 KS3 £5,215 KS4 £5,715	Primary £4,265 KS3 £5,321 KS4 £5,831
Minimum increase per pupil (MFG)	+2%	+2%

In 2021/22 for the first time data for BCP included a top band pupil

(b) Factors and mechanisms outside the NFF

Factor	2021-22	2022-23
Business Rates	At Cost	At Cost
Joint use agreements (2 schools)	£101,017	£101,017
Split sites (2 schools)	£230,288	£230,288

Schools' business rates will be paid by the ESFA to billing authorities directly on behalf of all state funded schools from 2022-23 onwards.

Exceptional premises and split sites factors are funded by the ESFA at historic levels outside the NFF for 2 schools (split site) and 2 different schools (joint use). Their use has previously been agreed by the ESFA based on evidence provided of additional costs of operating over a split site or from the provision of joint use with the community of sports facilities.

A formulaic approach has been signalled by the ESFA for 2023-24 for factors currently funded outside the NFF to achieve greater national consistency.

3.5. MFG – budget change per pupil compared with 2021-22

The MFG is important as it provides funding stability between years. It must be set between plus 0.5% and plus 2.0% per pupil. It is also to apply to top up funding rates for special schools and alternative provision (although total funding change considers both place and top-

up funding) but this MFG can be set at a different level from that used in the mainstream formula. However, it must be set at least 0%, the same as last year.

Final funding changes for mainstream schools in 2022-23 will be due to differences between the NFF formula values as well as data changes from the October 2021 census. A lower MFG can be used to ensure funding is more aligned to the current school data. It also reduces the risk that an individual school's allocation might exceed that provided through the NFF. It is important to note that the MFG in the NFF protects against the NFF LA allocations, while MFG in the local formula protects against 2021-22 BCP formula school allocations, which were slightly different.

Where the operation of the MFG would give rise to an unreasonably high level of protection a request can be made to the ESFA to use an alternative calculation. A fresh disapplication request must be made each year. This process is not expected to be needed in 2022-23.

4. National Formula Applied to BCP Schools 2022-23

4.1 Summary of Funding by Factor

As in previous years, 80% of funding allocated to schools must be through pupil-led factors. The NFF applied to BCP schools allocates over 90%.

National formula allocations by factor for 2022-23 compared with the previous year (based on the 2021-22 pupil numbers and data from the October 2020) census is shown in table 3 below.

Table 3: Impact by factor of the NFF for 2022-23 compared with 2021-22

NFF Factor	2021-22		2022-23		Change	
Basic Entitlement	174,977,290	77.0%	180,234,516	77.4%	5,257,226	3.0%
Deprivation	15,554,494	6.8%	15,977,996	6.9%	423,502	2.7%
EAL	1,846,925	0.8%	1,898,900	0.8%	51,976	2.8%
Prior Attainment	14,126,224	6.2%	14,565,942	6.3%	439,718	3.1%
Mobility	162,359	0.1%	167,115	0.1%	4,756	2.9%
Sparsity	50,400	0.0%	57,600	0.0%	7,200	14.3%
MFG	1,052,255	0.5%	831,653	0.4%	(220,602)	(21.0%)
MPPFL	7,323,495	3.2%	6,464,775	2.8%	(858,720)	(11.7%)
Lump Sum	10,552,917	4.6%	10,866,458	4.7%	313,542	3.0%
Split Sites	230,288	0.1%	230,288	0.1%	0	0.0%
Exceptional Premises	101,017	0.0%	101,017	0.0%	0	0.0%
Business Rates (at cost)	1,367,288	0.6%	1,367,288	0.6%	0	0.0%
	£227,344,951		£232,763,549		£5,418,598	2.4%
% Basic Entitlement	77.3%		77.7%			
% pupil led	91.3%		91.8%			
Primary: Secondary ratio	1.3		1.3			

The reduction in the top up funding from the MPPFL and MFG reflects that these have increased by 2% but most formula factors have increased by 3% which reduces the difference with the formula allocations. This has also led to fewer schools needing to have funding topped up with 3 moving above the MPPFL to the formula and 6 no longer requiring MFG protection. This continues the trend from last year.

It is possible for 2022-23 to replicate the national funding methodology in the local formula for individual schools and to use an MFG of 2%. This formula should be affordable with a surplus

available to contribute to high needs. Only significant data changes or an inadequate growth fund allocation would prevent the NFF from being affordable.

4.2. Summary Impact of the NFF for Individual Schools

A summary of the impact for schools is provided in Table 4 below:

Table 4: Summary Final Formula Positions (based on 2021-22 data)

Number of schools	2021-22	2022-23
MFG	16	10
MPPFL	50	47
Fully formula funded	24	33
Total Schools	90	90

Appendix 1 provides the indicative impact for individual schools. The estimated budgets use the data applicable to the 2021-22 local formula. This removes the impact of changing pupil numbers and pupil data and enables a direct comparison to be made with 2021-22 funding levels.

QUESTION 1:

Do you agree the local formula should continue to replicate the NFF, provided it is affordable?

- ☐ Yes
- ☐ No
- ☐ Unsure

If not, what changes would you make and why?

5. The High Needs Block (HNB)

5.1. Overview

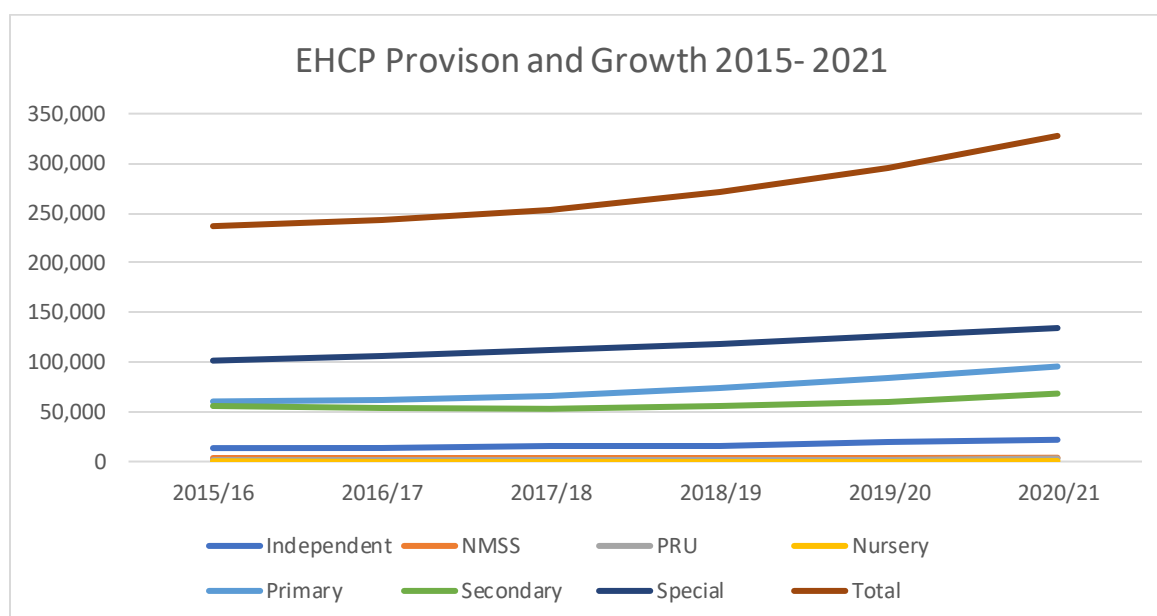
The HNB primarily supports individual pupils, either through additional funding within mainstream, special school funding or funding to specialist providers. It also includes the funding for those unable to attend school due to exclusion or medical needs.

HNB pressures are now recognised as a national issue linked to several drivers, including government policy changes. The introduction of a new Code of Practice for Special Educational Needs and Disabilities (SEND) in 2014 increased the age range from 0 to 25 (previously age 0 to 19) and increased parental expectations of support available. The resulting increase in education, health, and care plans (EHCPs) has far outstripped the increases in high needs funding.

The relevant data is in table 5 below and in the graph (figure 2) that follows.

Table 5: National Trends in EHC Plans 2015-16 to 2020-21

All England SEND 2 Data							Provision Pattern	
Provider type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2020/21 National	2020/21 BCP
Independent school	13,532	14,065	15,969	16,576	19,011	21,887	7%	6%
Non-maintained special	3,746	3,671	3,550	3,584	3,686	3,850	1%	10%
Pupil referral unit	1,501	1,633	1,866	2,161	2,520	3,064	1%	1%
State-funded nursery	315	368	350	389	376	540	0%	0%
State-funded primary	60,446	62,390	66,789	74,404	83,438	95,601	29%	23%
State-funded secondary	55,738	53,867	53,026	55,233	60,229	68,370	21%	20%
State-funded special	101,528	106,190	112,129	118,818	125,498	134,306	41%	40%
Total	236,806	242,184	253,679	271,165	294,758	327,618	100%	100%
Annual Growth		2.3%	4.7%	6.9%	8.7%	11.1%		12.2%

Figure 2: This national EHCP growth data is shown graphically below:

National data shows modest growth in EHCPs initially in 2016-17 at 2.3% but this rate has increased steadily each year and by 2020-21 the rate of annual growth had increased to 11.1%.

As state funded and non-maintained special schools have been unable to expand rapidly to contain this growth, the use of generally more expensive independent special schools has increased by 62% over this same period.

This trend is replicated locally with BCP growth of EHCPs slightly ahead of national in 2020-21 at 12.2% and with use of non-state provision relatively high at 16% compared with 8% nationally. BCP has a corresponding relatively low proportion of EHCPs in state primary schools as also shown above in table 5.

BCP's growth in EHCPs has been greater than seen nationally overall but the absolute level of plans was still below average levels in 2020-21. National benchmarking reproduced below in table 6 shows BCP below average for the number of EHCPs per 1000 of 2-18 population at

33.7 with the England average at 34.0, South West at 35.1 and ten closest statistical neighbours at 38.5.

Table 6: Benchmarking Extract

Table 2: Number per 1000 of 2-18 population with SEN statement or EHC plan and placement of these pupils and students (Charts 1 and 2)

	A) Bournemouth, Christchurch & Poole (New, LA code 839) 2020-21	B) SOUTH WEST 2020-21	C) England 2020-21	D) Ten closest statistical neighbours of Bournemouth, Christchurch & Poole (New, LA code 839) 2020-21
Population	72,595	1,069,734	11,481,871	1,163,339
No. aged up to 25 with SEN statement or EHCP	33.7	35.1	34.0	38.5
of these, placements in:				
Mainstream schools or academies	10.8	12.6	11.3	12.4
Resourced provision or SEN units	0.2	1.6	1.6	1.8
Maintained special schools or special academies	10.0	9.4	10.9	11.5
NMSS or independent schools	3.8	2.2	2.1	2.7
Hospital schools or alternative provision	0.3	0.5	0.3	0.3
Post 16	5.2	5.9	5.6	7.0
Other	3.4	3.0	2.2	2.9

Source: DSG Benchmarking Tool 2020-21 data.

Note that the other information in the table categorises provision slightly differently compared with table 5. Independent and non-maintained special school data is combined but post 16 only providers is shown separately. However, the general conclusions are the same.

In terms of the central high needs budget, it should be noted that the data on EHCP numbers includes plans that are nil cost because the total cost is within the £6,000 of funding delegated to mainstream settings through the funding formula.

5.2 High Needs Budget Summary Position 2022-23

There was already an annual funding shortfall brought into BCP from two of the three legacy councils with also transfers from the schools blocks in each to minimise the shortfall. Since that time levers to manage the annual deficit have reduced with the ESFA no longer allowing transfers greater than 0.5% of schools block funding or councils to top up the DSG from their own resources.

The legacy councils historic budget levels were relatively high nationally according to the characteristics of pupils. As a result, the main element of BCP's high needs funding is protected in the national high needs NFF through a funding floor mechanism in a similar way to the MFG for mainstream school funding. The main funding increase has been provided through an uplift to this funding floor for each year. Until 2020-21 the annual uplifts had been small and nationally high needs funding gaps and accumulated DSG deficits had started to emerge and grow rapidly.

The national minimum increase of 8% per high needs pupil BCP over the three years 2020-21 to 2022-23 has not closed the funding gap with the growth in EHCPs still greater over this period (2020-21 actual and current and future year forecasts). Note also that the 8% funding increase needs to cater for increased costs from growing complexity of need, general inflationary pressures and greater use of higher cost settings as new local provision cannot be quickly created in response to growing needs.

Even though a significant number of local places have been created since 1 April 2019, reliance on (usually) higher cost non-state provision through independent and non-maintained special schools (INMSS) has grown further. The annual budget gap in 2021-22 was £9.7 million but it is projected to be £11 million at outturn (£1.3 million overspend). The annual gap could grow to almost £18 million next year if no further places are created and demand grows

by a further 10%. A 0.5% (£1.2 million) transfer of school block funding could reduce this gap as in previous years.

The draft budget in Appendix 2 details the projected funding gap for 2022-23 and the assumptions used. There is budget growth showing particularly for INMSS as no further new places are yet known for September 2022 with work still in progress to identify how many and where new places can be created. By the January Schools Forum meeting there may be greater certainty in these plans with the budget able to be set with fewer children needing to be placed in more expensive provision. It should be noted that plans for individuals can be determined through a legislative process and this can direct a more costly placement through the SEND Tribunal system regardless of the availability of local places.

The budget also assumes that permanent exclusion placements are no longer growing from success in the on-going preventing exclusions strategy, that the mainstream banding review will be cost neutral and no transfer yet of funding from the schools block.

Creation of further local places or more high needs pupils remaining in mainstream schools (at current funding levels) could reduce this gap but not at any scale to eliminate it.

5.3. New High Needs Places Planned from September 2022

Children's Services are working on plans to create more special needs places in local provision and are in the process of seeking expressions of interest from schools to take this forward. There is capital funding available to support these plans.

5.4. Mainstream Top Up Funding Review

Pupils with SEND in mainstream schools are supported by a combination of the school delegated budget (schools block funding) and top up funding (SEN packages) and outreach services funded from the HNB.

