

Dear Colleague

LEICESTERSHIRE SCHOOLS' FORUM

I would like to invite you to a meeting of the Leicestershire Schools' Forum to be held on **Monday 22 February 2016 at 2.00 pm** at **Beaumanor Hall** with the room being available from 1.30 pm.

Please see below the agenda for the meeting.

Yours sincerely

Bryn Emerson

AGENDA

	Paper
1. Apologies and Substitutions	
2. Minutes and Matters Arising	A
3. Process for providing information / comment when absent	B
4. Charging for Autism Outreach Services	C
5. 2016/17 Schools Budget	D
6. AOB	
7. Next Meeting:	

Tuesday 21 June 2016
from 2.00 – 4.00pm at Beaumanor Hall

Minutes of a meeting of the Leicestershire Schools' Forum held at Beaumanor Hall on Thursday 14 January 2016 at 2.00 pm

Present

Sonia Singleton	Secondary Academies Headteacher
Kath Kelly	Secondary Academies Headteacher
Nick Goforth	Secondary Academies Headteacher
Mark Mitchley	Secondary Academies Headteacher
Callum Orr	Secondary Academies Headteacher
Suzanne Uprichard	Secondary Academies Governor / PRU
Richard Spurr	Secondary Academies Governor
Steve McDonald	Secondary Academies Governor
Bill Nash	Secondary Maintained Governor
Jane McKay	Primary Academies Headteacher
Karen Rixon	Primary Academies Headteacher
Jean Lewis	Primary Academies Governor
David Thomas	Primary Academies Governor
Heather Sewell	Primary Maintained Headteacher
Jo Blackburn	Primary Maintained Headteacher
Karen Allen	Primary Maintained Headteacher
Sue Rath	Primary Maintained Governor
Michael Wilson	Primary Maintained Governor
Tony Gelsthorpe	Primary Maintained Governor
Jason Brooks	Special Maintained Headteacher
Chris Davies	Roman Catholic Representative
Ian Sharpe	Church of England Representative
Catherine Drury	Early Years/PVI Representative

In attendance

Jenny Lawrence, Finance Business Partner, Corporate Resources
 Ivan Ould, Lead Member, Children and Family Services
 David Atterbury, Head of Strategy - Education Sufficiency
 Chris Connearn, Head of Strategy - Achievement of Vulnerable Learners
 Chris Bristow – Strategic Lead – Remodelling SEND

		Action
1.	<p>Apologies for Absence/Substitutions</p> <p>Apologies for absence were received from Lesley Hagger, Nigel Leigh and David Hedley.</p> <p>The Chair welcomed everyone to the meeting and introduced Catherine Drury, early years representative.</p> <p>Karen Allen referred to a letter received from an absent member of Schools' Forum which would be addressed later in the meeting. Karen outlined the processes to be followed when unable to attend these meetings and asked colleagues to ensure an appointed substitute attends where possible so that any views/concerns are represented. The Chair reiterated that Schools' Forum meetings are not to discuss individual school issues but about Leicestershire/ phases as a whole.</p>	
2.	<p>Minutes of the Meeting held on 21 September 2015 and Matters Arising</p> <p>The minutes of the meeting held on 21 September 2015 were agreed as a true and accurate record subject to the following amendments:</p> <ul style="list-style-type: none"> • Sonia Singleton's apologies to be recorded under Apologies for Absence. • 2014/15 Maintained School Balances – action point in the third paragraph to be removed. <p>Matters Arising</p> <p><u>Update on Oakfield Traded Service</u></p> <p>Karen Allen confirmed that the service was still available for schools but was currently funded centrally from LEEP (Leicestershire Educational Excellence Partnership). At present there was no projected date for the Traded Services Offer to be rolled out.</p> <p>Jason Brooks raised concern that special schools currently offer an outreach service to primary and secondary schools and felt this could be a duplication of role.</p> <p>Karen Rixon added that there could be some conflict between some schools offering this service free where others are charging.</p> <p>Chris Connearn reported Lesley Hagger would be meeting with Special School Headteachers about similarities and differences in the</p>	

	<p>outreach behaviour support offer.</p> <p>Chris Bristow reported the Local Authority commission outreach work from special schools and nurseries. Special School Headteachers are undertaking an audit to gain a clearer policy to be reflected on Local Authority Local Offer to gain a better knowledge of what is available and where it can be accessed.</p> <p>Chris Connearn reported Oakfield conversation with primary schools is around accessing all support possible before accessing Oakfield support which is around preventing permanent exclusion and maintaining children in mainstream provision.</p> <p><u>Schools' Forum Self-Assessment</u></p> <p>Karen Allen confirmed that amendments to the self-assessment were required to bring back to a future meeting of the Schools' Forum. Jenny Lawrence said she would aim to re-circulate to members by the end of the month.</p> <p><u>Any Other Business</u></p> <p>a) National Fair Funding Formula Mr Ould reported he was pleased with the response from schools to the petition and understands from Tony Foot (DfE), that the consultation would be released late February/early March although Nicky Morgan suggests sooner. Mr Ould reported that he would be attending a Westminster Forum as a speaker in March.</p> <p>b) Trade Union Facilities Time Karen Allen outlined there had been a lot of discussion previously and asked Schools' Forum for comment. The view was it should remain delegated, only maintained school funding could be de-delegated and with a smaller and smaller pot it does not make sense to hold centrally.</p>	<p>JL</p>
<p>3.</p>	<p>Policy for Funding School Growth</p> <p>Jenny Lawrence informed Schools' Forum that the report had been considered at the last meeting where there had been issues raised over ambiguity within the policy and its financial impact, hence the resubmission to Forum.</p> <p>Jenny explained there were 2 elements to the policy:</p> <ul style="list-style-type: none"> Delegated budget – funding newly opening schools from September to March - the Local Authority has no discretion over the time lag within that funding. The LA has no additional funding for this but regulations require this to be provided. 	

- Expansion of primary places need. Growth LA needs to fulfil its supply of school places would cost £21M – the Local Authority must fund statutory £17.5M of that, if not funded, EFA are able to take the Dedicated Schools Grant off the LA if agreement is not reached on a growth funding mechanism.

Jenny outlined the policy itself was unchanged and would continue to be reviewed. The current High Needs overspend was depleting the DSG reserve.

Jenny reported that the new Braunstone primary school would open in September 2016 and the new school in Birstall the following year, therefore a policy needs to be in place as a matter of urgency.

There was a lengthy debate from secondary colleagues who largely felt unable to support the policy because of the proposed 1% reduction in school funding. Jenny stated that the funding reductions in each year were presented for illustrative purposes only and would change subject to when developments started and the rate of house building. The Local Authority was not currently proposing a reduction in school funding as a result of this policy.

Karen Allen reported it was unfortunate that more of the 'real issues' had not come through from the academy financial survey questionnaire. She outlined that whilst academy schools were under no obligation to share their data, it would be useful to have information on their budgets, in order for Schools' Forum to make fair and informed decisions, to see where schools are genuinely struggling and to get a reasonable understanding of the difficulties.

Jenny Lawrence commented that the Local Authority would be willing to work with schools to identify what information was required to pull that together.

Jenny confirmed that the growth in primary schools would inevitably feed into secondary schools. This is about funding new places in the system.

David Atterbury reported primary numbers would reach a peak next year and would start to impact on secondary schools in 3-5 years time. The new schools referred to in the report are as a consequence of new housing and will be designated as Free Schools.

