



**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>

## **CONTENTS**

1. Introduction
2. School Funding for BCP 2022-23
3. National Funding Formula 2022-23
4. National Formula Applied to BCP Schools 2022- 23
5. The High Needs Block
6. Transfer of Mainstream Funding to High Needs
7. Formula Affordability – Impact of Final Data
8. Growth Fund
9. Central Schools Services Block – Services for all Schools
10. Centrally Retained Elements for Maintained Schools Only
11. Conclusion and Next Steps

Appendix 1	National Funding Formula 2022-23 for BCP Schools
Appendix 2	High Needs Spend Forecast 2022-23
Appendix 3	Growth Fund Policy
Appendix 4	Funding for LA Services for Maintained Schools
Appendix 5	LA Statutory Functions for Schools
Appendix 6	Summary of Consultation Questions
Appendix 7	Glossary of Terms

## **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](mailto: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](mailto: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	%
<b>Early Years</b>				
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	
<b>Total Early Years</b>	<b>21,283</b>	<b>21,283</b>	<b>0</b>	<b>0</b>
<b>Schools Block</b>				
Primary	117,756	120,223	2,467	2.1%
Secondary	108,010	110,941	2,931	2.7%
<b>Total NFF</b>	<b>225,766</b>	<b>231,164</b>	<b>5,398</b>	<b>2.4%</b>
Premises	1,679	1,699	20	Not yet known
Growth fund - not yet announced	1,435	1,435	0	
<b>Total Schools</b>	<b>228,879</b>	<b>234,298</b>	<b>5,419</b>	<b>2.4%</b>
<b>Central School Services</b>				
NFF	1,767	1,723	(44)	-2.5%
Commitments	291	233	(58)	-20%
<b>Total Central School Services</b>	<b>2,058</b>	<b>1,956</b>	<b>(102)</b>	<b>-5.0%</b>
<b>Total High Needs</b>	<b>47,822</b>	<b>51,630</b>	<b>3,808</b>	<b>8.0%</b>
<b>Total DSG Funding</b>	<b>300,042</b>	<b>309,167</b>	<b>9,125</b>	<b>3.0%</b>

\* 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:

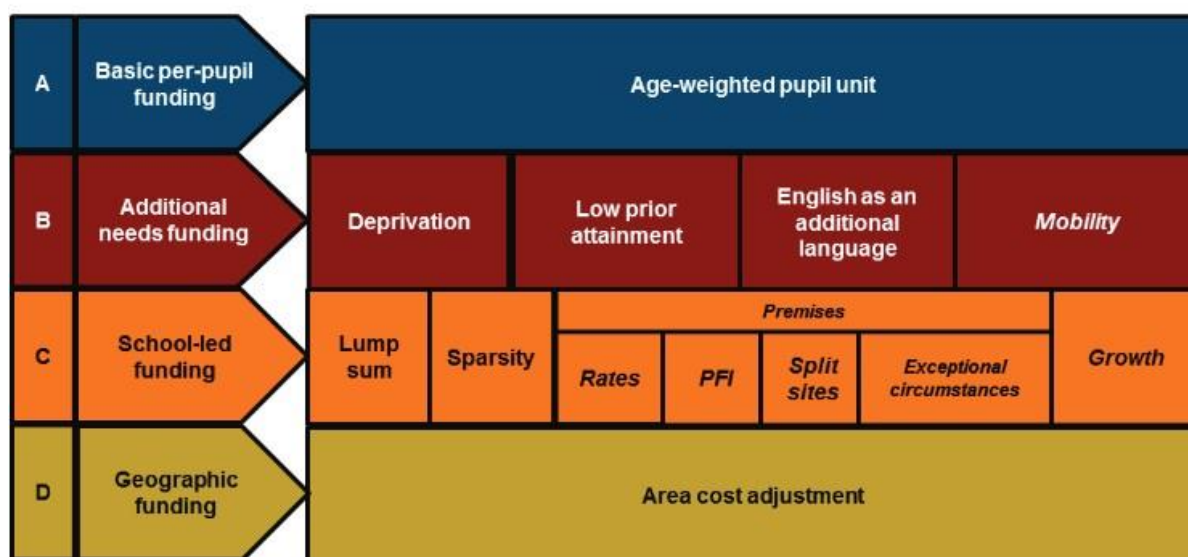
- i. **Schools National Formula (NFF)** with separate primary and secondary per pupil funding levels. The NFF has been applied to the 2021-22 data for each school, the outcome being amalgamated and divided by pupil numbers to derive the primary and secondary unit funding levels to the Council.
- ii. **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%
	<b>£227,344,951</b>		<b>£232,763,549</b>		<b>£5,418,598</b>	<b>2.4%</b>
% 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
<b>Total Schools</b>	<b>90</b>	<b>90</b>