A review of the SEN packages funding is underway with the following objectives:

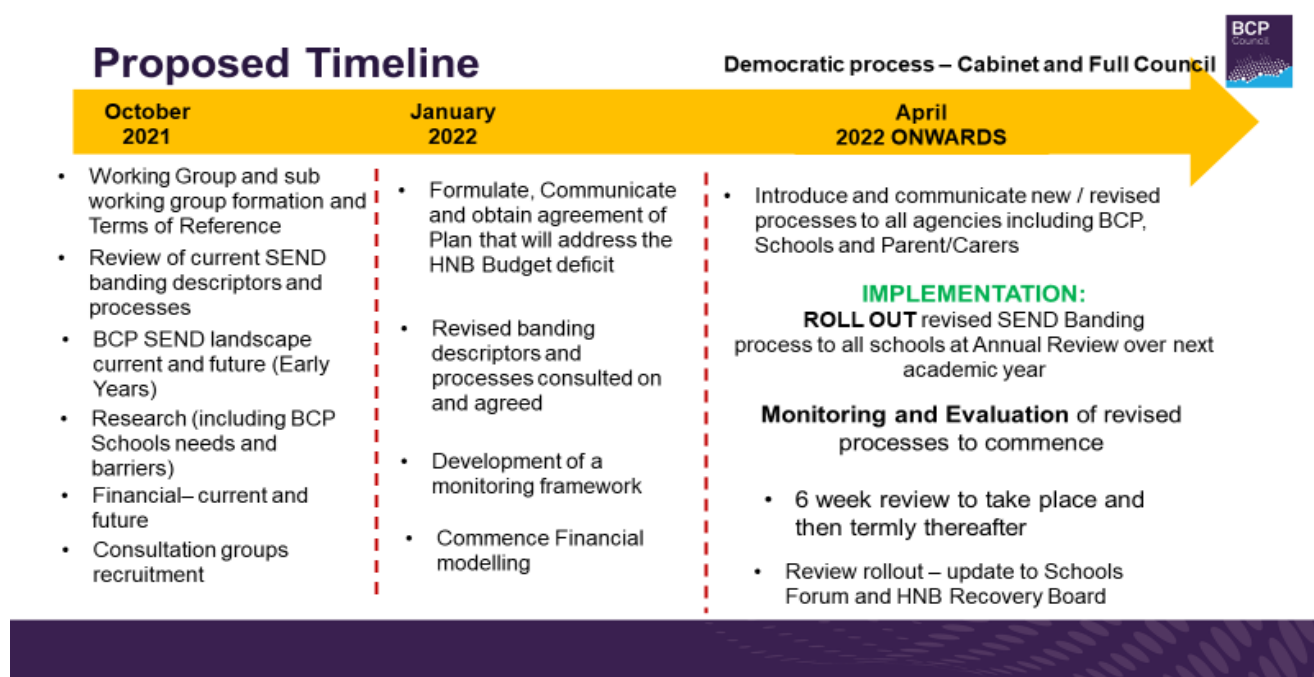
1. To revise the descriptors, and banding values to ensure available funding is utilised effectively and efficiently to better support mainstream schools to remain inclusive.
2. To work in collaboration with stakeholders to co-produce and implement a consistent and transparent approach with clear processes.
3. To ensure a better match between the individual needs of children and young people with SEND and the funding schools receive to support them to achieve their full potential.

Since its establishment the working group has created three sub-groups to look at:

- Descriptors – revising the current banding descriptors, with draft descriptors in development.
- Finance and Data – financial modelling, SEND data and cost analysis.
- Processes – review and revision of current processes followed by the BCP SEND teams, schools, and parents/carers.

Research has been undertaken into bandings and matrix methods adopted by other Local Authorities to inform BCP's way forward. An estimated timeline for the work is in figure 3 below.

Figure 3:



5.5. EHCP Growth in Demand

The forecast for 2022-23 and the years beyond currently assumes that EHCP growth will continue at current levels of 10%. At some point this growth in demand must start to level off but nationally and locally there is not yet any evidence of this and the projections are for an increasing funding gap each year even with 8% funding increases continuing.

6. Transfer of School Block Funding to High Needs

6.1. DSG Regulations

It is possible to transfer funding from mainstream schools to support expenditure in other funding blocks. This requires the agreement of the schools forum. A transfer can be made of up to 0.5% of mainstream school funding. A transfer above this level requires the approval of the Secretary of State. Any decision is for 2022-23 only and will be needed at the January 2022 meeting so that work can progress to finalise the mainstream school formula.

6.2. Summary of Proposal

The mainstream schools NFF has been fully affordable each year for all schools after an appropriate growth fund has been calculated and a 0.5% transfer has been made to high needs. The surplus funding has been reducing each year. This is due to a reduction in unused growth funding and in 2021-22 there was also more deprivation in the data from the October 2020 census compared with the previous year due to the pandemic.

If the number of pupils eligible for FMS have increased further since last year (or other data changes significantly), then a full 0.5% may not be possible for 2022-23. Most schools forum members have not supported any level of transfer that would prevent all schools receiving their full NFF funding. There are no proposals to reduce funding for any school below the NFF (unless that would lead to an inappropriate outcome) unless it is not affordable.

QUESTION 2

Do you agree that a transfer of 0.5% of school block funding to high needs should be made if affordable?

- ☐ **Yes**
- ☐ **No**
- ☐ **Unsure**

If no, please explain your reasons.

7. Formula affordability

7.1 Summary of Options

Final school budgets will be calculated following receipt of the October 2021 census data from the DfE in December and application of the agreed local formula. Affordability of planned unit values and other formula elements will need to be assessed again at that time. Should the proxy data for additional needs reduce (increase) between Oct 20 to Oct 21 censuses, the SUFs and PUFs based on Oct 2020 proxy data will allocate more (less) funding to the schools block than required to distribute locally through NFF.

These final formula adjustments could involve:

i. In the case of a funding shortfall (and therefore no transfer to high needs):

- Introducing a gains cap
- Applying lower MFG protection than the NFF 2%
- Reduction in formula unit values.
- A combination of the above.

A reduction in the minimum per pupil levels is not proposed since this requires specific agreement from the ESFA which is unlikely to be given.

ii. In the case of a funding surplus (after an agreed level of transfer to high needs):

- Increase a factor unit value above the NFF
- Increase the level of the minimum per pupil funding level
- A combination of the above.
- Offset against the historic deficit

7.2. Proposal

It is proposed to manage any shortfall in funding by adjusting the values of the basic entitlement factor for each phase by the same proportion. Any surplus funding is offset against the historic deficit.

QUESTION 3

Do you agree that to manage any shortfall in funding for the NFF that the basic entitlement funding values should be reduced by the same proportion?

- ☐ Yes
- ☐ No
- ☐ Unsure

If no, please can you suggest which factor values should be reduced instead and why?

QUESTION 4

Do you agree that any surplus funding (after the schools block budgets have been provided in full and a 0.5% transfer made to high needs) should be used to reduce the historic DSG deficit?

- ☐ Yes
- ☐ No
- ☐ Unsure

If not, what options do you think should be considered and why?

8. Growth Fund

8.1. Proposed policy for 2022-23

The local authority is required to produce criteria through which growth funding is allocated, that must be agreed by the Schools Forum. Growth funding can be allocated for the following:

- support growth in pre-16 pupil numbers to meet basic need
- support additional classes needed to meet the infant class size regulation

Since 2019-20, funding to cover mainstream pupil growth is allocated to the LA using a formulaic method based on lagged growth data. The amount allocated in 2021-22 was £1.4 million. The allocation for 2022-23 has not yet been announced.

Growth funding is provided to schools depending on the circumstances according to either the national statutory arrangements (through the funding formula) or under the local growth fund policy (through a central budget).

It is statutory to provide growth through all the formula funding factors for new and growing schools, where the school is either new or has changed its age range and does not yet have all year groups open. As an example, a new free school (Livingstone) opened with 150 places in year 7 in September 2021 and this was funded through statutory implicit growth using estimated data. This implicit growth will be provided through the formula each year until the school is full.

It is proposed to use the existing policy for the central growth fund for 2022-23 (explicit growth where we have discretion). The ESFA are planning that all growth fund payments are allocated according to a national mechanism in the following year (2023-24).

This policy funds each new place added at the relevant key stage basic entitlement for the period September to March, for both permanent and temporary growth. Where the growth does not

materialise according to the following October census, that place is only funded at 30% of the above.

New and growing schools will also receive start up and diseconomy of scale funding from the growth fund in-line with that previously provided by the DfE to new free schools, along with the resources funding also provided to such free schools.

There is an expectation that a growth fund is established to support pupil growth requested by the LA to meet basic need. Further, there is a requirement that the growth fund allocates start up and diseconomy of scale funding to new local free schools delivered through the presumption route. It would also not be appropriate to stop funding or significantly reduce the payments, for existing growth that is working its way through the school.

8.2. Indicative financial cost of funding growth

The final growth fund payments for 2021-22 will be determined after the census data has been received in December 2021.

Table 7: Summary of explicit growth fund under proposed policy

	2021-22 Forecast	2022-23 Forecast	2023-24 Forecast
Total	279,676	513,324	513,324

Further details of the proposed policy are set out in Appendix 3, with a detailed breakdown of forecast spend.

QUESTION 5

Do you support that the existing growth fund policy continues for 2022-23?

- ☐ **Yes**
- ☐ **No**
- ☐ **Unsure**

If no, what changes should we make?

9. Central Schools Services Block

9.1. Funding and Draft Budget 2022-23

It is proposed to allocate the central services block funding to the LA for the related services. A national formula was introduced for 2018-19 to determine LA allocations for ongoing central service for all schools. It is largely based on pupil numbers but with an allowance to reflect relative levels of deprivation across LAs. There is a protection arrangement in places with BCP higher levels of historic spend being protected with a maximum reduction of 2.5% per year.

Other funding in this block is for historic commitments at cost which is scheduled to decrease by 20% each year unless an application to the DfE is successful in retaining enough funding to cover prudential borrowing repayments and early retirement commitments. This application was successful last year and as nothing has changed it is hoped it will be again for 2022-23. Services for maintained schools only are not included in the central schools services block. Although statutory

duties of the LA the allocation to budgets is decided by Schools Forum. The draft budget for these services is as follows.

Table 8: Central School Services 2022-23

Central School Services	2021-22 £000's	Change £000's	2022-23 £000's
School admissions and access arrangements	423	0	423
Licences purchased by DfE	234	0	234
Servicing Schools Forum	18	(8)	10
Ex ESG services all schools	1,088	(33)	1,055
Commitments - premature retirements (ex DCC)	20	(3)	17
Commitments - ASD Base / other	275	0	275
Total Expenditure	2,058	(44)	2,014*

* Included in the total for 2022-23 is full commitment funding assuming application to EFSA will be successful again.

9.2. School Admissions and Servicing of the Schools Forum

Any further reduction would require schools to consider how individually they manage the Schools Admissions Forum or school admissions process in the absence of coordinated arrangements.

The schools forum budget supports the cost of the meeting itself and attendance of early years voluntary and private sector members at sub-group meetings. The budget requirement has been reduced assuming that some meetings will continue to be virtual next year.

9.3. DfE Licenses

The list of licences negotiated on behalf of all schools by the DfE is to be included in the budget 2022-23 consultation. However, the LA has no influence over which licenses are included or the level of the DfE change on the DSG.

The list of licenses included in the charge is the same as last year as follows:

- Christian Copyright Licensing International (CCLI)
- Copyright Licensing Agency (CLA)
- Education Recording Agency ERA)
- Filmbank Distributors Ltd (For the PVSL)
- Mechanical Copyright Protection Society (MCPS)
- Motion Picture Licensing Company (MPLC)
- Newspaper Licensing Agency (NLA)
- Performing Rights Society (PRS)
- Phonographic Performance Limited (PPL)
- Schools Printed Music Licence (SPML)

9.4. Ex ESG Services

These services are LA statutory duties on behalf of all schools, including academies and special schools. The list of these services is included in Appendix 5 alongside the different duties for maintained schools only for clarity.

Table 9: Ex ESG Services 2022-23

Ex ESG Services	2021-22 £000's	Change £000's	2022-23 £000's
Statutory and Regulatory Duties	507	(14)	493
Education Welfare	433	(19)	414
Asset Management	148	0	148
Total Ex ESG services all schools	1,088	(33)	1,055

If this level of funding is not allocated to support the LA costs, then the consequences could be that:

- Activity supporting the Children and Young People's Partnership Board would need to be reduced.
- Support for pupils with poor school attendance could be reduced.
- Support to schools with basic need capital projects would reduce.
- Central activity is reduced in SEND capital projects forming part of the BCP high needs action plan.
- Potential capital bidding rounds could be left unsupported with lost opportunity of drawing government funds into BCP.

9.5. Historic Commitments

The historic commitment is of funding to repay prudential borrowing taken out by the legacy Bournemouth Council to fund the Springwood scheme. Springwood is an expansion of Linwood Special School on a separate campus that provides autism spectrum disorder provision for 54 pre-16 places and 6 post-16 places. Historic early retirement costs were passed to BCP from Dorset Council when the new authority was formed in April 2019.

QUESTION 6

Please provide any comments you would like to make concerning the budgets in the central school services block.

10. Section for Maintained Schools Only - LA Funding for Services for Maintained Schools only

Appendix 4 provides the details of the funding mechanisms applicable to maintained schools only and the arrangements on conversion to academy status.

10.1. LA Duties for Maintained Schools – central retention from budget shares

The DfE stopped funding the LA from September 2017 for services to be provided to maintained schools only, with funding instead to be provided from maintained school budget shares. These duties are those that pass to academies on conversion. This decision is to be made collectively by maintained school members of the Schools Forum only with it not impacting on budgets for academies or other DSG areas.

Appendix 5 providing the details of these maintained school services with a comparison of those for all schools funded from the central school services block considered in section 9.

10.2. Proposed Maintained School Central Retentions April 2022 to March 2023

The proposed per pupil (mainstream) and per place (specialist) rates for central retentions are unchanged from 2021-22. An allocation for each service for the 12-month period from April 2022 is scheduled in Table 10 below:

Table 10: LA Budget for Maintained School Statutory Duties April 2022 to March 2023

Service	Budget Retained £000's
Statutory & Regulatory Duties:	
Education and Service Planning - including appointment of governors, government data returns, functions under the equality act, legal services advice, handling complaints, academy conversion support.	58
Finance & Audit - Production of budget schedules and payment of funding allocations and DfE grants, consolidation of annual accounts and quarterly returns. CFR advice, best value and procurement advice, scheme of financing maintained schools, Internal audit, banking and treasury, financial regulations adaptation for schools (for example delegation of some CFO approvals to school governors).	70
Human Resources - Employee investigations, pension administration, pay scales and conditions of service, TU negotiations for local government employees, support for school improvement activities.	15
Total Statutory & Regulatory	143
Asset Management - premises management support, including condition surveys and liaison with dioceses for VA schools, asbestos risk management, general health & safety duty as an employer. DfE bids for condition grants and LA staff support relating to condition works.	50
Monitoring National Curriculum Assessments	20
Total All Duties to be agreed	213

The proposed rates per pupil and per place would be as follows:

Table 11 Proposed Maintained Schools Central Retention Rates

	Proposed 2021/22	Proposed 2022/23
Mainstream School rate per pupil	23.17	23.17
Specialist Provider rate per place	98.46	98.46

The multiplier for specialist provider places is 4.25 as used by the DfE in the previous funding mechanism.

If the retention is not supported in full maintained schools could see some services reduce. For example, the revenue costs of support for capital projects would need to be paid for by schools individually as they benefit from the grant available to the LA. This could impact on an individual school's ability to access capital funding to resolve premises issues. Some services are behind the scenes and the LA must provide (such as to comply with accounting regulations, paying budget shares, and completing data returns) Other measures could

include applying charges to support a school facing a crisis with this not in the best interest of either party.

10.3. De-delegation of School Duties

De-delegation currently does not apply for special schools or alternative provision but there is a potential change for 2022-23.

The LA can provide centrally for a small range of services and costs where the statutory duty remains with maintained mainstream schools (for example, checking eligibility of pupils for free school meals). Funding can be provided to the LA through de-delegation of individual maintained mainstream school budget shares with agreement through the Schools Forum for each phase separately.

There was no de-delegation for 2021-22 and no proposals are currently being planned for 2022-23 except for the potential service in the next section.

Where it can be efficient to provide centrally for all schools (maintained and academy, both mainstream and specialist) traded services can be established for consideration by all schools individually. BCP currently offer a service level agreement for checking free school meal eligibility.

10.5. LA Statutory School Improvement Activity

Councils' school improvement activity can be divided into their 'core improvement activities' and 'additional improvement services' which councils may opt to provide to maintained schools with their agreement.