Jenny confirmed that Section 106 money met the capital costs of build, the policy on growth funding is purely to do with the revenue cost of commissioning the places.

Jenny re-emphasised that the table in paragraph 22 was illustrative only, it is known how many new schools will be required based on current housing proposals but there remains uncertainty when these

	<p>will be required (as they are subject to planning applications and build-out rates).</p> <p>Karen Allen referred to letter from David Hedley who had raised concerns regarding the impact of the 1% cut to the AWPU rates for 2016/17, and had asked whether alternative options had been considered and whether representations had been made to the Government/Local Authority.</p> <p>Jenny Lawrence responded that representations had been made to the Government in terms of a meeting between the Director of Children and Family Services and Nicky Morgan MP, where High Needs was the subject of discussion.</p> <p>Mr Ould reported a meeting with Nicky Morgan on 18 December - if growth funding is not resolved, he is responsible to advise Cabinet accordingly. The proposed model brings Leicestershire in line with other authorities. If Forum is unable to resolve a problem like this what message will that send to the Government? He raised concern that do not appear to be able to come to majority or consensus view.</p> <p>David Atterbury explained that there are two types of Free Schools, those established by the LA under the Free School Presumption process and those proposed independently by other organisations. Free Schools are actually a type of academy.</p> <p>The Chair asked the Schools' Forum to take a vote on the principle to approve the policy with a review by the end of the summer term, with a working party to convene to look at the detail of the proposal for 2017/18.</p> <p>12 voted in favour of the policy, 8 voted against and there were 2 abstentions.</p> <p><u>Decision</u> Schools' Forum agreed to adopt the policy on Funding School Growth.</p>	<p>JL</p>
<p>4.</p>	<p>Academy Financial Survey</p> <p>Jenny Lawrence introduced her report and outlined that this links into secondary conversations in terms of secondary school funding, presented to Schools' Forum for information, to obtain a picture particularly in secondary schools where the Local Authority has little financial information.</p> <p>It was agreed to relaunch the survey for Schools' Forum members to give higher profile at LPH/LSH/LSSH meetings.</p> <p>Mr Ould referred to Lord Nash's statement on the future role of local</p>	<p>JL</p>

	<p>authorities – looks as though the Local Authority will still have a role relative to statutory functions for school place planning, admissions, special educational needs, safeguarding and championing the needs of children.</p> <p>Schools' Forum noted the paper.</p>	
5.	<p>School Funding 2016/17 and Onwards</p> <p>Jenny Lawrence introduced her report. Jenny explained that if the role of the Local Authority on school funding was reduced, then this challenges the future role of the Schools' Forum, which is expected to be part of the consultation. If no local discretion, may want to shift the focus, to working with schools to try to prepare schools for what may be coming in the future.</p> <p>Karen Allen emphasised that by the next meeting on 22 February, there may be more information from Government.</p> <p>Karen also referred to a letter from David Hedley and his comments. Jenny confirmed that the formula is the mechanism for distributing funding to schools which remains unchanged, the reduction is a reduction to the overall resources for school delegated budgets.</p> <p>Jenny Lawrence confirmed that the proposal was a 1% reduction in the AWPU. The Local Authority deadline for response to submit the budget to the EFA was next week, if there is no reduction on AWPU there would be significant reduction in major costs, such as special schools sector and independent core sector.</p> <p>Nick Goforth asked if there was an alternative way to find this money without reducing the AWPU?</p> <p>Jenny reported that the reduction was presented in the High Needs overspend report considered at last Schools' Forum meeting and this was the proposal.</p> <p>Mr Ould reported he had met with the F40 team in December – still awaiting for DfE to provide figures on SEN. Really sensitive issue and does not know what the final outcome will be.</p> <p>Jason Brooks commented he would not want to see reduction or loss of places at special schools.</p> <p>Jenny Lawrence suggested that Schools' Forum may wish to set up a cross representative sub group to help shape an action plan to reduce the High Needs spend.</p> <p>It was agreed to discuss this further at the next Forum meeting.</p>	<p>Agenda</p>

	<p>Callum Orr stated that 1% seems blunt, and asked if this had been calculated carefully?</p> <p>Jenny Lawrence responded that she was happy to take this back to reconsider about how to take this forward. If there is no reduction in AWPU for 2017/18 discussion around growth become more acute. Is it of benefit to delay decisions rather than deal with issues now?</p> <p>Jean Lewis expressed concern regarding the possible reduction of services for SEN which could have a profound effect for the most vulnerable children in Leicestershire. This could mean to keep those schools open, offering places to children out of County.</p> <p>Chris Bristow reported moving towards a charging system for various Specialist Teaching Services. Number of layers, about Personal Budgets, ensuring good graduated response consistent across those services, which would cost schools more. Jenny Lawrence commented that would be met as part of the High Needs costs.</p> <p>Jenny stated it was important how the LA and academies respond to the national funding consultation and agreed to circulate information to Schools' Forum once the consultation was published.</p>	<p>JL</p>
<p>6.</p>	<p>Any Other Business</p> <p>a) Kath Kelly referred to academy information regarding budgets and the way trusts operate; in many cases it is a trust budget which does not show in the same way and need to be mindful when collecting information that it may not show an accurate position. Jenny Lawrence suggested a separate conversation with secondary and primary about what data is collected and what the Local Authority use it for.</p> <p>b) Steve McDonald reported in his experience as independent academy, the Local Authority have no responsibility or ability to help. Jenny acknowledged this but emphasised the need to work together to lobby to help the position. This will also give Schools' Forum understanding when making informed decisions.</p> <p>The meeting closed at 4.17pm</p>	
<p>7.</p>	<p>Date of Next Meetings</p> <p>Monday 22 February 2016, 2.00 pm at Beaumanor Hall Tuesday 21 June 2016, 2.00 pm at Beaumanor Hall</p>	

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SCHOOLS FORUM

Process for Commenting on Reports when Unable to Attend Schools Forum Meetings

22 February 2016

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	X
Academies	X	Foundation Stage	X
PVI Settings	X	Primary	X
Special Schools / Academies	X	Secondary	X
Local Authority	X	Post 16	X
		High Needs	X

Purpose of Report

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

1. This report sets out the procedure for School Forum Members to provide comment on Schools Forum business when unable to attend a meeting.

Recommendations

2. That Schools Forum note the procedure and consider what actions are needed within their specific group.

Background

3. It was identified at the meeting of the Schools Forum on 16 January that the Constitution did not set out a formal procedure to allow members who could not be present at a School Forum meeting to ensure that their comments on the business

being undertaken could be recorded at the meeting. This document sets out that procedure.

The Proposed Procedure

4. Membership of Schools Forum is arranged in groups of stakeholders to ensure a full representation from all schools in Leicestershire.
5. The Schools Forum Constitution allows groups to nominate a substitute for Schools Forum members.
6. In the event that an elected Schools Forum Member is unable to attend a meeting and wishes their comments to be brought to the meeting the following actions should be taken;
 - 1) The groups substitute member is made aware of the members inability to attend the meeting and asked to make representations on their behalf.
 - 2) The substitute member should contact the Schools Forum Clerk to advise of attendance and who they are representing.
 - 3) Should a substitute be unavailable the non-attending member should contact another member of their group and request representations to be made on their behalf.
 - 4) Should a substitute or other group member be unavailable the non-attending member should contact the Schools Forum Chair and request representations to be made on their behalf.
 - 5) All representations on the behalf of non-attending members will be made verbally at the meeting, no written representations will be presented.