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.

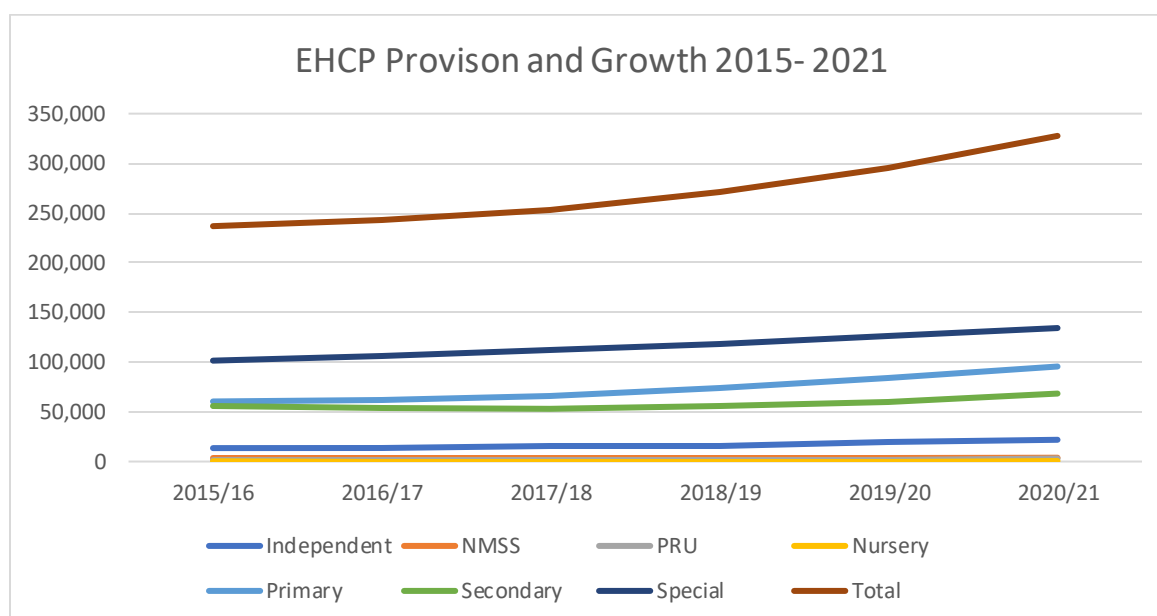
HNB pressures are now recognised as a national issue linked to several drivers, including government policy changes. The introduction of a new Code of Practice for Special Educational Needs and Disabilities (SEND) in 2014 increased the age range from 0 to 25 (previously age 0 to 19) and increased parental 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%
<b>Total</b>	<b>236,806</b>	<b>242,184</b>	<b>253,679</b>	<b>271,165</b>	<b>294,758</b>	<b>327,618</b>	<b>100%</b>	<b>100%</b>
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:

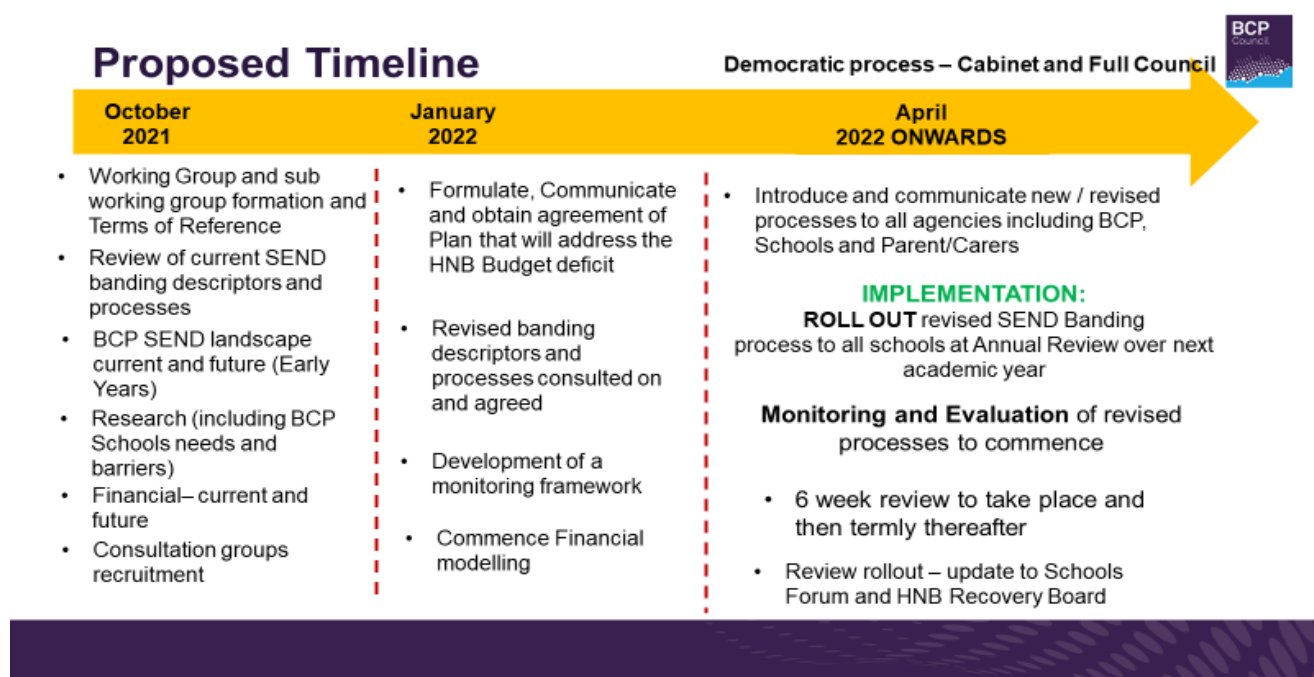
1. To revise the descriptors, and banding values to ensure available funding is utilised effectively and efficiently to better support mainstream schools to remain inclusive.
2. To work in collaboration with stakeholders to co-produce and implement a consistent and transparent approach with clear processes.
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**

	<b>2021-22 Forecast</b>	<b>2022-23 Forecast</b>	<b>2023-24 Forecast</b>
<b>Total</b>	<b>279,676</b>	<b>513,324</b>	<b>513,324</b>

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**

<b>Central School Services</b>	<b>2021-22 £000's</b>	<b>Change £000's</b>	<b>2022-23 £000's</b>
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
<b>Total Expenditure</b>	<b>2,058</b>	<b>(44)</b>	<b>2,014*</b>

\* 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**

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

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
<b>Statutory &amp; Regulatory Duties:</b>	
<b>Education and Service Planning</b> - including appointment of governors, government data returns, functions under the equality act, legal services advice, handling complaints, academy conversion support.	58
<b>Finance &amp; Audit</b> - 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
<b>Human Resources</b> - Employee investigations, pension administration, pay scales and conditions of service, TU negotiations for local government employees, support for school improvement activities.	15
<b>Total Statutory &amp; Regulatory</b>	<b>143</b>
<b>Asset Management</b> - 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
<b>Monitoring National Curriculum Assessments</b>	20
<b>Total All Duties to be agreed</b>	<b>213</b>