The DfE has funded the core improvement duties through specific grant, with the amount received by each council proportionate to the number of maintained schools in their area. BCP has been receiving the minimum allocation of £50,000.

The core improvement activities are set out in Part 4 of the Education and Inspections Act 2006 (the 2006 Act) and in the Schools Causing Concern guidance. Part 4 of the 2006 Act provides councils with statutory powers to warn and intervene in schools causing concern, through issuing a warning notice setting out actions the governing body are to take.

The Schools Causing Concern guidance sets out expectations that councils should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress.
- Work closely with the relevant Regional School Commissioner (RSC), diocese and other local partners to ensure schools receive the support they need to improve
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards.
- Encourage good and outstanding maintained schools to take responsibility for their own improvement.
- Support other schools; and enable them to access the support they need to improve.

Recently the DfE implemented changes to ensure that, in delivering these core improvement activities, councils receiving this grant are supporting educational recovery from the pandemic.

Since 2017 councils have been permitted, with the agreement of their local Schools Forum, to de-delegate funding from their schools' budget shares, to fund the provision of additional improvement services. These are activities that go above and beyond core improvement activities. BCP has not to date offered school improvement services through de-delegation of budget shares.

The current funding arrangements for council school improvement activity presumes that there is a clear distinction between core improvement activities, for which the grant is provided, and additional activity, which councils fund through de-delegation or as a traded service. The DfE believe this distinction no longer reflects the reality of how effective councils operate. Rather, that in practice activity connected to core improvement activities forms part of a continuum of wider improvement activity that councils may choose to undertake such as early challenge for under-performance to avoid escalation to formal intervention.

DfE Consultation

The DfE are consulting on proposals to remove the grant from the LA and enable all improvement activity, including that provided in connection with LA core improvement activities, to be funded in the same way via de-delegation from maintained schools' budget shares. The DfE note the benefits of this are:

- It will remove the distinction set out above, which does not reflect the reality of how effective councils operate.
- In line with the drive towards a school-led improvement system, it will put more decisions about improvement provision to schools into the hands of school leaders (via schools forums).
- With an average uplift in next year's provisional core school funding allocations of 3.2% nationally (BCP across all schools in only 2.4% on a consistent basis), the beneficiaries of improvement support from councils should contribute to the cost of such support but, in turn, will have greater influence over the activity undertaken.
- It will bring funding arrangements for councils' improvement activity closer into line with the relationship between individual academies and their MATs, which normally top-slice funding to secure improvement support; moving closer towards ensuring that maintained schools and academies are funded on an equivalent basis.
- In turn, this will help to deliver a core aim of the NFF which is to support a more school-based system that allows schools maximum control over their funding.
- It will also enable councils to adjust over time to the government's longer-term ambition for all schools to become academies within a strong MAT.

The more appropriate mechanism, of course, is the central retention since that mechanism also currently includes specialist providers and is to fund statutory duties of LAs, unlike de-delegation which is for duties that remain the responsibility of schools.

Subject to the outcome of their consultation, the DfE are proposing that the LA grant is reduced to 50% of the current amount in 2022-23 and then ended to allow time to adjust to these new arrangements. Going forward, in fulfilling their responsibilities for maintained schools, councils will continue to be able to draw on wider improvement support that the DfE makes available at low or no cost, including the network of curriculum and behaviour hubs, teaching school hubs, national professional qualifications providers, early career framework reforms, and support from a national leader of education for any school that Ofsted judge 'requires improvement'.

BCP Proposal if LA Grant is Reduced

The outcome of this DfE consultation will not be known until December / January 2022. In preparation for the outcome, de-delegation could be done on a per pupil / per place basis in the same way as the central retention to replace the £25,000 lost in 2022-23.

This would equate to:

- Mainstream schools £2.72 per pupil
- Special schools and PRU £11.56 per place

Where de-delegation also differs from the central retention mechanism is that data from other factors (such as FSM) could be used as the basis of the calculation rather than only pupil / place numbers, and secondary unit values could be different from primary.

10.6 Estimated Central Retention / De-delegation Amounts 2022-23

The amounts for each maintained school for the 12-month period (should they remain maintained throughout) based on 2021-22 pupils and projected 2022-23 place numbers (to be updated in final allocations) are set out in table 12:

Table 12: Indicative Maintained School Central Retentions / De-Delegation

Maintained Mainstream	NOR	Retention	De-delegation *
Christchurch Infant School	350	8,110	952
Somerford Primary School	257	5,955	699
Mudford Community Infants' School	180	4,171	490
Mudford Junior School	262	6,071	713
Burton Church of England Primary School	334	7,739	908
Hillbourne Primary School	236	5,468	642
St Katharine's Church of England Primary School	467	10,820	1,270
Corpus Christi Catholic Primary School	432	10,009	1,175
The Priory Church of England Primary School	211	4,889	574
St Joseph's Catholic Primary School,	210	4,866	571
Highcliffe St Mark Primary School	649	15,037	1,765
St Walburga's Catholic Primary School	419	9,708	1,140
St Edward's RC/C England School, Poole	909	21,062	2,472
Poole High School	1608	37,257	4,374
Maintained Specialist Places	Places		
Winchelsea Special	188	18,510	2173
Christchurch Learning Centre	48	4,726	555
Linwood Special	397	39,089	4589
Proposed Contribution BCP		213,486	25,063

*Only to be proposed if DfE consultation outcome removes 50% of the LA grant in 2022-23.

QUESTION 7 (for maintained schools only)

Do you have any comments about the proposals for the central retention?

QUESTION 8 (for maintained schools only)

8a If the DfE reduce the school improvement grant to the LA by 50% to £25,000 in 2022-23 do you support de-delegation of funding from maintained school budget shares?

- ☐ Yes
- ☐ No
- ☐ Unsure

If no, can you suggest how these LA duties should be funded?

8b If the above is to be implemented, is using pupil / place numbers the right approach?

- ☐ Yes
- ☐ No
- ☐ Unsure

If no, can you suggest an alternative with reasons?

10.7. Traded Services

As in the current year a number of services may be offered only to maintained schools, as provision centrally complements our statutory duties. This includes, for example, being within the council's group banking arrangements.

It is also expected that all maintained schools will continue in the central insurance arrangements, although this funding is delegated to schools, until the end of the current contract period at which point schools individually will need to consider whether to join instead the government scheme. Exceptionally, a school may not be able to join central schemes, it may depend on historic claims history, but in this event the council will support a separate procurement as the LA has a duty to ensure school arrangements are satisfactory. Insurance costs are charged to schools, largely according to pupil numbers.

A brochure of the BCP offer for other services will be available later in the year.

11. Conclusion and Next Steps - All Schools

QUESTION 9

Are there any further comments you would like to make about any issues within the scope of this consultation?

Next Steps

A summary of consultation questions is included at Appendix 6. The consultation closes on Friday 17 December 2021 at midnight, but earlier responses are welcomed.

Please respond either using:

- the online survey link (preferred) which is included below:
<https://haveyoursay.bcpccouncil.gov.uk/school-funding-consultation>
- or using the consultation response form that can be provided on request, as follows:

E-mail return to nicola.webb@bcpccouncil.gov.uk

Responses will be collated and considered at the Schools Forum meeting on 13 January 2022

At the same meeting Schools Forum will receive a report detailing the outcome of the mainstream formula for 2022-23, the final schools budget calculations to be sent to the ESFA to take account of the October 2021 census and will make recommendations to Council.

Schools Forum recommendations will be considered by BCP Council on 22 February 2022.

The Schools Forum in January 2022 will decide on the level of any funding transfer to high needs, the level of the growth fund and budgets supporting central services for schools

NFF applied to BCP Schools 2022-23

Data Source: October 2020 census	2021-22		2022-23		Change	
Primary						
Ad Astra Infant School	£1,117,973	MPPFL	£1,140,583	MPPFL	£22,610	2.0%
Baden-Powell and St Peter's Church of England Junior School	£3,025,728	MPPFL	£3,086,928	MPPFL	£61,200	2.0%
Bayside Academy	£1,389,797	MFG	£1,429,404	Formula	£39,607	2.8%
Bearwood Primary and Nursery	£886,009	Formula	£912,159	Formula	£26,150	3.0%
Bethany Church of England Junior	£1,649,085	Formula	£1,698,174	Formula	£49,089	3.0%
Bishop Aldhelm's CoE Primary	£2,541,086	MPPFL	£2,592,511	MPPFL	£51,425	2.0%
Broadstone First School	£1,258,890	MPPFL	£1,284,390	MPPFL	£25,500	2.0%
Burton Church of England Primary I	£1,423,749	MPPFL	£1,452,139	MPPFL	£28,390	2.0%
Canford Heath Infant School	£1,502,328	MPPFL	£1,532,758	MPPFL	£30,430	2.0%
Canford Heath Junior School	£2,006,181	MPPFL	£2,046,811	MPPFL	£40,630	2.0%
Christ The King Catholic Primary	£1,626,604	MFG	£1,656,600	MFG	£29,995	1.8%
Christchurch Infant School	£1,508,583	MPPFL	£1,538,333	MPPFL	£29,750	2.0%
Christchurch Junior School	£2,077,299	MPPFL	£2,119,374	MPPFL	£42,075	2.0%
Corpus Christi Catholic Primary	£1,813,184	MPPFL	£1,861,416	Formula	£48,232	2.7%
Courthill Infant School	£1,450,504	MPPFL	£1,479,914	MPPFL	£29,410	2.0%
Elm Academy	£2,031,921	MFG	£2,070,031	MFG	£38,111	1.9%
Hamworthy Park Junior School	£1,950,562	MPPFL	£1,991,335	Formula	£40,773	2.1%
Haymoor Junior School	£1,509,836	MPPFL	£1,540,351	MPPFL	£30,515	2.0%
Heatherlands Primary School	£2,567,634	MPPFL	£2,619,654	MPPFL	£52,020	2.0%
Heathlands Primary Academy	£949,411	MFG	£965,857	MFG	£16,445	1.7%
Highcliffe St Mark Primary School	£2,724,925	MPPFL	£2,780,090	MPPFL	£55,165	2.0%
Hill View Primary School	£2,575,736	MPPFL	£2,627,926	MPPFL	£52,190	2.0%
Hillbourne Primary School	£1,057,864	Formula	£1,088,410	Formula	£30,546	2.9%
Jewell Academy Bournemouth	£1,904,002	MFG	£1,939,502	MFG	£35,500	1.9%
King's Park Academy	£2,804,995	MFG	£2,858,503	MFG	£53,508	1.9%
Kingsleigh Primary School	£3,237,088	Formula	£3,333,115	Formula	£96,027	3.0%
Kinson Academy	£1,110,277	MFG	£1,129,919	MFG	£19,642	1.8%
Lilliput Church of England Infant I	£1,494,746	MPPFL	£1,525,006	MPPFL	£30,260	2.0%
Livingstone Road Infant School	£1,119,268	Formula	£1,152,791	Formula	£33,523	3.0%
Livingstone Road Junior School	£1,104,199	MFG	£1,134,911	Formula	£30,712	2.8%
Longfleet CoE Primary School	£2,649,458	MPPFL	£2,703,093	MPPFL	£53,635	2.0%
Malmesbury Park Primary School	£2,569,014	MPPFL	£2,621,034	MPPFL	£52,020	2.0%
Manorside Academy	£1,691,184	MFG	£1,722,462	MFG	£31,278	1.8%
Merley First School	£1,272,582	MPPFL	£1,298,337	MPPFL	£25,755	2.0%
Moordown St John's CoE Primary	£1,762,768	MPPFL	£1,798,468	MPPFL	£35,700	2.0%
Mudford Community Infants'	£802,525	MFG	£824,852	Formula	£22,327	2.8%
Mudford Junior School	£1,125,950	Formula	£1,159,022	Formula	£33,072	2.9%
Muscliff Primary School	£2,624,350	MPPFL	£2,677,390	MPPFL	£53,040	2.0%
Oakdale Junior School	£2,067,376	MPPFL	£2,109,111	MPPFL	£41,735	2.0%
Ocean Academy Poole	£1,319,378	Formula	£1,358,679	Formula	£39,301	3.0%

Bournemouth, Christchurch & Poole School Funding Consultation 2022-23

Data Source: October 2020 census	2021-22		2022-23		Change	
Old Town Infant and Nursery	£799,262	MFG	£814,547	Formula	£15,285	1.9%
Pokesdown Community Primary	£1,714,400	MPPFL	£1,749,080	MPPFL	£34,680	2.0%
Queen's Park Academy	£2,005,226	MPPFL	£2,045,771	MPPFL	£40,545	2.0%
Queen's Park Infant Academy	£1,499,684	MPPFL	£1,530,029	MPPFL	£30,345	2.0%
Somerford Primary School	£1,239,313	Formula	£1,275,113	Formula	£35,800	2.9%
Springdale First School	£1,237,938	MPPFL	£1,263,013	MPPFL	£25,075	2.0%
St Clement's and St John's Church of England Infant School	£1,263,510	MFG	£1,286,276	MFG	£22,766	1.8%
St James' CoE Primary Academy	£1,715,559	MPPFL	£1,750,324	MPPFL	£34,765	2.0%
St Joseph's Catholic Primary School, Christchurch	£937,038	Formula	£964,990	Formula	£27,953	3.0%
St Joseph's Catholic Primary School, Poole	£1,628,391	MFG	£1,666,237	Formula	£37,847	2.3%
St Katharine's Church of England Primary School	£1,960,713	MPPFL	£2,000,408	MPPFL	£39,695	2.0%
St Luke's Church of England Primary School	£1,854,407	MPPFL	£1,890,617	MPPFL	£36,210	2.0%
St Mark's Church of England Primary School	£1,746,816	MPPFL	£1,782,176	MPPFL	£35,360	2.0%
St Mary's Catholic Primary School, Poole	£1,659,804	MPPFL	£1,693,379	MPPFL	£33,575	2.0%
St Michael's Church of England Primary School	£2,743,653	MPPFL	£2,799,243	MPPFL	£55,590	2.0%
St Walburga's Catholic Primary I	£1,757,359	MPPFL	£1,792,974	MPPFL	£35,615	2.0%
Stanley Green Infant Academy	£1,003,039	MPPFL	£1,023,354	MPPFL	£20,315	2.0%
Stourfield Infant School	£1,460,016	MPPFL	£1,489,596	MPPFL	£29,580	2.0%
Stourfield Junior School	£1,969,841	MPPFL	£2,009,706	MPPFL	£39,865	2.0%
Talbot Primary School	£2,459,464	Formula	£2,532,577	Formula	£73,113	3.0%
The Epiphany School	£1,733,163	MPPFL	£1,768,268	MPPFL	£35,105	2.0%
The Priory CoE Primary	£885,267	MPPFL	£903,202	MPPFL	£17,935	2.0%
Twin Sails Infant and Nursery	£1,419,105	MPPFL	£1,447,750	MPPFL	£28,645	2.0%
Twynham Primary School	£908,024	MPPFL	£926,384	MPPFL	£18,360	2.0%
Winton Primary School	£3,492,523	MPPFL	£3,563,243	MPPFL	£70,720	2.0%
Middle-deemed Secondary						
Broadstone Middle School	£2,564,162	MPPFL	£2,616,018	MPPFL	£51,857	2.0%