Resource Implications

- 6) None arising directly from this report

Equal Opportunity Issues

- 7) None arising directly from this report

Background Papers

None

Officers to Contact

Jenny Lawrence, Finance Business Partner, Children and Family Services

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SCHOOLS FORUM

Introducing a charging policy for Specialist Teaching Services **Phase 1; Autism Outreach Service**

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	
Academies	X	Foundation Stage	X
PVI Settings		Primary	X
Special Schools / Academies	X	Secondary	X
Local Authority	X	Post 16	
		High Needs	X

1. **Purpose of Report**

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

- 1.1 This report is to set out the roll out of for charging for Specialist Teaching Services. In this first phase it will be the introduction of charging for certain aspects of the Autism Outreach Service.

2. **Recommendations**

- 2.1 That Schools Forum note the following;-

2.2 The principles behind the roll out of the charging policy for Specialist Teaching Services.

2.3 The phased approach and timescale to this charging policy.

2.4 That the charging policy for the Autism Outreach Service commences from 1/4/16

3. Introduction

3.1 This paper is coming to Schools Forum following on from the papers presented in June, September and January. These papers set out the following;-

- The move to personal budgets as part of SEND reform.
- The High Needs block overspends.
- The necessity to move to a charging system for accessing support services.

3.2 The charging structure within this report is based upon the nationally defined structure for high needs funding. Future arrangements may therefore need to be amended once the 2017/18 High Needs funding system is known.

4. Background

4.1 In coming to the decision to move to a charging policy, the following principles have been applied;-

- Re inforce the requirements under the SEND Code of Practice to develop a self-sustaining school system, able to meet needs at the earliest stages of the graduated response within its own funding.
- Maintain and develop equitable high quality provision to meet the needs of children and young people with SEN.
- A focus on schools developing inclusive practice and removing barriers to learning.
- The shift in the local authority no longer being the sole provider of such services and expertise.
- Address the overspend in the high needs block and that current demand for services is in excess of current resource.
- Be aligned to the review and remodelling of Specialist Teaching Services as part of SEND reform.

4.2 Under SEND reform there is a requirement for schools to meet needs at the earliest stages of the graduated response and hence optimise the school's 'offer'. The code of practice sets this out as follows;-

'The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of

this whole school approach have been piloted by Achievement for All'. Ref. Code of practice 6:4

- 4.3 *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'* Ref. Code of practice 6:37
- 4.4 The issue across Leicestershire schools is that there are discrepancies in how far schools have developed and invested into improving and extending their 'universal and targeted offer' from within their own resources. As a consequence, those schools who have invested in their own provision receive a lower level of service from specialist teaching services than a school that has not invested in its own offer, where a child's needs are the same. Therefore it is necessary to create a more equitable system of expectation and fulfil the expectations as set out in the local offer and the SEND Code of Practice.
- 4.5 With Specialist Teaching Services funded by the Dedicated Schools Grant and schools having their own SEN funding and responsibilities, there is an element of double funding if schools receive STS support free of charge. Schools are required to fund the first £6,000 of SEND support/intervention, yet, dependent upon need, accessing some Specialist Teaching Services is 'free, meaning that there is a further inequity in the system.
- 4.6 It should be noted that as early years settings are currently not funded in the same way as schools and due the council's continued commitment to early identification and assessment, the Council will continue to commission Specialist Teaching Services for preschool children and cover associated costs in full, subject to any future change in funding arrangements for early years settings.
- 4.7 The proposed role out of charging for Specialist Teaching Services is as follows;
- April 2016; charging for some Autism Outreach and Outreach and Autism Outreach Intensive Support activity.
 - September 2016; charging for some Hearing impairment and Vision support service activity.
 - January 2017; user group established to monitor and evaluate impact these changes.
- 4.10 **Proposals for Autism Outreach Service (and Intensive Support)**

- 4.11 The current budget and capacity for the Autism Outreach service (schools team) is set out in the attached document. Included is the current demand/caseload at the different levels of operational intervention.

The proposals for the Autism Outreach Service are set out in the attached flow diagram. The Autism Outreach Service would continue to be funded for a 'core offer' that would include the following activity;

- Early Years intervention for early years settings in the private and voluntary sector
- Out of authority monitoring of placements
- Critical incident work where a placement is in crisis or safe guarding issues
- Expert advice and witness role for SENDist Tribunal appeals, other legal action, SEND panel and LA strategic work for children with autism
- Quality assurance and partnership with other autism providers and training

The role out of the charging policy will be graduated where by the charges applied will be subsidised by the existing autism outreach service budget over three years until there is full cost recovery;-

Intervention	Charge 16/17	Charge 17/18	Charge 18/19
Teacher hours	£28	£55	£83
Practitioner hours	£12	£23	£35

They set out a graduated response that in brief can be described as follows;

Level of intervention	Description	Funding implications
0	<p>Schools universal offer and responsibility to develop understanding of SEN and appropriate high quality teaching interventions. ref. C of P 6:26/6:36</p> <p>Autism Outreach service to offer suitable training and resources via AOS website</p> <p>Attached below is a check sheet for schools to identify interventions expected at the universal offer.</p>	<p>School to commission or have had AET Tier 1 or equivalent training within the last 2 years for whole school development in autism.</p> <p>Approx. cost to school £175 for up to 25 staff (AET Tier 1)</p>

<p>1</p>	<p>Where a school has demonstrated that that it has fulfilled expectations at level 0, or where the needs of the child or school indicate a requirement for some intervention, the Autism Outreach teacher assigned for that School – who conducts the School Referral Meeting as lead specialist teacher.</p> <p>Following referral meeting, if the decision is for Operational Level 1 the child/school will need some low level input (up to 6 visits per year from either a teacher and/or practioner), this allocation would include an assessment where needed and additional phone guidance.</p> <p>School will be encouraged for SENCO/Lead Practitioner to take AET Level 3 training or equivalent</p> <p>AOS Schools Practitioner may also be involved for modelling/training interventions + advice line follow up.</p>	<p>School Referral Meeting No charge.</p> <p>Cost in year 1 £252 rising to £747 in year 3. This is dependent upon the balance between teacher & practioner visits based upon child's needs and school's own competence.</p> <p>Approx. cost= £200 per delegate</p> <p>Approx. Cost=£12 per hour in year 1</p>
<p>2</p>	<p>Following referral meeting/assessment, if the decision is for Operational Level 2 the child/school will need some mid-level input monthly or higher. (up to 12 visits per year) and/or phone guidance</p> <p>School should have SENCO/Lead Practitioner Tier 3 (or equivalent) trained or booked onto the training; Front line staff Tier 2 trained + twilights; AOS Practitioner + advice line</p>	<p>Cost in year 1 = £ 504 rising to £1494 in year 3</p> <p>Approx. cost=£ 200 per delegate for Tier 3 and £95 per delegate for Tier 2</p>
<p>3</p>	<p>Following referral meeting/assessment, if the decision is for Operational Level 3 the child/school will need some high-level input</p>	<p>Approx. maximum cost in year 1 =£ 798 rising to</p>