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
Mudeford Community Infants' School	180	4,171	490
Mudeford 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
<b>Maintained Specialist Places</b>	<b>Places</b>		
Winchelsea Special	188	18,510	2173
Christchurch Learning Centre	48	4,726	555
Linwood Special	397	39,089	4589
<b>Proposed Contribution BCP</b>		<b>213,486</b>	<b>25,063</b>

\*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@bcpcouncil.gov.uk](mailto:nicola.webb@bcpcouncil.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	
<b>Primary</b>						
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%
<b>Middle-deemed Secondary</b>						
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	
<b>Secondary</b>						
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%
<b>All-through</b>						
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
<b>Total Top - Up for EHCPs</b>	<b>41,604</b>	<b>50,407</b>
Commissioned & central services	3,767	4,028
Place Funding - SEND	10,575	10,840
<b>TOTAL SEN</b>	<b>55,947</b>	<b>65,275</b>
<b>TOTAL AP</b>	<b>3,970</b>	<b>4,057</b>
<b>TOTAL HNB EXPENDITURE</b>	<b>59,917</b>	<b>69,332</b>
<b>TOTAL HNB FUNDING</b>	<b>47,822</b>	<b>51,630</b>
<b>HIGH NEEDS BLOCK DEFICIT IN-YEAR</b>	<b>12,095</b>	<b>17,702</b>
Deficit brought forward	7,853	18,624
School block transfer	(1,094)	TBC
Other DSG Variances	(230)	
<b>PROJECTED DSG DEFICIT CARRIED FORWARD</b>	<b>18,624</b>	<b>36,326</b>

**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 3<sup>rd</sup> 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**

<b>School Name</b>	<b>Description</b>	<b>2021-22 Forecast £</b>	<b>2022-23 Forecast £</b>	<b>2023-24 Forecast £</b>
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
<b>Total</b>		<b>279,676</b>	<b>513,324</b>	<b>513,324</b>

### **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"> <li>• Director of children's services and personal staff for director (Sch 2, 15a)</li> <li>• Planning for the education service as a whole (Sch 2, 15b)</li> <li>• Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)</li> <li>• Authorisation and monitoring of expenditure not met from schools' budget shares (Sch 2, 15c)</li> <li>• Formulation and review of local authority schools funding formula (Sch 2, 15d)</li> <li>• 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)</li> <li>• Consultation costs relating to nonstaffing issues (Sch 2, 19)</li> <li>• Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)</li> <li>• Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)</li> <li>• Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 57)</li> <li>• Budgeting and accounting functions relating to maintained schools (Sch 2, 74)</li> <li>• Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 58)</li> <li>• 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)</li> <li>• 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)</li> <li>• Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 61)</li> <li>• 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)</li> <li>• 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)</li> <li>• Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 76)</li> <li>• HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and</li> </ul>

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"> <li>• Consultation costs relating to staffing (Sch 2, 67)</li> <li>• Compliance with duties under Health and Safety at Work Act (Sch 2, 68)</li> <li>• Provision of information to or at the request of the Crown relating to schools (Sch 2, 69)</li> <li>• School companies (Sch 2, 70)</li> <li>• Functions under the Equality Act 2010 (Sch 2, 71)</li> <li>• Establish and maintaining computer systems, including data storage (Sch 2, 72)</li> <li>• Appointment of governors and payment of governor expenses (Sch 2, 73)</li> </ul>

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

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

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

**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"> <li>No functions</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of National Curriculum assessments (Sch 2, 75)</li> </ul>

**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"> <li>• Due to permanent exclusion, illness, or other reasons, would not otherwise receive a suitable education.</li> <li>• On a fixed term exclusion.</li> <li>• Being directed by schools to off-site provision to improve their behaviour or requiring a different curriculum offer.</li> </ul>
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"> <li>Local Authorities for retained duties for all maintained schools and academies.</li> <li>Local Authorities for general duties for maintained schools only.</li> <li>Academies directly for general duties.</li> </ul>
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 <sup>st</sup> April to 31 <sup>st</sup> 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"> <li>• Primary – not achieving the expected level of development within the EYFSP (pre and post 2013).</li> <li>• Secondary – not reaching level 4 in KS2 English or Maths.</li> </ul>
	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