Bournemouth, Christchurch & Poole School Funding Consultation 2022-23

Data Source: October 2020 census	2021-22		2022-23		Change	
Secondary						
Avonbourne Boys' Academy	£3,340,612	Formula	£3,439,304	Formula	£98,692	3.0%
Bournemouth School	£4,478,444	MPPFL	£4,568,644	MPPFL	£90,200	2.0%
Bournemouth School for Girls	£4,840,008	MPPFL	£4,937,688	MPPFL	£97,680	2.0%
Carter Community School	£2,918,945	MFG	£2,974,669	MFG	£55,724	1.9%
Corfe Hills School	£3,589,513	Formula	£3,695,914	Formula	£106,401	3.0%
Glenmoor Academy	£4,853,003	MPPFL	£4,996,421	Formula	£143,418	3.0%
Highcliffe School	£6,739,354	MPPFL	£6,875,534	MPPFL	£136,180	2.0%
LeAF Studio	£1,453,025	Formula	£1,495,995	Formula	£42,971	3.0%
Livingstone Academy*	£577,357	Formula	£594,574	Formula	£17,217	3.0%
Magna Academy	£4,867,932	MFG	£5,007,408	Formula	£139,476	2.9%
Oak Academy	£2,808,845	Formula	£2,891,255	Formula	£82,410	2.9%
Parkstone Grammar School	£5,023,055	MPPFL	£5,124,365	MPPFL	£101,310	2.0%
Poole Grammar School	£4,907,548	MPPFL	£5,006,548	MPPFL	£99,000	2.0%
Poole High School	£8,903,411	Formula	£9,167,623	Formula	£264,212	3.0%
St Aldhelm's Academy	£4,523,627	MFG	£4,610,904	MFG	£87,277	1.9%
St Edward's RC/CoE	£5,027,949	Formula	£5,176,910	Formula	£148,962	3.0%
The Bishop of Winchester Academy	£6,007,653	Formula	£6,185,889	Formula	£178,237	3.0%
The Bourne Academy	£5,036,664	Formula	£5,185,465	Formula	£148,800	3.0%
The Grange School	£2,406,194	Formula	£2,477,183	Formula	£70,989	3.0%
Twynham School	£7,263,589	MPPFL	£7,410,439	MPPFL	£146,850	2.0%
Winton Academy	£5,154,165	Formula	£5,307,299	Formula	£153,135	3.0%
All-through						
Avonbourne Girls Academy	£6,918,280	Formula	£7,123,974	Formula	£205,695	3.0%
Parkfield School	£2,509,523	Formula	£2,589,354	Formula	£79,831	3.2%
St Peter's Catholic Comprehensive	£8,234,531	Formula	£8,474,569	Formula	£240,038	2.9%
TOTAL	£227,344,951		£232,763,549		£5,418,598	2.4%

* Note Livingstone is only 7 months in both years for comparison purposes

High Needs Budget Estimates 2021-22 and 2022-23

High Needs Block	2021-22 FORECAST £000's	2022-23 FORECAST £000's
Independent schools	9,361	13,943
Non-maintained special schools	7,241	9,122
Colleges	901	1,021
Independent / specialist Colleges	3,822	4,708
Special schools	13,052	13,460
Mainstream classes	3,210	3,279
Mainstream bases	594	594
AP / medical / therapies	3,288	4,110
Other	134	169
Total Top - Up for EHCPs	41,604	50,407
Commissioned & central services	3,767	4,028
Place Funding - SEND	10,575	10,840
TOTAL SEN	55,947	65,275
TOTAL AP	3,970	4,057
TOTAL HNB EXPENDITURE	59,917	69,332
TOTAL HNB FUNDING	47,822	51,630
HIGH NEEDS BLOCK DEFICIT IN-YEAR	12,095	17,702
Deficit brought forward	7,853	18,624
School block transfer	(1,094)	TBC
Other DSG Variances	(230)	
PROJECTED DSG DEFICIT CARRIED FORWARD	18,624	36,326

Assumptions:

1. Average provision costs as in 2021-22 with 3% fee increase for INMSS, bespoke, medical & colleges.
2. No allowance for additional funding to mainstream schools from the banding review.
3. Growth trend for number of EHCPs continues at previous levels but greater proportion allocated into INMSS as no further local places yet confirmed for September 2022.
4. Exclusions continue at the level forecast in 2021-22
5. No transfer from the school block has yet been included for 2022-23.
6. All other DSG funding blocks are balanced

Proposed 2022-23 growth fund policy

The proposed policy is a continuation of the existing policy agreed for 2020-21 and 2021-22 and would fund the following:

New schools to meet basic need

Funding for start-up and diseconomy of scale funding for new/ growing schools as follows:

Part 1: Diseconomy of scale funding

Empty Cohorts	6	5	4	3	2	1	MAX
Primary	£80,500	£67,500	£54,000	£40,500	£27,000	£13,500	£283,000
Secondary			£125,000	£93,500	£62,500	£31,000	£312,000
All through primary	£140,500	£117,811	£94,248	£70,686	£47,124	£23,562	£493,931
All through secondary			£185,000	£138,380	£92,500	£45,880	£461,760

No new qualifying growth in 2022-23.

Part 2: Resource Funding: £7,500 per FE added annually.

Temporary Expansions (Bulge Classes)

The LA will provide Basic Entitlement (BE) funding for the relevant phase for any additional places prorated for the period September to March. This is on the basis that an additional FE will be funded at 30 places.

There is no claw back of funding once the bulge class has passed through (lagged funding means that the bulge is funded through the formula for the year after it has gone).

The policy funds places that are unoccupied at the October census at 30% of the pro-rated Basic Entitlement rate.

Permanent Expansions

It is not expected in the foreseeable future for a permanently expanding school to reduce their PAN to pre-expansion levels.

For growth added from September 2020, funding is provided through the formula by considering all formula factors, not just the basic entitlement. This is achieved by taking an average prevalence rate across all pupils-led factors and by increasing pupil numbers accordingly. Each FE will be based on 30 pupils, funded for the period Sep – Mar. Such funding will be provided through implicit growth in the formula, rather than the explicit growth fund.

Growth added pre-September 2020 is funded at the age relevant BE rate per place, funded for the period Sep -March. This element as for bulge classes funds places that are not occupied at the October census at 30% of the pro-rated BE rate per unoccupied place.

Minor Variation to pupil numbers

The LA could fund growth for:

- Infant class sizes exceeding an agreed threshold due to exempt pupils,
- KS 2 classes exceeding a threshold
- Secondary places required where growth is not able to be contained within PAN.
- Other growth/ pupil number variations that have been requested by the local authority.

The proposal is not to fund minor variations to pupil numbers.

Regarding the infant class size legislation, funding could be provided to support the opening of KS 1 classes where overall pupils numbers exceed a multiple of 30, by a minimum number of pupils. For example, if a school with a PAN of 90 admits 66 pupils and as a result must open a 3rd class rather than only 2 classes of 33 in each, funding could be provided to support this. This continues to be considered a significant issue only for small schools, with all relevant BCP schools of sufficient size to be able to manage this without needing extra funding.

Falling Rolls Fund

The LA are not proposing to implement a falling rolls fund for 2021-22, which is no change from 2020-21.

Proposed Forecast Explicit Growth Fund Requirement

School Name	Description	2021-22 Forecast £	2022-23 Forecast £	2023-24 Forecast £
Avonbourne (Primary)	All through expansion from Sep 14 (final 5 months resource funding)	6,250	-	-
St Peters	All through expansion from Sep 14 (final 5 months resource funding)	6,250	-	-
Bournemouth School	1 FE Y7 from Sep 2019	77,070	79,380	79,380
BSG	14 pupils Y7 from Sep 2019	35,966	37,044	37,044
Carter	2 FE Y7 from Sep 2019	154,140	158,760	158,760
Year 7 Bulge	2 FE Avonbourne schools from Sep 2022 and Sep 2023	-	158,760	158,760
Year 7 Bulge	1 FE Christchurch area	-	79,380	79,380
Total		279,676	513,324	513,324

Notes

The forecasts assume all places will be filled whereas where growth does not materialise only 30% of the rate for each of those unoccupied places is paid, based on the autumn census.

The actual 2021-22 payments will be confirmed once the autumn 2021 census count is confirmed. The estimates provide a maximum for the actual payments each year.

The forecast assumes 6.5 additional FE required each year for Sep 2022 and Sep 2023.

In addition to the explicit growth funding included in the table above, Livingstone Academy will receive implicit growth of approximately £0.6 million in 2022-23, with this continuing over the following 3 years up to 2025-26 whilst the school fills its secondary phase; implicit growth will continue for another 3 years to 2028-29 for the primary phase growing year groups.

Funding for Maintained School Education Services Central Retentions and De-delegation from Budget Shares

Summary

1. **Central retention** is applicable to both mainstream and specialist providers. These are services where the LA retains a statutory duty to undertake activity to support all maintained schools only. These services are to be funded from central retention of school budget shares on an amount per pupil or per place.

Schools Forum maintained school representatives make the decision on behalf of all maintained schools collectively.

2. **De-delegation** of services is currently applicable only to mainstream schools. These are services where schools retain the statutory duties, but better efficiency could be achieved through central delivery by the LA.

The arrangements for maintained special and AP providers are currently the same as those for academies through traded services.

Schools Forum makes the decision on behalf of all maintained schools by primary and secondary phases separately.

The DfE have a consultation underway to also include LA statutory school improvement functions here for 2022-23 as the current separate LA grant is phased out over two years. It is not yet clear how maintained special schools and AP would contribute to central funding as currently de-delegation is not a mechanism within the high needs funding arrangements. The assumption is that a similar approach to the central retention could be taken.

3. **Central school services block** provides funding for LA statutory services that are also applicable to academies.

Schools Forum makes the decision on behalf of all schools. These statutory services are included within Appendix 5 to show how they differ from those applicable to maintained schools.

4. This appendix considers only services for maintained schools.

Central Retention Services - Extract from DfE Guidance

5. Local authorities can fund some services relating to maintained schools only from maintained school budget shares, with the agreement of maintained school members of the schools forum.
6. The relevant maintained schools members of the schools forum (primary, secondary, special, and pupil referral units (PRUs)) should agree the amount the local authority will retain.
7. If the local authority and schools forum are unable to reach a consensus on the amount to be retained by the local authority, the matter can be referred to the Secretary of State.
8. Local authorities should set a single rate per 5 to 16-year-old pupils for all mainstream maintained schools, both primary and secondary. In the interests of simplicity, this should be deducted from basic entitlement funding.
9. The department will not allow adjustments to other factors, and the rate will not include early years or post-16 pupils, who are funded through different formulas.

10. Local authorities can choose to establish differential rates for special schools and PRUs if the cost of fulfilling the duty is substantially different for these schools. The rate will be expressed per place rather than per pupil for special schools and PRUs.
11. As with de-delegation, the amount to be held by the local authority will be determined after MFG has been applied.
12. To fund expenditure out of the DSG, it has to be defined as part of the Schools Budget. This definition is set out in [School and Early Years Finance \(England\) Regulations 2021](#), Regulation 6(1) and includes the whole of Schedule 2 to the regulations. From 2018 to 2019, some elements that used to be defined in Schedule 1 (non-schools education budget) were transferred to Schedule 2.
13. If they want to use the DSG, they apply to the Schools Forum under Regulation 11(6); and if the Schools Forum does not agree they can apply to the Secretary of State.

Conversion to Academy Status

14. If a school converts to academy status, the department will recoup the amount retained for that school from the local authority's DSG for the remaining months of the financial year that the school is an academy. The academy will be reimbursed in its monthly general annual grant payment from the point of conversion.
15. Unlike for de-delegated services, there will be no phased transfer of funding following conversion so there will be immediate recoupment of this part of the budget.

For example, if a school converts on 1 January 2022 (3 months prior to the end of the financial year), the department will recoup three twelfths of the retained amount relating to that school.

De-delegated Services - Extract from DfE Guidance:

16. De-delegated services are for maintained schools only. Funding for de-delegated services must be allocated through the formula but can be passed back, or de-delegated, for maintained mainstream primary and secondary schools with schools forum approval.
17. De-delegation does not apply to special schools, nursery schools, or pupil referral units (PRUs). Where de-delegation has been agreed for maintained primary and secondary schools, the department's presumption is that the local authority will offer the service on a buyback basis to those schools and academies in their area which are not covered by the de-delegation.
18. In the case of special schools and PRUs, the funding to buy such services will be included in any top-up payments. Any decisions made to de-delegate in 2021 to 2022 related to that year only, new decisions will be required for any service to be de-delegated in 2022 to 2023.
19. From 2017 to 2018, schools forums have been able to agree to de-delegate further funding for additional school improvement provision for maintained schools.
20. This provision sits alongside the school improvement monitoring and brokering grant for statutory local authority intervention functions. This grant commenced in September 2017.
21. Schools forum members for primary maintained schools and secondary maintained schools must decide separately for each phase whether the service should be provided centrally; the decision will apply to all maintained mainstream schools in that phase.
22. They must decide on fixed contributions for these services so that funding can then be removed from the formula before school budgets are issued.
23. There may be different decisions for each phase. The services which may be de-delegated are:

- additional school improvement services
 - contingencies (including schools in financial difficulties and deficits of closing schools)
 - behaviour support services
 - support to underperforming ethnic groups and bilingual learners
 - free school meals eligibility
 - insurance
 - RPA
 - museum and library services
 - staff costs supply cover (for example, long-term sickness, maternity, trade union and public duties)
 - licences and subscriptions; except for those which are paid for by the department
24. Local authorities should make a clear statement of how the funding is being taken out of the formula for each de-delegated service. For example:
- primary insurance £20 per pupil
 - secondary behaviour support services £30 per FSM pupil
25. There should be a clear statement of how contingencies and other resources will be allocated. Academies will continue to receive a share of funding for these services in their delegated budget.
26. Local authorities should report any unspent de-delegated funding remaining at year-end to their schools forum. Local authorities can carry funding forward to the following funding period as with any other centrally retained budget and can choose to use it specifically for de-delegated services.

Conversion to Academy Status

27. The 2022 to 2023 de-delegation arrangements for schools converting to academy status are as follows:
- conversion date on or before 1 April 2022 – no de-delegation
 - conversion date between 2 April 2022 and 1 September 2022 – local authority retains any de-delegated funding until 1 September 2022
 - conversion date between 2 September 2022 to 21 March 2023 – local authority retains any de-delegated funding until 31 March 2023
28. After the dates specified, the academy will receive the full formula allocation and the department will recoup this from the local authority.
29. The local authority should continue to provide the services to new academies where funding is de-delegated, if they are asked to do so. If the local authority is unable to provide the requested service, the department expects the local authority and the academy to come to an arrangement to pay the funding directly to the academy.
30. Exceptions to this would be in cases where contractual arrangement to pay services in advance have already been made, and the local authority does not have the ability to continue to provide this service.
31. Where there has been agreement that a school is entitled to receive an allocation from a de-delegated contingency fund, that agreement should be honoured if the school converts to an academy at any point in the year.
32. Where a school converts to an academy in the period 2 April 2022 to 1 September 2022, local authorities will have an opportunity to present an evidence-based case to request a recoupment adjustment for the period 2 September 2022 to 31 March 2023.