	<p>fortnightly as required (up to 19 visits per year) and phone guidance</p> <p>School must have SENCO/Lead Practitioner Tier 3 trained (or equivalent) + front line staff Tier 2 (or equivalent)</p> <p>AOS Practitioners, AOS Teacher in regularly and developing an action plan of interventions for school to implement</p>	<p>£2,366 in year 3</p> <p>Approx. cost = £ 200 per delegate for Tier 3 and £95 per delegate for Tier 2 Additional visits could be purchased by the school at the rates shown in paragraph 4.11</p>
4	<p>Following referral meeting/assessment, AOS Schools team make referral to AOS Intensive Support. AOS IS assesses the situation and advises the school on interventions and costing for the involvement.</p> <p>After drawing up an action plan to meet needs. This may include some element of part time attendance at school and AOS IS providing education when not in school.</p>	<p>Assessment by AOSIS</p> <p>No charge</p> <p>Input from AOSIS individually charged on case by case basis. AOSIS teacher hours and practitioner hours will be charged at the rates shown in paragraph 4.11 Teacher hours = £28 in year 1 rising to £83 per hour and practitioner hours are £12 per hour in year 1 rising to £35 per hour in year 3</p>
5	<p>Child is not in school full time and AOS IS provide part time programmes (either at bungalow/community placement or not); schools responsibility still. Action Plan implemented in order to reduce Operational Level</p>	<p>Input from AOSIS individually charged on case by case basis including teacher and practitioner hours and programme costs</p>
6	<p>Child remains on roll to their school but is not attending that school and is in full-time support through AOS IS (and /or other providers); school retain responsibility</p>	<p>Input from AOSIS individually charged on case by case basis including teacher and practitioner hours and programme costs</p>
7	<p>The child has moved to a specialist provision, placement monitored by AOS & SENA</p>	<p>Average cost for Enhanced resource base or Maplewell Hall unit =</p>

		<p>£30 000 to £34 000 pa</p> <p>Independent special school for Autism = £62 000pa</p>
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- 4.12 This system incentivizes schools to invest in their own provision to avoid escalating costs. For children at higher levels of need, a personalised package of support within their school setting without recourse to a placement in the independent special school sector can be devised.
- 4.13 It is anticipated that for children at level 4,5 and 6, the costs incurred by the school will be in excess of £6,000, i.e. the required contribution from schools to make SEND provision under school funding reform. Consequently, in recognition of this and the likely multi agency approach required to meet the child's needs holistically, then the school may be required to undertake a person centred and multi-agency review with the family and child, to draw up a SEND support plan, thereby accessing element 3/top up funding.
- 4.14 For children requiring level 7 interventions, then a statutory assessment for an Education Health and care plan will be necessary to access specialist provision.
- 4.15 It is anticipated that as this new charging system rolls out, then individual schools or groups of schools (working in partnership) will be able to calculate a total amount of input for a school or group of schools, based on children's individual needs and required operational level, then a service level of agreement will be drawn up and school(s) invoiced termly, in arrears, for actual activity.
- 4.16 The Autism Outreach service will establish a 'user and provider' group to monitor this new approach and ensure continued high quality service delivery in partnership with schools.
- 4.15 The model proposed for the Autism Outreach Service and its graduated response will be replicated for other Specialist Teaching Services. In the first instance this being the Hearing Impaired and Vision Support services.

5. **Resource Implications**

- 5.1 The resource implications are that schools will be required to utilise their notional SEN funding to access the Autism Outreach Service from April 2016. The cost to schools will be graduated as set out above.

- 5.2 Schools will be able to access element 3/top up funding for the most complex children with autism to offset additional burdens. This will require a SEND support plan in the first instance.
- 5.3 This approach will allow the Autism Outreach Service to work more effectively and with greater capacity to meet the increasing demand by generating some income. By generating this income then this will be used to contribute to the High Needs overspend. If proven effective, i.e. increases confidence and capacity in mainstream and local specialist intervention, then some of this income may be invested into the Autism Outreach Service. This would be used to increase capacity to enhance and broaden service offer, early intervention and assessment.
- 5.4 This approach has the potential to allow funding that otherwise would be committed to long term independent special school placements to be reinvested into Leicestershire maintained and academy schools.

6. Equal Opportunity Issues

- 6.1 By investing funding in Leicestershire schools and developing the role of the Autism Outreach Service would allow for an overall increase in capacity and sustainability to meet autism spectrum needs in the Leicestershire school system. This would improve levels of inclusion and increase parental confidence in the system.

7. Background Papers

A. Autism service flow chart

B. Operational levels

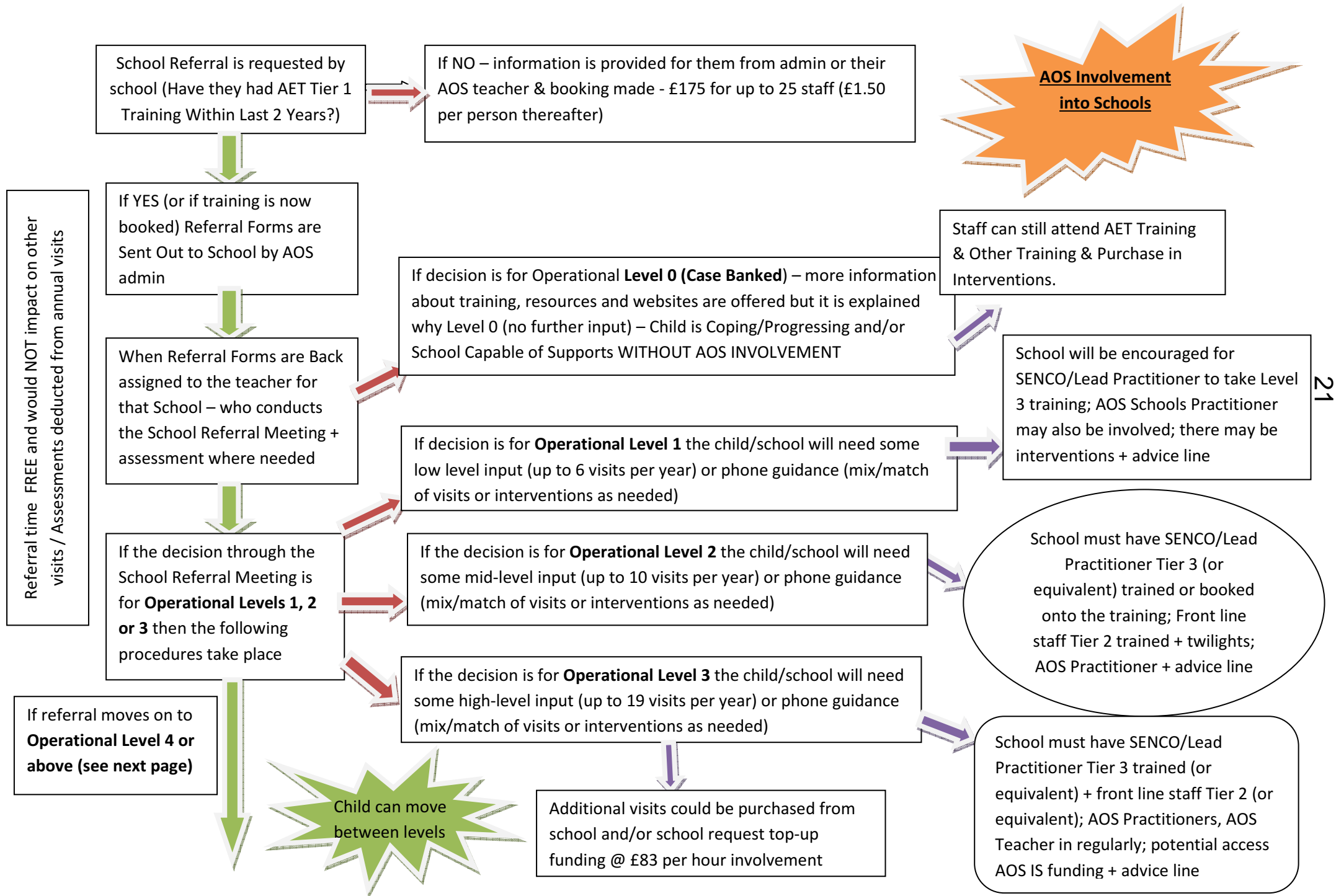
C. School checklist for universal offer

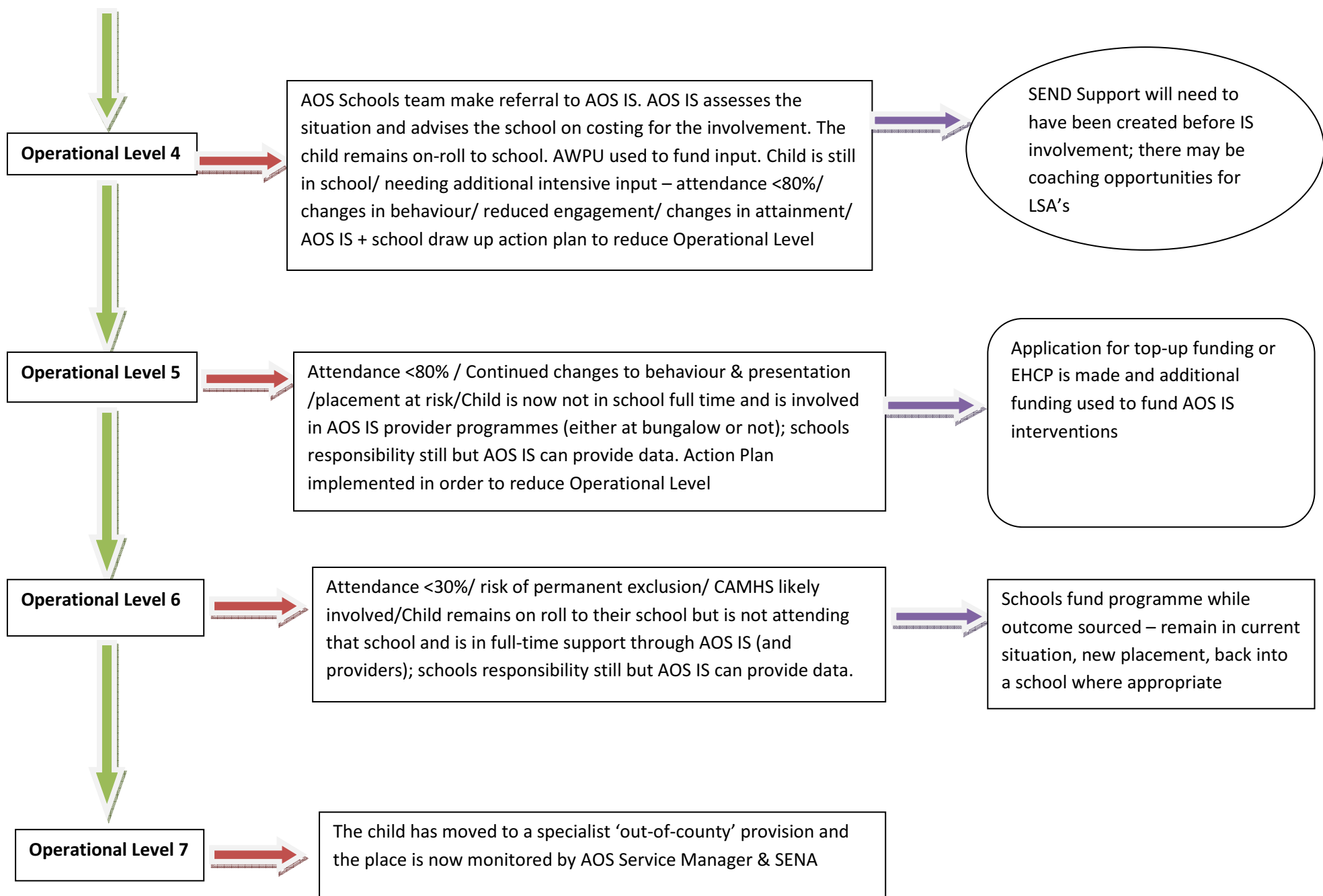
8. Officers to Contact

Chris Bristow Head of Strategy SEND
Chris.bristow@leics.gov.uk

Kevin Baskerville Service manager Autism Outreach Service
Kevin.Baskerville@leics.gov.uk

All Schools Were Written to Explaining the NEED For AET Tier 1 Training or equivalent (within last 2 years) for Whole Staff/ Majority of Staff Before/During AOS