LA Statutory Education Functions 2022-23

Statutory and regulatory duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • Director of children's services and personal staff for director (Sch 2, 15a) • Planning for the education service as a whole (Sch 2, 15b) • Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22) • Authorisation and monitoring of expenditure not met from schools' budget shares (Sch 2, 15c) • Formulation and review of local authority schools funding formula (Sch 2, 15d) • Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e) • Consultation costs relating to nonstaffing issues (Sch 2, 19) • Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f) • Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17) • Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21) 	<ul style="list-style-type: none"> • Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 57) • Budgeting and accounting functions relating to maintained schools (Sch 2, 74) • Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 58) • Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 59) • Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 60) • Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 61) • Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 62) • Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 73) • Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 76) • HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and

Responsibilities held for all schools	Responsibilities held for maintained schools only
	<p>composition or organisation of staff (Sch 2, 64); determination of conditions of service for non-teaching staff (Sch 2, 65); appointment or dismissal of employee functions (Sch 2, 66)</p> <ul style="list-style-type: none"> • Consultation costs relating to staffing (Sch 2, 67) • Compliance with duties under Health and Safety at Work Act (Sch 2, 68) • Provision of information to or at the request of the Crown relating to schools (Sch 2, 69) • School companies (Sch 2, 70) • Functions under the Equality Act 2010 (Sch 2, 71) • Establish and maintaining computer systems, including data storage (Sch 2, 72) • Appointment of governors and payment of governor expenses (Sch 2, 73)

Table a: Central services responsibilities held by local authorities (statutory and regulatory duties)

Education welfare

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20) • School attendance (Sch 2, 16) • Responsibilities regarding the employment of children (Sch 2, 18) 	<ul style="list-style-type: none"> • Inspection of attendance registers (Sch 2, 79)

Table b: Central services responsibilities held by local authorities (education welfare)

Asset management

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a) 	<ul style="list-style-type: none"> General landlord duties for all maintained schools (Sch 2, 77a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:
<ul style="list-style-type: none"> General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b) 	<ul style="list-style-type: none"> appropriate facilities for pupils and staff (including medical and accommodation) the ability to sustain appropriate loads reasonable weather resistance safe escape routes appropriate acoustic levels lighting, heating and ventilation which meets the required standards adequate water supplies and drainage playing fields of the appropriate standards General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974) Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)

Table c: Central services responsibilities held by local authorities (asset management)

Central support services

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> No functions 	<ul style="list-style-type: none"> Clothing grants (Sch 2, 53) Provision of tuition in music, or on other music-related activities (Sch 2, 54) Visual, creative and performing arts (Sch 2, 55) Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 56) <p>BCP does not provide these services</p>

Table d: Central services responsibilities held by local authorities (central support services)

Premature retirement and redundancy

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none">No functions	<ul style="list-style-type: none">Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 78) <i>BCP does not fund these costs - see Scheme of Financing Schools</i>

Table e: Central services responsibilities held by local authorities (premature retirement and redundancy)

Monitoring national curriculum assessment

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none">No functions	<ul style="list-style-type: none">Monitoring of National Curriculum assessments (Sch 2, 75)

Table f: Central services responsibilities held by local authorities (monitoring national curriculum assessment)

Question 1

Do you agree the local formula should continue to replicate the NFF, provided it is affordable? If not, what changes would you make and why?

Question 2

Do you agree that a transfer of 0.5% of school block funding to high needs should be made if affordable? If no, please explain your reasons.

Question 3

Do you agree that to manage any shortfall in funding for the NFF that the basic entitlement funding values should be reduced by the same proportion? If no, please can you suggest which factor values should be reduced instead and why?

Question 4

Do you agree that any surplus funding (after the schools block budgets have been provided in full and a 0.5% transfer made to high needs) should be used to reduce the historic DSG deficit? If not, what options do you think should be considered and why?

Question 5

Do you support that the existing growth fund policy continues for 2022-23? If no, what changes should we make?

Question 6

Please provide any comments you would like to make concerning the budgets in the central school services block.

Question 7 (maintained schools only)

Do you have any comments about the proposals for the central retention?

Question 8 (maintained schools only)

8a If the DfE reduce the school improvement grant to the LA by 50% to £25,000 in 2022-23 do you support de-delegation of funding from maintained school budget shares? If no, can you suggest how these LA duties should be funded?

8b If the above is to be implemented, is using pupil / place numbers the right approach? If no, can you suggest an alternative with reasons?

Question 9

Any further comments you would like to make about any issues within the scope of this consultation?

SCHOOL AND LOCAL AUTHORITY FUNDING GLOSSARY OF KEY NATIONAL AND LOCAL TERMS

ACRONYM	TITLE	DEFINITION
ACA	Area Cost Adjustment	A weighting applied by the Government to local government areas to reflect differences in the costs of inputs required, such as pay expenditure.
AP	Alternative Provision	Education for pupils: <ul style="list-style-type: none"> • Due to permanent exclusion, illness, or other reasons, would not otherwise receive a suitable education. • On a fixed term exclusion. • Being directed by schools to off-site provision to improve their behaviour or requiring a different curriculum offer.
APT	Authority Proforma Tool	The APT is the spreadsheet local authorities use to submit their agreed mainstream pre-16 schools block funding formula to the Education and Skills Funding Agency.
AWPU	Age Weighted Pupil Unit	Now replaced by the basic entitlement factor (see below)
BE	Basic Entitlement	Funding allocated within the local schools funding formula to reflect age group entitlement difference for primary and secondary aged pupils. A mandatory factor in the local schools funding formula termed Basic Entitlement.
CAP	Capping	Formula ceiling that can be set within the local schools funding formula to reduce increases for schools gaining in school budgets between years. This has to be set on a per pupil basis unique to each Local Authority and it cannot clawback more than is required in cash terms to finance the Minimum Funding Guarantee.
DSG	Dedicated Schools Grant	National grant allocated to fund the provision of all schools, providers and other central services. Its deployment and grant conditions are prescribed in The School and Early Years Finance (England) Regulations.
	Deprivation	Deprivation is a compulsory funding factor in local authorities' mainstream pre-16 schools block funding formula that directs funding to the most deprived pupils.
EAL	English as an Additional Language	This is an optional funding factor in local authorities' mainstream pre-16 schools block funding formula.
ESFA	Education & Skills Funding Agency	An executive agency of the DfE responsible for the funding of all state provided education from 2 to 19.

ACRONYM	TITLE	DEFINITION
ESG	Education Services Grant	Previously paid by the ESFA on a per pupil basis to: <ul style="list-style-type: none"> Local Authorities for retained duties for all maintained schools and academies. Local Authorities for general duties for maintained schools only. Academies directly for general duties.
EYB	Early Years Block	That part of the DSG notionally allocated by the DfE for Early Years provision, covering free entitlement for 3 & 4 year olds, and disadvantaged 2 year olds
EYFSP	Early Years Foundation Stage Profile	National standards set by the DfE for the learning, development and care of children from birth to aged 5.
FSM	Free Schools Meals	Pupils can qualify for such support subject to meeting national benefits entitlement criteria. One of the deprivation factors in the local school funding formula, which must contain at least one deprivation measure.
FY	Financial Year	Local Authority year from 1 st April to 31 st March. Also funding year for maintained schools.
GAG	General Annual Grant	This is the term used to describe the revenue funding allocated to academies on an academic year basis.
HNB	High Needs Block	That part of the DSG for pupils requiring high needs provision and to fund central special needs support services.
IDACI	Income Deprivation Affecting Children Index	A national index of deprivation measuring in a local area the percentage of children under age 16 that live in low income households. One of the deprivation factors in the local school funding formula, which must contain at least one deprivation measure.
ISB	Individual Schools Budget	The part of the DSG delegated as budget shares to individual schools and providers.
KS1	Key Stage 1	School year groups Reception to Year 2 (Age 4 to 6).
KS2	Key Stage 2	School year groups Year 3 to Year 6 (Age 7 to 10).
KS3	Key Stage 3	School year groups Year 7 to Year 9 (Age 11 to 13).
KS4	Key Stage 4	School year groups Year 10 to Year 11 (Age 14 to 15).
KS5	Key Stage 5	School and FE provider year groups Year 12 to Year 13 (Age 16 to 18).
LAC	Looked After Child	A child in the care of a Local Authority.

ACRONYM	TITLE	DEFINITION
	Lagged Funding	A term used to describe funding based on the previous year's schools census. E.g. funding for an institution's 2021-22 financial year was based on census data from the autumn 2020 census.
LPA	Low Prior Attainment	Pupils designated as not reaching the required national standards as defined by the DfE: <ul style="list-style-type: none"> • Primary – not achieving the expected level of development within the EYFSP (pre and post 2013). • Secondary – not reaching level 4 in KS2 English or Maths.
	Local Schools Funding Formula	The methodology within the APT for calculating and allocating budget shares to all mainstream schools – maintained and academies – within the parameters and datasets prescribed by the DfE.
MFG	Minimum Funding Guarantee	Percentage set locally from 2018-19 within EFSA parameters to guarantee changes in school budgets between years on a per pupil basis cannot reduce below a prescribed level.
	Mobility	An optional funding factor in the local formula. It refers to pupils who did not start the school in August or September (or not in January for pupils joining in reception).
MPPFL	Minimum Per Pupil Funding Levels	Introduced as part of the NFF that allows a minimum per pupil funding rate to be used that incorporates pupil-led and school led funding.
NNDR	National Non-Domestic Rates	NNDR are business rates incurred by schools.
NFF	National Funding Formula	Process of allocating funding to LA's through a formulaic process based on the funding individual pupils within the area attract based on their personal characteristics. Currently the LA then decides how to distribute this funding through SBS's.
	Notional SEN	An amount determined by each Local Authority via proxy indicators for each school within the school budget share local schools funding formula to support SEN.
NOR	Number on Roll	Actual pupils at each school on the national designated termly census dates (January, May and October).
NMSS	Non-Maintained Special Schools	Schools for high needs pupils not maintained by Local Authorities and not in the fully Independent Sector
PAN	Published Admission Number	The number of new pupils that can be admitted at the start of each school year in the schools admission year group.
	Pupil Growth Fund	Subject to strict criteria, funding that can be operated outside of the local schools funding formula to support pupil growth for basic need, re-opening, diseconomy and reorganisation costs.

ACRONYM	TITLE	DEFINITION
PNA	Pupil Number Adjustment	An adjustment process for academies that receive funding based on estimated pupil numbers, to make sure funding more accurately reflects the actual pupil numbers present during the year.
POG	Post-Opening Grant	Free schools, studio schools and university technical colleges (UTCs) are provided with a POG to reflect the additional costs of establishing a new publicly-funded school.
PP	Pupil Premium	Specific grant from the DfE allocated on national rates to support pupils eligible for FSM, service children, LAC and those adopted from care.
PUF	Primary Unit of Funding	The Secondary per pupil amount of the DSG allocate by the DfE and used to calculate the total SB DSG. (See SUF for Secondary)
PVI	Private, Voluntary and Independent Providers	Non-maintained early years providers. The nationally prescribed free entitlement provision for deprived 2 year olds and 3 and 4 year olds of 15 or 30 hours weekly provision for 38 weeks is funding from the EYB DSG on actual take up.
SB	Schools Block	That part of the DSG allocated by the DfE for pupils in mainstream schools.
SBS	School budget share	SBS forms the majority of schools revenue funding and is calculated by ESFA using the funding factors determined by the local authority.
SUF	Secondary Unit of Funding	The Secondary per pupil amount of the DSG allocate by the DfE and used to calculate the total SB DSG. (See PUF for Primary)
UIFSM	Universal Infant Free School Meals	UIFSM grant is funding for schools to provide free school meals to all pupils in reception, years 1 and 2.

Note that not all the above are used in this document

Schools Forum



Report subject	Early Years Funding Consultation
Meeting date	13 January 2022
Status	Public Report
Executive summary	This report sets out the proposed options for the early years single funding formula (EYSFF) for the financial year 2022/23 and a summary of responses to the consultation undertaken with the sector (to follow as Appendix 2). Central budgets for early years are also to be agreed. This is to ensure the council meets its statutory requirements set out in the Schools Forum regulations and School and Early Years Financial Regulations.
Recommendations	<p>It is RECOMMENDED that the Schools Forum:</p> <ol style="list-style-type: none"> 1. support proposals to implement option 1 from the consultation for the EYSFF as set out in table 1 of paragraph 17; 2. agree the central budgets supporting the early years free entitlements at £185,000, the same level as 2021/22.
Reason for recommendations	The LA must consult Schools Forum on the Local Funding Formulae for early years.

Portfolio Holder(s):	Cllr Nicola Greene, Portfolio Holder for Council Priorities and Delivery Cllr Mike White, Portfolio Holder for Children and Young People
Corporate Director	Elaine Redding, Director of Children's Services
Report Authors	Tanya Smith, Head of School Places, Funding and Admissions Nicola Webb, Assistant Chief Finance Officer
Wards	All Wards
Classification	For consultation and decision

Background

1. Early years funding continues to be delivered through the Early Years Block of the Dedicated Schools Grant (DSG). As for 2021-22, each Local Authority (LA) area's allocation is determined using a National Funding Formula (NFF). The LA are responsible for distributing this funding between childcare providers through a local Early Years Single Funding Formula (EYSFF).
2. The DfE have announced a funding increase for 2022-23 of 17p per hour for 3 and 4 year olds and 21p per hour for eligible 2 year olds.
3. For the 3 and 4 year old entitlements, the local authority must allocate funding to providers through a base-rate, a mandatory deprivation supplement (other supplements are possible), support for children with SEND as well as contribute towards the cost of central functions (which include checking eligibility for the additional 15 hours for working parents and support provided by central SEND teams).
4. The funding rate for 2 year olds operates as a single basic rate for all providers and includes a contribution to the cost of central functions. These functions include checking the eligibility of children, marketing the early years entitlement and providing funding to support children with special educational needs and disability (SEND), although supporting SEND in this age group is not a mandatory requirement. There is also no requirement for a separate deprivation supplement as all hours delivered under this funding are targeted at disadvantaged children.
5. The Early Years sector is being consulted on how BCP Council propose to allocate that funding increase to the 2022-23 EYSFF (Appendix 1).
6. The consultation closes on 11 January and a summary outcome document will be provided for Schools Forum as a further appendix.

Proposed Options for BCP Early Years Single Funding Formula 2022-23

7. The government have provided an additional 17p for 3 and 4 year old rates and 21p for eligible 2 year old rates. This represents a year on year increase of 3.7% for both age categories, and it is proposed that a proportion of these increases should be used to increase the SEND Inclusion Fund paid to providers due to the growing demand.

8. Pressures within the Inclusion Fund reflect growth in the number of children accessing the fund. This level of growth is significant and has implications for the proposed Early Years funding formula. In 2019/20 a £500,00 budget was allocated for the Early Years SEND Inclusion Fund. Other SEND budgets for central expenditure are provided from the high needs block. The inclusion fund is paid to providers. Since the COVID-19 pandemic, the resource required to fund SEND increased to £738,000 in 2020-21 and is forecast to increase again for 2021-22 to approximately £900,000 (a forecast increase in budget terms of £400k which equates to 9p per hour for both 2 year olds and 3 and 4 year olds). It is proposed to recognise this growth and increase the allocation of EYSFF to the Inclusion Fund by 9p for 3 and 4 year olds (from 11p to 20p) and by 9p for 2 Year olds (from 7p to 16p).
9. The provider consultation presents the sector with three options for views regarding the mitigation of increased demand from the Inclusion Fund through the current SEND funding rate per hour, which is Tier 1: £2.00 and Tier 2: £6.30. Table 1 shares the impact of each option on the EYSFF.