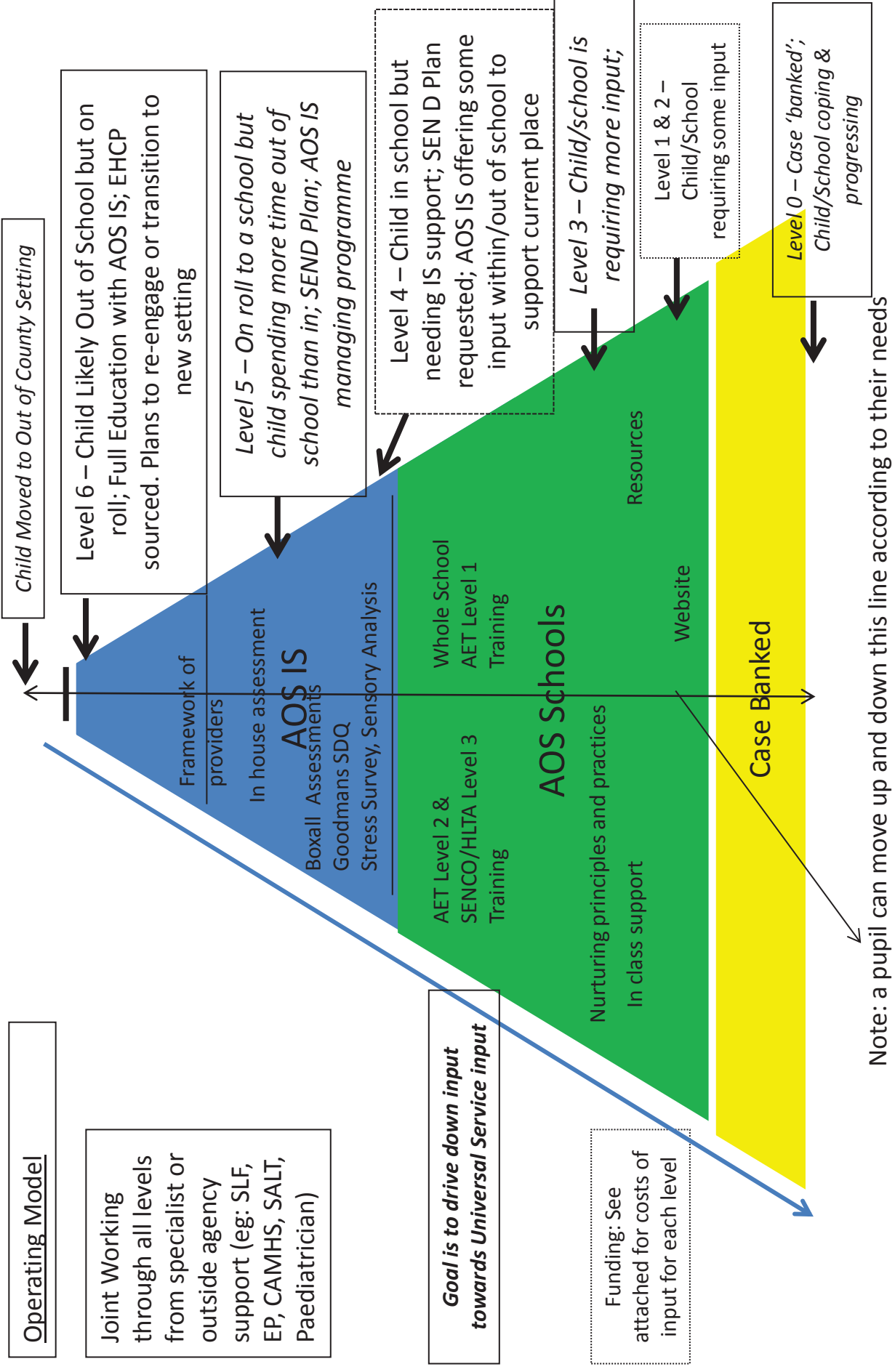




Leicestershire Autism Outreach Service: Operational Levels of Input (Schools) February 2016

Leicestershire Autism Outreach Service (Schools)

Supporting young people with Autism Spectrum and their schools and settings



Commentary

(Levels within AOS Schools)

At all Levels Schools can still access Training, Funded Interventions, Lead Practitioner Meetings & Resources off AOS Website & AET Website & other sources

- **Level 0 = child progressing; school is meeting needs or school competent in working with children with ASD and feel they can meet need therefore little need for input - client case is 'banked'; school can still access training, resources via website, Lead Practitioner meetings, interventions into school**
- **Level 1 = child on caseload, requiring some input from AOS but on a low level; school feel they need support; AOS feel child would benefit from input/strategies (up to 6 visits per year – not including Referral Meeting)**
- **Level 2 = child/school requires additional input on a medium level because of schools ability vs needs of child as defined by AOS & school (up to 10 visits per year – not including Referral Meeting)**
- **Level 3 = child/school requires high input because the need will require regular input from AOS staff into the school and/or the school will require significant input (up to 19 visits per year – not including Referral Meeting)**

Commentary

(Levels within AOS Schools)

At all Levels Schools can still access Training, Funded Interventions, Lead Practitioner Meetings & Resources off AOS Website & AET Website & other sources

- **Level 4, 5, 6 = child has moved to AOS Intensive Support caseload via a referral from AOS Schools team, because the needs required input beyond what AOS Schools could offer.**
 - Level 4 = Child in school but needing IS support; SEN D Plan needs to be in place; AOS IS offering some input within/out of school to support current place
 - **Level 5 = On roll to a school but child spending more time out of school than in; SEND Plan; AOS IS managing programme**
 - Level 6 = Child Likely Out of School but on roll; Full Education with AOS IS; EHCP/top-up sourced. Plans to re-engage or transition to new setting (unlikely would return to original setting)
- **Level 7 = child is now in Out-of-County Specialist Provision**
 - monitored by AOS Service Manager

AOS Training & Interventions Available Into Schools

(Contact AOS for more information)

Training (see website)

- Autism Education Trust (AET)
 - Tier 1 – Making Sense of Autism
 - Tier 2 – Good Autism Practice
 - Tier 3 – Building on Existing Knowledge & taking a Lead in Autism
 - + Early Years equivalent
- Host of Twilight training sessions across all aspects of ASD understanding & development

Interventions (into schools)

- Social Communication Group
- Friendship Programme
- The Anxiety Programme
- Developing a Positive Sensory Profile
- Improving English & Maths Skills for children with autism
- Sex Ed for children with ASD
- Use of Visual Strategies for children with ASD
- + bespoke courses as needed

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29
Autism Outreach Service Schools Team – Expectation Checklist on
Schools – as part of Operational Levels 0 – 3. AOS would be expecting to
see evidence of the following (where appropriate)

Reference to: AET Standards & Competencies	Visual Systems and structure (highlight those advised)	Observed:		Reviewed By and date	Comments
		tick	date		
	Timetable				
	➤ Object of reference				
	➤ Photographic				
	➤ Symbol				
	➤ Written				
	➤ Now then				
	➤ Transition				
	➤ Portable				
	Work systems				
	➤ Work baskets				
	➤ Work trays				
	➤ Work folders				
	➤ Task systems shoe box task story frames, etc				
	➤ Personal organisation systems				
	Workstation and independent work				
	➤ Workstation in use for one to one teaching of new skills				
	➤ Workstation in use for independent learning tasks				
	➤ Task lists and task systems (e.g. bookmark system)				
	Preparation for change				
	➤ Meet and greet				
	➤ ? or change symbol in use on timetable				
	➤ Transition books for change of teacher etc				
	➤ 'Who's in' boards for adults working in room				
	➤ Social Stories				
	➤ Planning trips and changes (photo stories, pre-teaching skills needed)				
	Classroom environment				
	➤ Named seat/carpet tile				
	➤ Choice board available				
	➤ Visual rules and cues: individualised e.g. key rings, pupil/staff reminder boards				
	➤ Clear table functions				

	e.g. having a sign to say 'Red Group'				
	Managing anxiety				
	➤ Calm places assigned				
	➤ Time out cards				
	➤ 1 to 5 incredible 5 point scale				
	➤ SOCCSS or social autopsy or cartoon strip conversations for preparation or debriefing				
	➤ 'Help' cards or system				
	➤ Monitoring behaviour (STAR or ABC)				
	➤ Emotions projects				
	➤ Emotions check-in board				
	➤ Anxiety group				
	Interventions				
	➤ Circle of friends				
	➤ Buddy group skills for play/break time or for paired work				
	➤ Social Communication groups				
	➤ Inference groups				



SCHOOLS FORUM

22 FEBRUARY 2016

2016/17 SCHOOLS BUDGET

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	X
Academies	X	Foundation Stage	X
PVI Settings	X	Primary	X
Special Schools / Academies	X	Secondary	X
Local Authority	X	Post 16	X
		High Needs	X

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision	X	Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X
Actions arising from the recommendations in this report are for all Schools Forum Members			

Purpose of the Report

1. The purpose of this report is to present the 2016/17 Dedicated Schools Grant Settlement for Leicestershire and the 2016/17 Schools Budget.
2. This report builds upon a number of reports presented through the 2015/16 financial year and specifically those relating to school funding reform and for arrangements for funding schools undertaking or affected by age range changes.

Recommendations

3. That Schools Forum approve the retention of budgets to meet the prescribed statutory duties of the local authority (Paragraph 20, item 3)
4. That Schools Forum approve the centrally retained early years funding of £1.649m (Paragraph 20, Item 4)
5. That Schools Forum note the 2016/17 school funding rates (Paragraph 30)
6. That Schools Forum notes the number and average cost of commissioned places for children and young people with High Needs (Paragraph 49)
7. That Schools Forum approve the action to be taken in respect of schools where the Special Educational Needs (SEN) notional budget is insufficient to meet the aggregated value of High Needs Funding Element 2 (Paragraph 50)
8. That Schools Forum note the average per pupil funding to be taken into account for recoupment for excluded pupils (Paragraph 51)
9. That Schools Forum note the payment rates for the Early Years Single Funding formula (Paragraph 62)
10. That Schools Forum note the retention of the Dedicated Schools Grant Reserve and the purposes for which it will be used (Paragraph 64)

Background

11. This report builds upon those presented to Schools Forum during 2015 and sets out the local authority's Schools Budget for 2016/17.
12. The Schools Budget is the term given overall to the services funded from Dedicated Schools Grant (DSG). Local authorities are required to set the Schools Budget at least equal to the amount of DSG received. The local authority makes no contribution to DSG, the Schools budget is therefore set at the level of grant and must contain all its spending pressures within that grant.
13. DSG is provided in three separate funding blocks;
 - Schools Block – funds school delegated budgets and other prescribed local authority areas of expenditure
 - Early Years – funds the fee entitlement to early education for disadvantaged 2 year olds and 3 & 4 year olds and the services that support the early years sector
 - High Needs – funds provision for pupils with SEN, the PRU and other services for vulnerable children such as the behaviour partnerships and specialist teaching services
14. It is expected that the next phase of transition to a 'fair funding formula' for both the local authority and schools will commence in 2017, the budget presented within this report effectively holds the financial position for 2015/16.

15. There are significant financial challenges over the medium term for both the local authority and its schools. The government's austerity measures have not affected school funding to the same extent as for local government in general, however neither have they kept pace with spending pressures. This requires very challenging decisions to be made on the allocation of funding.
16. The significant issue for the 2016/17 Schools Budget is the increased expenditure within the High Needs Block, largely SEN placements. It has been possible to divert some headroom in the Schools Block settlement and as discussed at meetings of the Schools Forum on 21 September 2015 and on 14 January 2016 through a 1% reduction in the Age Weighted Pupil Unit (AWPU) to partially close the funding gap. In addition to this funding movement a savings target of £2.8m has been included in the SEN budget.
17. To meet the growing demand on Specialist Teaching Services (STS) and that budgets for teaching and learning are delegated to schools, it is necessary to charge for some services provided by the Autism Outreach Service and further charges for STS will be necessary.
18. The 2016/16 Children and Family Services Budget was considered by the Children and Family Services Overview and Scrutiny Committee on 18 January 2016 and approved by the County Council on 17 February 2017 and is shown as Appendix 1.

Role of the Schools Forum in setting the 2016/17 Schools Budget

19. Schools Block DSG meets the cost of school delegated budgets and also some other areas of expenditure centrally retained by the local authority through provisions contained within the School and Early Years Finance (England) Regulations, these budget are subject to restrictions and some are subject to some decisions for the Schools Forum.
20. The purpose and scope of these budgets is detailed below;

<u>Item</u>	<u>Approval For</u>	<u>Action</u>
1.	De-delegation from mainstream school budgets	No decision to be taken, no budgets are subject to de-delegation. De-delegation affects maintained primary and secondary schools only, all budgets for academies are required to be fully delegated.
2.	To create a fund for significant pupil number growth in order to support the local authority's duty for place planning and agree the criteria for maintained schools and academies to access this fund.	Schools Forum approved the policy for funding school growth at its meeting on 14 January The Fossebrooke school in Braunstone will open in September 2016 and it has been necessary to

		make provision for pupil-led and start-up funding. This has been funded directly by the DSG reserve.
3.	Funding for the local authority in order to meet prescribed statutory duties placed upon it. Approval is required to confirm the amounts for each duty and no new commitments or increases in expenditure from 2015/16 are permitted.	<p>The budgets falling into this category are;</p> <ul style="list-style-type: none"> • Servicing the Schools Forum £8,750 (2015/16 £8,750), this budget meets the cost of operating the Schools Forum • Premature Retirement Costs £674,900 (2015/16 £674,890), these are historic costs relating to school staff where the commitment remains with the local authority and relates to both maintained schools and academies • Admissions £318,020 (2015/16 £318,020). This meets the local authorities statutory responsibilities for admissions and is funded from both the Schools Block funded from the Schools Block (£280,020 and £38,000 from the High Needs Block. • Miscellaneous £248,000 (2015/16 £248,000). This is the commissioning budget for maintained schools causing concern, whilst the number of maintained schools has reduced overall the number of schools requiring LA support is largely unchanged <p>Schools Forum are asked to approve the retention of these budgets which have not increased over the 2015/16 budget provision</p>
4.	Funding for central early years expenditure, which includes funding for checking eligibility of pupils for an early years place and/or free school meals in addition to the local authorities statutory responsibilities in this	Schools Forum are asked to approve expenditure of £1.649m (2015-16 £1.644m)

	area.	
6.	Authorising a reduction in the Schools Budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period	This situation does not exist within the 2015-16 budget so no decision is necessary

21. Where the decision making power is vested in the Schools Forum, the local authority may seek adjudication from the Secretary of State should approval not be granted. This would be sought should Schools Forum not approve the centrally funded items, there is no other source of funding for the local authority to meet these commitments.
22. A further budget for school copyright is held centrally under provisions within the School and Early Years Finance (England) Regulations. This funds copyright licences that a subject to a nationally negotiated contract by the Secretary of State for all academies and maintained schools, as a result of this national contract individual schools no longer meet these costs directly. The 2016/17 cost for Leicestershire has not been confirmed but no change is expected and the budget is unchanged at £533,339.

Dedicated Schools Grant

23. The Dedicated Schools Grant (DSG) settlement remains in three separate blocks for 2016/17 and funding rates are unchanged from 2015/16. The DSG allocations for early education to 3 and 4 year olds will not be confirmed until January 2017 and the allocation for the most deprived 2 year olds will not be confirmed until June 2017. Both of these have been estimated for the purpose of the 2016/17 budget. Overall the Schools Budget remains set at the level of the grant received. A summary of the grant elements is detailed below:

Funding Block	Areas Funded	Basis for Settlement
Schools Block £369.1m The 2016/17 Schools Budget is set at £360.5m	This block funds delegated budgets for all Leicestershire primary and secondary schools and academies and also the three studio schools in Leicestershire. Some budgets e.g. school copyright licences, school related premature retirement costs are centrally retained by the local authority with the approval of the Schools	The Schools Block Unit of Funding (SBUF) is £4,238.28 and based upon the pupil characteristics recorded in the October 2015 schools census. The figure is an increase of £8.99 per pupil as a result of the change in funding arrangements for Studio Schools Leicestershire is the 10 th lowest funded for this element of the settlement