Table 1 – Impact of three options presented under consultation (compared to the existing EYSFF)

	2 year olds	3 and 4 year olds	2, 3 and 4 year olds	
	Base Rate	Base Rate	Tier 1	Tier 2
Option 1	£5.28 ▲ 12p	£4.26 ▲ 8p	£2.00 ◀▶	£6.30 ◀▶
Option 2	£5.32 ▲ 16p	£4.30 ▲ 12p	£1.60 ▼ 40p	£5.04 ▼ £1.26
Option 3	£5.37 ▲ 21p	£4.35 ▲ 17p	£1.10 ▼ 90p	£3.46 ▼ £2.84

10. **Option 1:** Under option 1, it is proposed to use 9p of the 17p increase per hour from the DfE (for 3 and 4 year olds) and 9p of the 21p increase (for 2 year olds) to increase the available allocation in the Inclusion Fund. Funding for 3 and 4 year old SEND inclusion supplement is proposed to continue at SEND tier 1 and 2 rates of £2.00 and £6.30 per hour respectively. The Deprivation supplement for 3 and 4 years olds, based on either 2 year old take up or early years pupil premium eligibility funding for providers, is proposed to remain unchanged at 53p per hour.
11. The provider consultation makes clear that the council's preferred option is **option 1** - increase the 3 and 4 year old base rate by 8p to £4.26 per hour, and the 2 year old base rate by 12p to 5.20 per hour.
12. **Options 2 and 3:** Options 2 and 3 include a reduction in the existing Tier 1 and 2 funding rates paid to providers per funded hour for a child with SEND. These options are not recommended by BCP and are included to reflect the strength of feeling by the sector about the sufficiency of funding and the impact of this on the financial sustainability of settings. Providers report that they are under considerable financial pressure with wage, pensions, utility increases and business rates intensifying the strain. However, children with SEND are some of the most vulnerable children in the BCP area. A reduction in early years additional SEND payments could lead to settings being unable or unwilling to meet the needs of this group, leaving children more likely to be excluded from early education experiences, further widening the gap between themselves and their peers.

13. Early years additional SEND payments are paid to support a setting in meeting the requirements of the Graduated Response for children who have a SEND. These payments are a contribution towards the specialist training, enhances in staffing ratios, adjustment to environment and resources which a setting may put in place to meet the specific needs of a child with SEND. A reduction in the rate of these payments will place a higher financial burden on settings who will continue to be required to make reasonable adjustments to comply with their statutory duty under the SEND Code of Practice. It is clear that the challenges already faced by parents of children with SEND would be exacerbated and that options 2 and 3 are likely to adversely impact on the accessibility and affordability of childcare places.
14. The council considers that the impact of the proposed changes to the SEN Tier funding rates presented in options 2 and 3 are detrimental to the needs, progress and outcome of some of the council's most vulnerable children. The council has a statutory duty to champion the needs of the most vulnerable and there is major high profile strategic priority to radically transform SEND services, promote inclusion and develop inclusive practice. Changes to the EYSFF proposed in these options fail to align with a planned sequence of actions that will enable children to reach their full potential and ensure that children with SEND experience inclusion at every stage of their lives.
15. **Central Retention:** Under all options, the total for central retention is proposed to remain unchanged. The retention covers centrally retained duties as a percentage proportion of the EYSFF. This is through a 0.4% retention of the 3 and 4 year old government funding rate (99.6% 'pass through'), and 2.9% retention of the two year old government funding rate. The LA can centrally retain up to 5% of the 3 and 4 year old funding rate (at least 95% 'pass through' required), with no limit on the 2 year old rate.
16. **Consultation:** The deadline for comments to the consultation was 11 January 2022. At the time of preparing this report, the consultation was still live and therefore it has not been possible to include a summary of responses received. It is planned that all responses will be available for the meeting for consideration (to be presented in **Appendix 2**). Additionally, the Council organised a number of sessions for providers to explain the proposed options and answer questions. A summary of issues raised in these sessions is as follows:
- a. Providers expressed that the options represent a Hobson's choice – rightsizing the SEND funding is not beneficial since the low funding rate will threaten the sustainability of settings
 - b. Providers requested evidence that current SEND rates are sufficient to meet SEND need
 - c. Providers requested evidence that there is effective expenditure of the SEND inclusion fund and evidence of increased need of SEND
 - d. Providers asked whether the trends take account of falling births
 - e. Providers asked if the consultation is meaningful and questioned the extent to which comments would impact the option implemented
 - f. Providers asked for the Council to consider funding early years children with SEND in a way that reflects the delivery of SEND support in early years settings– for example
 - g. Providers asked if the council can consider again assistance to settings in respect of Business rate relief
 - h. Some questions were raised about the percentage increase in funding rates proposed and whether the council predicts a contingency to

account for any over or under spends at the end of the financial year and what happens in the event there is an underspend

- i. Questions were asked about how much of the High Needs element of the dedicated schools grant is spent supporting children aged 0-5
- j. Evidence of expenditure on marketing was requested to show how that part of the budget was spent
- k. A question was raised about the effectiveness of the council's approach reflected in take up of the free entitlements.

17. Recommendation: Contained within the Early Years Funding consultation is the council's explicit preference for Option 1. At this stage and on the basis of the impact of alternative options set out in this report, the preference for Option 1 remains unchanged. Subject to a review of the consultation responses received by the closing date and tabled in addition to those presented in this report, it is recommended to support the funding formula presented as Option 1.

Option 1 Increase the 3 and 4 year old base rate by 8p to £4.26 per hour, and the 2 year old base rate by 12p to 5.20 per hour as detailed in the table below.

Table to show Option 1

<u>3 and 4 Year Olds</u>	Government Rate	Provider Rate	
	£4.61		
Base Rate	£4.26	£4.26	Every Child
Deprivation Supplement	£0.13	£0.53	Per eligible child
SEND Inclusion Fund	£0.20	£2.00 or £6.30	Per eligible child
Central Functions	£0.02		

<u>2 Year Olds</u>	Government Rate	Provider Rate	
	£5.60		
Base Rate	£5.28	£5.28	Every Child
SEND Inclusion Fund	£0.16	£2.00 or £6.30	Per eligible child
Central Functions	£0.16		

Deprivation Eligibility is currently determined as follows: Children who have previously been funded as a 2 year old (at any BCP provider) or are currently eligible for EYPP as a 3 and 4 year old.*

Recommendations

18. The Schools Forum should:

- support proposals to implement option 1 for the EYSFF for the 2022/23 financial year subject to a review the consultation responses tabled separately (Appendix 2);
- agree the central budgets supporting the early years free entitlements, set at the same level as 2021/22 at £185,000, as shown in the draft budget in the separate report on the agenda.

Legal Implications

19. Schools Forum must be consulted by the LA on the Local Funding Formula. The recommendation to the LA is to be made by School Members only (includes early years representatives).

Financial Implications

20. Proposals in this report allow for a balanced forecast Early Years Block for 2022-23.

Background Papers

None

List of Appendices

Appendix A - Early years funding consultation 2022-23

Appendix B (to be added) – Summary outcome of the early years consultation 2022-23



Bournemouth, Christchurch and Poole

Proposed Changes to the Early Years Single Funding Formula for the Free Early Entitlement for 2, 3 and 4 Year Olds for April 2022 – March 2023

Tuesday 14 December 2021

Consultation closes 12pm Tuesday 11 January 2022

1. Purpose

1.1 The Council is required to operate an annual Early Years Single Funding Formula (EYSFF) for Bournemouth, Christchurch and Poole Council (BCP). Any changes in the Funding Formula impact the funding rates paid to early years providers and therefore require consultation. This document sets out options for the proposed funding formula for the free early entitlement for 2, 3 and 4 year-olds for the period from April 2022 – 31 March 2023. It also includes funding arrangements for children requiring additional support.

2. Background

2.1 As part of the Spending Review in October 2021, the Chancellor announced increases in funding for the 2,3 and 4 year old early years entitlements including £160 million in 2022-23, £180 million in 2023-24 and £170 million in 2024-25, compared to 2021-22.

2.2 Increases in funding enables local authorities to increase the hourly rates paid to childcare providers for the government's early years entitlements and is intended to reflect cost pressures as well as anticipated changes in the number of eligible children. In November 2021, the Department for Education published the early years entitlements [funding rates](#) paid to local authorities for 2022-23:

- 2-year-olds: funding rates will increase by 21p from £5.39 to £5.60
- 3 and 4-year-olds: funding rates will increase by 17p from £4.44 to £4.61

2.3 Details of how these rates apply in line with the operational guidance are explored below.

3. Funding for 2 Year Olds

3.1 The funding rate for 2 Year Olds operates as a single basic rate for all providers and includes a contribution to the cost of central functions. These functions include checking the eligibility of children, marketing the early years entitlement and providing funding to support children with special educational needs and disability (SEND). There is no requirement for a separate deprivation supplement as all hours delivered under this funding are targeted at disadvantaged children.

4. Funding for 3 and 4 Year Olds

4.1 For the 3 and 4 year old entitlements, the local authority must allocate funding to providers through a base-rate, a mandatory deprivation supplement (other supplements are possible), support for children with SEND as well as contribute towards the cost of central functions (which include checking eligibility for the additional 15 hours for working parents and support provided by central SEND teams. The hourly funding rate for BCP from central government for the 3 and 4 year old early entitlements are to cover a range of services.

4.2 The operational guidance places requirements on local authorities, some of which are below:

- Deprivation supplement is a mandatory requirement.
- Establishment of a SEND inclusion fund for allocation to providers.
- The total value of supplements used must not be more than 10% of the total value of planned funding to be passed through to providers.
- A minimum amount of 95% funding to be passed through to providers. BCP may retain up to 5% of 3 and 4 year old funding for central functions supporting the early entitlement.

5. Current Funding Rates in 2021-22

5.1 BCP's current funding rates for 2021-22 are set out in the table below. Explanatory notes below help explain how the funding through the EYSFF is currently distributed by the LA.

Table 1: Current government and provider Hourly Funding Rates across BCP

<u>3 and 4 Year Olds</u>	Government Rate	Provider Rate	
	£4.44		
Base Rate	£4.18	£4.18	Every Child
Deprivation Supplement	£0.13	£0.53	Per eligible child*
SEND Inclusion Fund	£0.11	£2.00 or £6.30	Per eligible child
Central Functions	£0.02		

<u>2 Year Olds</u>	Government Rate	Provider Rate	
	£5.39		
Base Rate	£5.16	£5.16	Every Child
SEND Inclusion Fund	£0.07	£2.00 or £6.30	Per eligible child
Central Functions	£0.16		

5.2 Explanatory notes are as follows:

- **3 and 4 year Olds:** Of the £4.44 funding rate available, BCP retained 2p per hour for central functions. This represents 0.5% of a potential 5%. This provided a total of £4.42 for distribution to providers. Taking into account 13p for the Deprivation Supplement and 11p for the SEND Inclusion Fund (i.e., 11p from every government funded 3 and 4 year old hour) the funding rate to providers for the 2021-22 financial year was equal to £4.18 per child.
- **2 Year Olds:** Of the £5.39 funding rate, the amount retained for central functions in 2021-22 was 16p per hour, leaving £5.16 for distribution to providers. Allowing 7p from every funded 2 year old hour for the SEND Inclusion fund, the funding rate to providers for the 2021-22 financial year was £5.16 per child.
- **SEND Inclusion Fund:** The SEND Inclusion Fund allocated and 7p from every funded 2 year old hour and 11p from every 3 and 4 year old hour. This was equal to approximately £500k towards Early Years SEND.
- **Deprivation Eligibility:** is currently determined as children who have previously been funded as a 2 year old (at any BCP provider) or are currently eligible for EYPP as a 3 and 4 year old.

6. Summary of Options for Consultation

6.1 In allocating the increase in funding from the DfE (equal to 17p per hour for 3 and 4 year olds and 21p per hour for eligible 2 year olds), providers are presented with three options for consideration as follows:

- **Option 1** - Raise the provider base rate by 8p per hour for 3 and 4 year olds and 12p per hour for eligible 2 year olds. The remainder of the increase in funding from the DfE to fund the pressures within the Inclusion Fund which is equal to an increase of 9p towards SEND Inclusion for 3 and 4 year olds and 9p increase towards SEND Inclusion for 2 Year Olds (equivalent to growth in the budget of £400k). No change to the existing Deprivation Supplement and Central Spend allocations and no change to the value of Tier funding per hour received by providers which will continue to be paid at current rates of £2.00 per hour for eligible children (Tier 1) and £6.30 per hour for eligible children (Tier 2).
- **Option 2** - Raise the provider base rate by 12p per hour for 3 and 4 year olds and 16p per hour for eligible 2 year olds. To maintain affordability with the Early Years Budget, SEND rates would need to be reduced. Tier 1 would be funded at **£1.60** per hour, Tier 2 would be funded at **£5.04** per hour. No change to the existing Deprivation Supplement and Central Spend allocations.
- **Option 3** - Raise the provider base rate by 17p per hour for 3 and 4 year olds and 21p per hour for eligible 2 year olds. To maintain affordability, SEND rates would need to be reduced due to more children accessing the fund, which would not be increased in this option. Tier 1 would be funded at **£1.10** per hour, Tier 2 would be funded at **£3.46** per hour. No change to the existing Deprivation Supplement and Central Spend allocations.

6.2 **The Council's Preferred Option:** It is acknowledged that providers continue to face significant funding pressures and that central government funding is largely considered insufficient by many operating across the sector. To this end, it is recognised that there is no one perfect option. Nonetheless, it is important to clarify that the Council's preferred option seeks to achieve a balance between increasing the basic rate and meeting the needs of vulnerable children through increasing the SEND Inclusion Fund. This is most achieved with **Option 1** which is the Council's preferred option.

6.3 **Concerns Raised by Sub-Group:** The two further options presented in this consultation, Options 2 and 3, help to respond to the initial concerns raised by the Early Years Sub Group about the impact of a smaller increase [in the base rate] on the sustainability of settings (as proposed in Option 1). Options 2 and 3 therefore account for the anticipated pressures within the Inclusion Fund (equivalent to growth in the budget of £400k) by means of a proposed reduction of the Tier 1 and Tier 2 rates per hour paid to providers for every funded hour per eligible SEND child. In either option, the Council considers that any reduction in the Tier 1 and 2 rates would undermine efforts to support inclusive practice and would be to the detriment of improving outcomes for our most vulnerable children.

6.4 **Deprivation Supplement:** In all options, the Council proposes that it will continue to be paid at a rate of £0.53 per hour for eligible children. Deprivation will remain the only supplement within the formula and will be allocated in the same way as at present: for children who have previously been funded as a 2 year old (at any BCP provider) or are currently eligible for EYPP as a 3 and 4 year old.

6.5 A balanced budget is achieved in each of the options and is considered affordable within the current funding settlement. Details of each of the options including a summary of the pressures within the Inclusion Fund and implications for the SEND rates are set out below.

7. Detailed Presentation of Options for the EYSFF 2022-23

OPTION 1 – Using the increase in funding from the DfE to raise the provider base rate by 8p per hour for 3 and 4 year olds and 12p per hour for eligible 2 year olds.

The remainder of the increase in funding from the DfE to fund the pressures within the Inclusion Fund
No change to the existing Deprivation Supplement and Central Spend allocations and no change to the value of Tier funding per hour received by providers.

Option 1- proposed government and provider Hourly Funding Rates across BCP

3 and 4 Year Olds	Government Rate	Provider Rate	
	£4.61		
Base Rate	£4.26	£4.26	Every Child
Deprivation Supplement	£0.13	£0.53	Per eligible child
SEND Inclusion Fund	£0.20	£2.00 or £6.30	Per eligible child
Central Functions	£0.02		

2 Year Olds	Government Rate	Provider Rate	
	£5.60		
Base Rate	£5.28	£5.28	Every Child
SEND Inclusion Fund	£0.16	£2.00 or £6.30	Per eligible child
Central Functions	£0.16		

Pressures within the Inclusion Fund reflect growth in the number of children accessing the fund. This level of growth is significant has implications for the proposed Early Years funding formula. In 2019/20 a £500k budget was allocated toward Early Years SEND. Since the COVID-19 pandemic, the resource required to fund SEND has increased to £738,000 in 2020-21 and is forecast to increase again for 2021-22 to approximately £900,000 (a forecast increase in budget terms of £400k which equates to 9p per hour for both 2 year olds and 3 and 4 year olds). Under this option, it is proposed to right size/fund this growth and increase the allocation of EYSFF to the Inclusion Fund by 9p for 3 and 4 year olds (from 11p to 20p) and by 9p for 2 Year olds (from 7p to 16p). This means that:

- of the 17p increase paid to BCP for 3 and 4 year olds, 9p is allocated to the Inclusion Fund;
- of the 21p increase paid to BCP for 2 year olds, 9p is allocated to the Inclusion Fund.

Allocating an additional 9p to the Inclusion Fund will not change the Tier 1 (£2) and Tier 2 (£6.30) funding rates per hour received by providers but will fund the projected £400,000 growth in the SEND Inclusion Fund for 2022-23.

Option 1 is the Council's preferred option. This reflects the Council's duty to champion the needs of the most vulnerable children and families. Importantly too, the Council is undertaking a major transformation programme to promote inclusion and encourage inclusive practices necessary to improve outcomes for children with additional needs.

OPTION 2 – Using the increase in funding from the DfE to raise the provider base rate by 12p per hour for 3 and 4 year olds and 16p per hour for eligible 2 year olds.
 To maintain affordability, SEND rates would need to be reduced due to more children accessing the fund. Tier 1 would be funded at **£1.60** per hour, Tier 2 would be funded at **£5.04** per hour
 No change to the existing Deprivation Supplement and Central Spend allocations.

Option 2- proposed government and provider Hourly Funding Rates across BCP

<u>3 and 4 Year Olds</u>	Government Rate	Provider Rate	
	£4.61		
Base Rate	£4.30	£4.30	Every Child
Deprivation Supplement	£0.13	£0.53	Per eligible child
SEND Inclusion Fund	£0.16	£1.60 or £5.04	Per eligible child
Central Functions	£0.02		

<u>2 Year Olds</u>	Government Rate	Provider Rate	
	£5.60		
Base Rate	£5.32	£5.32	Every Child
SEND Inclusion Fund	£0.12	£1.60 or £5.04	Per eligible child
Central Functions	£0.16		

Children with SEND are some of the most vulnerable children in the BCP area. A reduction in EY Additional SEND payments could lead to settings being unable or unwilling to meet the needs of this group, leaving children more likely to be excluded from Early Education experiences, further widening the gap between themselves and their peers. The challenges already faced by parents of children with SEND would be enhanced greater with the potential for less accessibility to childcare places and any additional costs to parents, due to changes in the EYSFF, is to be avoided.

Early Years Additional SEND Payments are paid to support a setting in meeting the requirements of the Graduated Response for children who have a SEND. These payments are a contribution towards the specialist training, enhances in staffing ratios, adjustment to environment and resources which a setting may put in place to meet the specific needs of a child with SEND. A reduction in the rate of these payments will place a higher financial burden on settings, who will still be required to make reasonable adjustments to comply with their statutory duty under the [SEND Code of Practice](#).

This is not the preferred option of BCP Council.

OPTION 3 – Using the increase in funding from the DfE to raise the provider base rate by 17p per hour for 3 and 4 year olds and 21p per hour for eligible 2 year olds.
 To maintain affordability, SEND rates would need to be reduced due to more children accessing the fund, which would not be increased in this option. Tier 1 would be funded at **£1.10** per hour, Tier 2 would be funded at **£3.46** per hour
 No change to the existing Deprivation Supplement and Central Spend allocations.

Option 3- proposed government and provider Hourly Funding Rates across BCP

<u>3 and 4 Year Olds</u>	Government Rate	Provider Rate	
	£4.61		
Base Rate	£4.35	£4.35	Every Child
Deprivation Supplement	£0.13	£0.53	Per eligible child
SEND Inclusion Fund	£0.11	£1.10 or £3.46	Per eligible child
Central Functions	£0.02		

<u>2 Year Olds</u>	Government Rate	Provider Rate	
	£5.60		
Base Rate	£5.37	£5.37	Every Child
SEND Inclusion Fund	£0.07	£1.10 or £3.46	Per eligible child
Central Functions	£0.16		

Children with SEND are some of the most vulnerable children in the BCP area. A reduction in EY Additional SEND payments could lead to settings being unable or unwilling to meet the needs of this group, leaving children more likely to be excluded from Early Education experiences, further widening the gap between themselves and their peers. The challenges already faced by parents of children with SEND would be enhanced greater with the potential for less accessibility to childcare places and any additional costs to parents, due to changes in the EYSFF, is to be avoided.

Early Years Additional SEND Payments are paid to support a setting in meeting the requirements of the Graduated Response for children who have a SEND. These payments are a contribution towards the specialist training, enhances in staffing ratios, adjustment to environment and resources which a setting may put in place to meet the specific needs of a child with SEND. A reduction in the rate of these payments will place a higher financial burden on settings, who will still be required to make reasonable adjustments to comply with their statutory duty under the [SEND Code of Practice](#).

This is not the preferred option of BCP Council.

8. Consultation Questions

This is an online consultation. Please follow [this link](#) to make your contribution. The questions asked online are presented below, **for your reference**. If you require a paper version please contact us in the first instance, sending your name and address to the following: earlyeducation.fundingteam@bcpcouncil.gov.uk

Question 1

Please indicate your support for your preferred option presented in this consultation

		Yes/No	Rationale
a	Option 1: Using the increase in funding from the DfE to raise the provider base rate by 8p per hour for 3 and 4 year olds and 12p per hour for eligible 2 year olds. SEND rates to be maintained at £2.00 per hour for Tier 1 and £6.30 per hour for Tier 2		
b	Option 2: Using the increase in funding from the DfE to raise the provider base rate by 12p per hour for 3 and 4 year olds and 16p per hour for eligible 2 year olds and reducing SEND rates to £1.60 per hour for Tier 1 and £5.04 per hour for Tier 2		
c	Option 3: Using the increase in funding from the DfE to raise the provider base rate by 17p per hour for 3 and 4 year olds and 21p per hour for eligible 2 year olds and reducing SEND rates to £1.10 per hour for Tier 1 and £3.46 per hour for Tier 2		

Question 2

Please indicate your support for the various options considered in this consultation

		Yes/No	Rationale
	Do you support the proposal to make no other changes from 2021-22 to the EYSFF for 2022-23 (no change to the existing allocation to Deprivation Supplement and Central Spend)?		

Question 3

Please use this section to provide any additional comments you wish to make.

Responses to the consultation should be made online via the survey link provided above. If you wish to contribute to this consultation, you should complete [the online form](#) by **12pm Tuesday 11 January 2022**.

9. Next Steps

We will review and share the outcome of this consultation with provider representatives of the BCP Early Years Sub Group and develop final proposals to be considered by BCP's Schools Forum on **13 January 2022**. This body will then make a recommendation to the Council. The final decision will be made by the BCP Council **22 February 2022** with providers notified of the 2022-23 EYSFF as soon as possible thereafter.

10. Timeline

14 December 2022	Consultation papers emailed to the sector
15 December 2022	MS Teams Consultation Event 12:30-14:00 Click here to join the meeting
15 December 2022	MS Teams Consultation Event 18:30-20:00 Click here to join the meeting
6 January 2022	MS Teams Consultation Event 9:30-11:00 Click here to join the meeting
7 January 2022	MS Teams Consultation Event 10.00-11:30 Click here to join the meeting
12pm 11 January 2022	Consultation closes
13 January 2022	Consultation outcome discussed at Schools Forum
22 February 2022	Council Members decide EYSFF
1 April 2022	Changes are implemented

If you would like to discuss any of this information there is an opportunity for you to attend an informal consultation online briefing for which details will be provided separately. Every provider is welcome to attend any briefing with*:

- Tanya Smith, Head of Service - School Places, Funding & Admissions
- Steve Ellis, Management Accountant - Children
- Iwona Onik, Early Years Funding Team Manager
- Darren Buckley, Senior Childcare Sufficiency and Funding Officer

*Please note the above named LA officers may not all be present at every consultation briefing event, although the LA will ensure sufficient representation is available to answer any questions regarding this consultation and the EYSFF that you may have.

You are all urged to attend a briefing session and each session is open to any BCP provider.

Please note the closing date for the consultation is **12pm Tuesday 11 January 2022**. Any responses received after this time cannot be used as part of the reported feedback from the consultation.

Provider representatives have established an Early Years Sub-Group to support the Early Years representatives on the School Forum. During the consultation you may like to contact your Early Years Funding Sub Group representatives, a list of which can be found in Appendix 1.

Day Nursery

Cuddles Day Nursery

Linda Duly *Schools Forum Rep*

linda@cuddlesnursery.co.uk

Tops Day Nursery

Stacey Nash

Stacey.Nash@topsdaynurseries.co.uk

Jingle Bell House Day Nursery

Kaaren Paget

jinglebellhouse@gmail.com

Pre-school

East Cliff Pre-school

Beckie Capewell

eastcliffpre-school@outlook.com

Jack in the Box Pre-school

Sue Johnson *Schools Forum Rep*

info@jackintheboxbournemouth.co.uk

Pre-school on the Marsh

Angela Miller

manager@preschoolonthemarsh.co.uk

School Nursery Class

Bishop Aldhelm's CE Primary School

Richard Sharp

r.sharp@bishopaldhelms.poole.sch.uk

Schools Forum



Report subject	Looked-After Children Pupil Premium Arrangements 2022-23
Meeting date	13 January 2022
Status	Public Report
Executive summary	This report advises Schools Forum members of the proposed arrangements for both the central retention and allocation to educational establishments of the Pupil Premium Plus Grant.
Recommendations	It is RECOMMENDED that members note the content of the draft policy, provide feedback on any areas they would like considered for amendment by the Virtual School Senior Leadership team to enable the policy to be finalised and published in early March 2022.
Reason for recommendations	The Pupil Premium Plus grant is provided by the Department for Education with clear terms and conditions but carries an element of local discretion. Schools' forum has membership from all phases of education and other associated stakeholders. Those members views are welcomed to support the thinking and rationale of this local discretion. This will guide the Virtual School to produce a policy that can meet the needs of all Looked-after Children both in and out of education.

Portfolio Holder(s):	Cllr Nicola Greene, Portfolio Holder for Council Priorities and Delivery Cllr Mike White, Portfolio Holder for Children and Young People
Corporate Director	Elaine Redding, Director of Children's Services
Report Authors	Luana Girling
Wards	All Wards
Classification	For Information

Background

1. The Pupil Premium Plus grant is provided to all Local Authorities to support the main statutory duty of the Virtual School Headteacher which is, 'to promote the educational achievement of the children they look after'.
2. BCP Council Looked-after Children are not only located in the BCP area as some are placed with carers across England, Wales and Scotland. The policy we publish covers all Looked after Children irrespective of where they are currently placed. Each Local Authority must set up arrangements for allocating pupil premium funding to benefit all those Looked-after children.
3. The method we use for allocating and spending the funding should be simple so that our looked-after children can benefit from the funding without delay. We must make sure that schools, settings and other providers spend their pupil premium funding for looked-after children to help meet the needs identified in the children's personal education plans (PEPs).
4. The PEPs should demonstrate how the pupil premium funding is raising the achievement of our looked-after children and agree how pupil premium funding will be spent to meet the needs identified in the child's personal education plan (PEP).
5. The policy we publish covers all these requirements.

Options Appraisal

6. This section is not applicable.

Summary of financial implications

7. This section is not applicable.

Summary of legal implications

8. This section is not applicable.

Summary of human resources implications

9. This section is not applicable.

Summary of sustainability impact

10. This section is not applicable.

Summary of public health implications

11. This section is not applicable.

Summary of equality implications

12. This section is not applicable.

Summary of risk assessment

13. There are no risks associated with this report.

Background papers

There are no background papers associated with this report.

Appendices

BCP Council Pupil Premium Plus policy 2022-2023.

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PUPIL PREMIUM PLUS (PP+) POLICY APRIL 2022- MARCH 2023

BCP Education services

BCP Virtual School

Author: Luana Girling
Version: V1.1 draft
Date: Jan 2022

1. INTRODUCTION

1.1 The Local Authority has a statutory duty to appoint someone (called the Virtual School Headteacher) who holds the responsibility for promoting the educational achievement of Looked After Children (LAC). This includes 'maintaining accurate and up-to-date information about how they are progressing at school and taking urgent and individual action when they are not achieving well'. This also includes promoting the educational achievement of PLAC in their area by providing information and advice to:

- any person that has parental responsibility for the child
- providers of funded early years education, designated teachers for previously looked after children in maintained schools, academies, and other educational establishments
- any other person the authority considers appropriate for promoting the educational achievement of relevant children

1.2 In Bournemouth, Christchurch and Poole, the Virtual School do not use the terms Looked after Children (LAC) or previously Looked after Children (PLAC). Instead, we use Children in Care (CIC) and Care experienced Young People (CEYP) in all documentation produced.

1.3 The 'Pupil Premium 2022-2023 Conditions of Grant'¹ document informs us that school age CIC attract a Pupil Premium plus (PP+) grant of £2410.

1.4 The 'Early Years entitlements: Local Authorities funding of providers operational guide 2022-2023'² provides guidance for funding providers to deliver the early years entitlements in the financial year 2022 to 2023. Section 8 covers the early years pupil premium. For early years the amount is equivalent to £342 per year.

1.4 'Promoting the education of LAC and Previously Looked After Children (PLAC) statutory guidance for local authorities'³ dated February 2018 gives clarity on how this separate grant should be managed and these funds are not within the remit of this policy.

1.5 In June 2021 the duty was extended to cover the promotion of the educational outcomes of children with a social worker⁴. These children are identified as Children in need (CIN) or Children subject to Child protection plans (CP). This duty is of a strategic nature and does not involve any 'case work' with individual children. Separate funding is provided for this duty and these funds are not within the remit of this policy.

1.6 In October 2021 the Virtual School were successful in bidding for pilot funding to support children in the post 16 phase. An approved spending plan is in place for this funding and these funds are not within the remit of this policy.

¹ *Not yet published at the time of drafting this policy. Link to added before final version is published.*

² [The Early Years entitlements: Local Authorities funding of providers operational guide 2022-2023 \(November 21\)](#)

³ [Promoting the education of looked-after and previously looked-after children \(February 2018\)](#)

⁴ [Promoting the education of children with a social worker Virtual School Head role extension \(June 2021\)](#)

2. RESPONSIBILITY AND ACCOUNTABILITY

2.1 The Virtual School holds responsibility and accountability for:

- making sure that there is a system to track and monitor the attainment and achievement of Children in Care
- ensuring that all Children in Care have a robust and effective Personal Education Plan (PEP) with access to appropriate support, including personal tuition where appropriate⁵
- championing the educational needs of Children in Care across the authority and those placed out-of-authority

2.2 In Bournemouth, Christchurch and Poole (BCP), the PP+ grant is managed by the Virtual School Head (VSH) and used to improve educational outcomes for Children in Care looked after by BCP. It is expected that schools and early years providers will use the funding to address pupils' identified needs as detailed in this policy and agreed in the child's PEP.

2.3 All expenditure of the PP+ grant is scrutinised annually by the Corporate Parenting Board in the January following the previous financial year end. The annual report is published for transparency purposes.

2.4 Schools who have CIC from other Local Authorities on their roll must contact the Virtual School of the relevant authority to request information on their policy for allocation of PP+. The name and contact details of other Virtual Schools can be requested from the BCP Virtual School team.

2.5 The Virtual School has a responsibility to initiate a PEP meeting date via the ePEP system within 10 days of the child coming into care. We do this in partnership with the school/setting and the social worker. All future PEP meeting dates are agreed at the PEP meeting. Further details can be found in our process flowchart provided upon request.

2.6 There is an expectation that schools and settings will also engage with support and training offered by the Virtual School to ensure their (DT) is best placed to serve the needs of all CIC. Attendance at DT networks will be monitored and any non-attendance may be discussed with Headteachers/Principals as appropriate. The Virtual School will support schools by offering training to all Governance/Trust Boards alongside a pro forma for the purposes of annual reporting to the Governance Board.

2.7 The Virtual School reserves the right to withhold funding allocations to schools if the conditions stipulated in section 4 of this policy are not met. However, support for schools/settings will be provided to ensure this is minimised. Any school/ setting whose funding has been withheld can challenge the decision by contacting the VSH. Any withheld funding subsequently released would be paid retrospectively in the following termly allocation payment.

⁵ BCP use a secure online platform called ePEP provided by Welfare Call.

3. ARRANGEMENTS FOR CENTRALLY RETAINED FUNDS

3.1 The Virtual School retains £410 of the annual £2410 grant for each looked after child and it is used to improve outcomes for all CIC to BCP, including those placed outside of BCP. Pupil outcomes and impact of the centrally retained funding is reported to the Corporate Parenting working group annually.

3.2 Expenditure of the centrally retained funds is planned strategically by the Virtual School Leadership team to support any educational activities deemed necessary for pupils from pre-school through to year 13. All expenditure is monitored by the Central Finance Team for compliance with the conditions of grant.

4. ALLOCATION OF FUNDING TO SCHOOLS

4.1 PP+ funding for school age CIC will continue to be allocated on a termly basis in order to follow children who move schools during this period. Allocation will be based on what has been agreed with schools termly up to a notional amount of £2000 per year. Planned and actual spend amounts must be noted in the ePEPs termly with clearly identified, costed interventions linked to the targets set. Any planned interventions that spread across more than one term should only have each term's actual cost entered in the ePEP document for that term. Funds are unable to be paid in advance in case activities do not take place as planned and to ensure compliance with internal audit.

4.2 PP+ funding will only be allocated for pupils who have been in care for at least 3 weeks continuously and have had an ePEP completed. This is to reduce the risk of overspend through allocation to pupils who are looked after for brief periods with no agreed targets in place.

4.3 Allocation of funds will be subject to the termly completion and submission by social workers and DTs, of high quality ePEPs that include: a review on how the previous term's allocation has been spent; demonstration of outcomes/impact of previously set targets and funding and clearly costed new targets linked to the use of that term's requested allocation. The Virtual School team member responsible for each pupil will attend all PEP meetings. PEPs usually take place via telephone / video conference but can also be done face to face in schools if deemed necessary. Allocation of funds is also subject to the submission of any data collections requested by the Virtual School. All attendance data, progress data and end of KS results are collected on our behalf by Welfare Call and all schools/AP providers are required to supply this data directly to Welfare Call. On occasion there may be a request for other ad hoc data from the Virtual School Team members for specific project purposes but this will be kept to a minimum.

4.4 The notional PP+ allocation for each school age CIC will be up to up to £2000 annually per financial year (April to March). This is paid termly subject to the conditions identified in 4.3. All funding is paid via BACs and accompanied with remittance slips.

4.5 The Virtual School will also consider any proposal to use PP+ funds to direct pupils off-site for short term interventions as part of a joint-funding arrangement. Such interventions may reasonably be requested when there is clear evidence that a change in provision will be of benefit to the pupil. They must be time-limited and accompanied by a clear exit strategy that culminates in a successful reintegration to

an appropriate full-time timetable. Schools will retain responsibility for safeguarding and quality assuring any off-site provision in accordance with the statutory guidance around the use of the B-code.

4.6 Where a school wishes to reduce a pupil's time in class by either instigating a part-time timetable or a bespoke provision, it may apply to the Virtual School for financial support in sourcing a suitable package. As in 4.5, any reduced provision must be time-limited, with clear objectives and time scales pertaining to a successful return to full-time education. The Virtual School provides a reintegration planning tool which should be used to track and monitor any short-term Alternative Provision arrangements.

4.7 PP+ funding will not be allocated to schools offering highly specialist residential provision that is funded by the LA. Appropriate provision for achieving the highest educational outcomes for these CIC will be stipulated at the point of commissioning a contract for placement.

5. ALLOCATION OF FUNDING TO EARLY YEARS SETTINGS

5.1 The BCP Virtual school does not hold funding for Early Years settings. The payment of Early Years PP+ is within free entitlement payments to settings managed by the Early Years support teams. Please contact them for further information. There is an expectation that this funding will be used to support the staffing costs for contribution to completing termly PEPs and monitoring of any interventions in place.

5.2 Some children in early years settings are placed with carers who are not eligible for the full 30 hours free early education entitlement. This is usually due to the carer's inability to undertake any other 'paid work' as their main occupation is that of being a carer, often for more than one child. In these circumstances, the Virtual School would consider awarding funding to the setting for extra hours that would benefit the child's education and to enable the child to be more 'school ready'. This would not apply if the extra hours sole purpose was to increase childcare provision.

Some of the following criteria would also need to apply:

- The child must be due to start school in the forthcoming September
- The child is behind their peers educationally within the EYFS framework
- The child would benefit from additional hours to support their learning and development.
- Additional hours would support the child's daily routine to be school ready

5.3 The need for an allocation of funding to meet specific interventions would be agreed by all parties during the child's termly PEP meeting and detailed within the completed ePEP. Funding would be approved by the Virtual School during the QA process and paid via BACs and accompanied with remittance slips.

6. ePEPS AS A REQUIREMENT FOR ACCESSING FUNDING

6.1 ePEPs are the primary monitoring system to provide the Virtual school with an oversight of all Children and Young People's educational plans. The ePEP is mandatory and a shared multi-agency document crucial to the educational planning of CIC. Termly monitoring of the PEP document and meetings by the Virtual School team provides information and data to enable the Virtual School Officers and Headteacher to retain oversight of all pupils' progress and attainment and to address any issues

across all agencies involved with that pupil. Additional ePEPs may be required if pupils move between schools in year or where there is another compelling need.

6.2 For school age (Year R to Year 11):

The PP+ funding is provided to meet the additional needs of pupils through enabling associated interventions and support identified in the ePEP. The requested funding must be costed and linked to SMART⁶ targets focused on development, progress and improvement that are underpinned by detailed intervention and support. The targets and interventions/ support will be agreed with the Virtual School team member responsible for the pupil before or during the meeting. At any time in the term, a request can be made to amend the funding via email with the relevant member of the Virtual School team. After agreement by email, the ePEP will then be amended by the Virtual School to ensure the correct allocation is awarded at the end of that term during the QA sign off process.

6.2.1 Pupil needs can include the following areas:

- Academic attainment or achievement
- Attendance
- Wider achievement e.g. in an area in which the pupil is gifted and talented
- Inclusion (reducing exclusion from the curriculum)
- Social Skills
- Transition to the next phase of education
- Emotional wellbeing such as those needs arising from the effects of attachment or childhood trauma upon learning
- Alternative provision provided as part of a reduced timetable

6.2.2 These needs will not routinely include the following areas unless agreed in advance with the Virtual School:

- Purchase of uniform, PE kit / trainers
- Purchase of laptops or similar devices
- Any interventions or support that is part of the Universal offer for all pupils
- Contributions to school curriculum trips or for the cost of residential trips
- Transport or travel costs

6.2.3 The Virtual School will no longer organise and directly fund interventions for any pupil 'on roll' in a school. All interventions for pupils 'on roll' in a school will be organised and funded by the 'on roll' school. This will include tuition provided by third party organisations. The aim is to ensure that the holistic overview of a pupil's education is retained by the 'on roll' school thereby giving full autonomy to the school to put into place any interventions agreed with the Virtual School team member during the PEP process or via email communication. Any expenditure should be included in the ePEP documentation.

6.2.4 The Virtual school will use retained funds for any pupils 'not on roll' to support any educational activities deemed necessary for pupils from year R to year 13.

⁶ SMART - Specific, Measurable, Achievable, Relevant, Time-bound

7. SCHOOL AGE PUPILS WHO ENTER/EXIT CARE MID FINANCIAL YEAR

7.1 The Department for Education (DfE) allocates PP+ to the Virtual School during the period April 2022 to March 2023 as a provisional amount of £2410 per child looked after for at least one day, as recorded in the March 2021 children looked after data return (SSDA903), and aged 4 to 15 at 31 August 2021. The DfE updates and finalises this allocation in December 2022, based on the number of children looked after for at least one day during the year ending March 2022, as recorded in the March 2022 children looked after data return (SSDA903), and aged 4 to 15 at 31 August 2021. It is the responsibility of all Virtual schools to set their own policy with regard to any allocation criteria. For BCP this criterion is as stated in sections 4 and 5.

7.2 If a pupil comes into care outside these parameters the Virtual School will not be allocated any 'PP+' grant for the pupil in that financial year however, schools and settings will still be allocated funding in line with section 4 and 5 of this policy.

7.3 No payments will be made for any pupils who were previously a Child in Care where the pupil is eligible for the school's own allocation of Pupil Premium funding under the government published criteria. However, additional funding requests will be considered for any pupil whose continued support is unable to be funded from other sources. For example, this might be where a pupil's 'left care' date falls between school census dates therefore school funding cannot be accessed.

8. ARRANGEMENTS FOR ADDITIONAL (IN FINANCIAL YEAR) FUNDING REQUESTS AND TRANSITION

8.1 Additional funding for pupils in excess of the notional PP+ allocation of £2000 for the financial year can be applied for in exceptional circumstances via the ePEP after discussion with the relevant Virtual School team member.

8.2 Starting school/ preschool and transition to a new school between key stages or in year can be a difficult period for CIC and any funds requested to support 'transition' can be included in the ePEP completed in the term prior to the planned transition taking place. Funding should only be requested for activities outside the routine universal transition arrangements expected of a provision.

8.3 In the event that a pupil receives a Permanent Exclusion, it remains the Local Authorities responsibility to arrange for a suitable full-time education from the sixth day of any such period. As per the statutory guidance on exclusions, the Virtual School will, wherever possible, consider any applications for financial support that enable suitable education to be in place before the sixth day. In all cases, it is expected that schools demonstrate how their existing PP+ allocation has been utilised to mitigate any risks of exclusion before any additional funding is requested.

9. QUALITY ASSURANCE OF PEPS

9.1 The Virtual School carry out QA checks on all completed PEPs. Feedback is then provided via the ePEP and will need to be actioned to enable the ePEP to be submitted as a true and final record of the PEP meeting. The analysis of QA will be used to identify learning and good practice that will be discussed at termly networks as appropriate.

9.2 On a termly basis all PP+ expenditure will be monitored for patterns and trends in either good practice or learning recommendations. The monitoring of impact will also be looked at for identification of potential case studies.

10. EXCEPTIONAL CIRCUMSTANCES

10.1 The Virtual School Head can at any time, under exceptional circumstances, take actions / use PP+ funds outside the requirements of this policy to meet the immediate or urgent needs of any pupil/s. For example, this could be a payment awarded to the school/setting when a child first enters care to help with immediate educational needs or a payment to a school for participation in specified educational projects / extra-curricular activities. All requests must be discussed with the relevant Virtual school team member initially who will then request approval from the Virtual School Head. Any funds agreed must then be entered on the ePEP document.

SCHOOLS FORUM



Report subject	Schools Forum Forward Plan Refresh
Meeting date	13 January 2022
Status	Public Report
Executive summary	This report sets out the work programme for the Schools' Forum until the end of the 2022/23 Academic Year.
Recommendations	<p>It is RECOMMENDED that:</p> <p>The Schools notes and adopts the forward plan set out at Appendix A.</p>
Reason for recommendations	To ensure that Schools' Forum are fully informed of the reports to be considered until the end of the 22/23 Academic Year

Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery Councillor Mike White, Portfolio Holder for Children & Young People
Corporate Director	Elaine Redding, Director of Children's Services
Report Authors	Chris Harrod, Democratic Services Officer
Wards	Council-wide
Classification	For Decision

Background

1. Whilst there is no requirement for the Forum to adopt a Forward Plan document, it is considered good practice to ensure that such a document is in place to set out the upcoming reports to be considered by the Schools Forum.

The Forward Plan

2. The Forward Plan set out at Appendix A has been developed in consultation with the Chair of the Schools' Forum, the Council's Assistant Chief Financial Officer and the Director of Education. The plan sets out proposals for the forward management of reports to be considered by the Schools Forum to enable it to utilise its time most effectively.
3. Schools' Forum Members should note that this Forward Plan should be considered as a working document and will evolve over time, which will not preclude additional items being brought before the Forum at its meetings as necessary and appropriate.

Options Appraisal

4. An options appraisal is not applicable for this report.

Summary of financial implications

5. There are no direct financial implications from this report.

Summary of legal implications

6. There are no direct legal implications from this report.

Summary of human resources implications

7. There are no direct human resource implications from this report.

Summary of sustainability impact

8. There are no direct sustainability impact implications from this report.

Summary of public health implications

9. There are no public health implications from this report.

Summary of equality implications

10. There are no direct equality implications from this report.

Summary of risk assessment

11. Development and agreement of the Forward Plan by the Schools' Forum enables it to plan its workload throughout the year.

Background papers

None

Appendices

Appendix A – Schools Forum - Forward Plan January 2022-June 2023

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Forward Plan - Schools' Forum

January 2022

- DSG Settlement and Budget 2022-23
- School Funding 2022-23
- Early Years Formula 2022-23
- Looked After Children Pupil Premium Arrangements 2022-23
- Forward Plan Refresh

June 2022

- DSG Outturn 2021/22
- Reconstitution of the Schools Forum
- Feedback from High Needs Sub-Group
- Forward Plan

September 2022

- DSG Budget monitoring 2022-23
- DSG Announcements for 2023-24
- Feedback from the High Needs Sub-Group
- Forward Plan

November 2022

- Dedicated Schools Grant (DSG) Budget Monitoring 2023-24 and Draft High Needs Budget 2023-24
- School Funding Consultation 2023-24
- Early Years Funding 2023-24
- Feedback from the High Needs Subgroup
- Forward Plan

January 2023

- DSG Settlement and Budget 2023-24
- School Funding 2023-24
- Early Years Formula 2023-24
- Looked After Children Pupil Premium Arrangements 2023-24
- Forward Plan Refresh

June 2023

- DSG Outturn 2022-23
- Feedback from High Needs Sub-Group
- Forward Plan

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