	<p>Forum.</p> <p>Funding for academies is recouped from the settlement and paid directly to the academy by the EFA.</p> <p>The funding rate is slightly increased as a result of a technical adjustment relating to the incorporation of Studio Schools into the settlement.</p>	<p>out of 151 authorities (11th lowest 2015/16) and compares to an England average of £4,744.08</p> <p>The funding settlement maintains the additional 'Fair Funding' allocations granted for 2015/16</p>
<p>High Needs Block £53.95m</p> <p>(£45.5m after recoupment)</p> <p>The 2016/17 budget is set at £59.5m</p>	<p>Funds special schools and other specialist providers for high needs pupils and students, the pupil referral unit and support services for high needs pupils including high needs students in further education provision.</p>	<p>The settlement remains based upon expenditure for 2012/13, adjusted for changes in the number of high needs places commissioned with an element of national growth in funding.</p> <p>As the settlement is not based upon pupil / student numbers there is no national comparator against which to measure relative funding. However converting the settlement to a per pupil basis using pupil data in the other elements of the DSG settlement places Leicestershire 17th lowest funded at £487.47 against an England average of £677.61</p>
<p>Early Years £18.8m (3 & 4 year olds)</p> <p>2 year old disadvantaged places £3.3m (est)</p> <p>Total £22.1m</p> <p>The budget is provisionally set at £23.4m and</p>	<p>Funds the Free Entitlement to Early Education (FEEE) for 2, 3 and 4 year olds and an element of the early learning and childcare service.</p> <p>This allocation includes a provisional allocation of £0.3m for the early years pupil premium which will be adjusted in future years for actual take up.</p>	<p>The settlement is based upon January 2015 pupil numbers and will be adjusted for January 2016 and 2017 pupil data</p> <p>The FEEE for 3 and 4 year olds funding rate of £3,363.36 of is unchanged from 2015/16 and Leicestershire remains 10th lowest funded against an England average of £4,314.28</p>

reflects estimated pupil numbers and grant	Budgets and grant estimates are updated throughout the financial year based upon the termly headcount data. A transfer of funding is received from the Schools Block in respect of the increased rate for 2015/16 in line with the additional funding	This settlement now includes funding for FEEE for 2 year olds. Whilst the settlement for this element of DSG will not be confirmed in June 2016 the rate of funding has been confirmed at £4,607.50 per place, Leicestershire is one of 52 authorities funded at the lowest rate.
£436.7m	2016/17 Estimated DSG (Early Years estimates)	

24. The DfE have announced that they intend to review the basis for DSG funding for 2017/18 onwards. This review is expected to be widespread and consider each of the DSG blocks, the stated aims of the review are:
- Schools Block – to move towards a national funding formula where each pupil with the same pupil characteristics will be funded at the same rate irrespective of the local authority in which they are educated.
 - High Needs Block – to move to a formulaic allocation of funding reflecting need rather than the current historic funding basis.
 - Early Years – to move to a national early year's single funding formula.
25. A consultation on the 2017/18 proposals is expected early in 2016. It is expected that this will consider both the allocation of funding to the local authority and the basis of allocation to both schools and early years providers. A further consultation is expected on the Education Services Grant (ESG) which it is anticipated will consider the statutory duties of the local authority for all maintained schools and academies.
26. Local authorities have a statutory responsibility to maintain a funding formula for all maintained schools and academies in its area. The Government's Autumn Statement included the intention to remove local authorities role in running schools and the removal of a number of statutory duties, it is unclear whether this will include the removal of this statutory duty and the cessation of local authorities role in the allocation of schools funding.
27. There are a number of financial and other pressures within schools and the services that DSG funds:

- School Funding – School funding increased for some as a result of the 2015/16 ‘Fairer Funding’ settlement but otherwise has been maintained within cash flat settlements since 2010. Many schools and academies are now reporting that they are finding it difficult to set balanced budgets, especially those academies with falling rolls as a result of age range changes. These financial pressures are compounded as it has been necessary to reduce school funding to meet the pressure in the High Needs block in 2016/17 to reflect the shared responsibility with the local authority to reduce SEN spending.
- High Needs – this element of the grant has not increased in line with the increased volume of pupils being supported and is largely based on the level of expenditure from 2013. The demand for education services supporting the needs of vulnerable children and an overall increase for placements for young people with Special Educational Needs (SEN) is resulting in an overspend in 2015/16 and is expected to continue into 2016/17. The overspend for 2015/16 has been funded from the DSG reserve but this is an unsustainable position. and it has been necessary to reduce the Age Weighted Pupil Unit (AWPU) by 1% in order to close the funding gap leaving a cost reduction of £2.8m to be met during 2016/17 to be delivered against SEN placements.
- There is a considerable challenge in meeting the needs of pupils with high needs from within the grant funding available. The provision of support to meet the needs of children with an Education, Health and Care Plan, and those with a SEN support plan, is a statutory responsibility of the local authority although funding is delivered through DSG.
- National Living Wage – this will have a significant impact on DSG funded services and will include school delegated budgets, special educational needs placements and the free entitlement to early education. The additional costs will need to be met from the grant which will affect the financial position of both maintained schools and academies and the level of services that will be able to be centrally funded. It will also increase the financial difficulties being experienced in some schools and academies.
- Funding School Growth – current planning information across Leicestershire’s District Councils, including the new Braunstone/Leicester Forest East Primary school, suggests a total of 18 new schools – 16 primary and 2 secondary providing 7,620 additional places- will be built and require start-up funding to 2024. DSG is funded on a single, lagged pupil count, opening new schools requires local authorities to meet two terms of costs with no corresponding increase in grant.

School Budgets

28. The framework for local authorities to calculate individual school budget is unchanged for 2016/17, albeit there are some national changes to the data within the national dataset issued by the EFA on which school budgets must be based. There has been no review on changes to the school funding formula for 2016/17 and it remains unchanged from 2015/16, it has however been necessary to reduce the Age Weighted Pupil Unit (AWPU) rate by 1% in order to meet growing SEN costs.
29. At the request of Schools Forum the local authority reconsidered the 1% AWPU reduction, this was completed alongside the SEN placement data which is the major factor the reduction. However taking all factors into consideration the funding gap in the SEN budgets is too significant and can only be closed by this action, whilst it is appropriate to require service savings it would be wholly inappropriate to offset the AWPU reduction with an increased savings target..
30. The 2016/17 school funding formula is shown at Appendix 2
31. Local authorities are required to use data provided by the EFA to construct school budgets and are largely unable to use local data. The dataset was issued in December 2015 and includes a national update to the Income Deprivation Affecting Children Indices (IDACI) from 2010 to 2013 data, this data is used within the Leicestershire formula to allocate deprivation funding. The updated data results in significant changes in budgets which if unmoderated would reduce delegated funding by £1m, reductions are moderated by the Minimum Funding Guarantee (MFG). As discussed previously the direction of the governments school funding reform is towards a pupil responsive formula, this issue illustrates the difficulty there will be in such a system in balancing the financial impact of changing pupil characteristics with the further objectives of stability and predictability.
32. The EFA has confirmed that the 2016/17 school funding formula 'appears to be' compliant with the school funding regulations. The local authority is required to make school budgets available to individual maintained schools by 29 February, the EFA issues budgets to academies in line with the agreed funding formula.
33. The MFG remains nationally set at minus 1.5% per pupil. As MFG is a per-pupil reduction schools with falling rolls may see their budgets reduce by more than 1.5% overall. Additionally some items funded within the formula i.e. lump sum and rates are not included within the MFG calculation.
34. To moderate the impact of 2013/14 school funding reform a capping factor was introduced to limit the amount of gains as a result of the changes and ensure the reform could be delivered without additional resource. The ceiling is set to meet the cost of the MFG and is set locally at +1.5% in line with MFG.

35. The formula continues to include pupil number adjustments for schools undertaking age range changes or affected by age range changes in other schools. The adjustments were issued to schools in December for comment resulting in some schools raising concerns, the schools finance team has met with a number of affected schools to ensure accuracy of data and the financial impact of the change. It should be noted that the expectation of the EFA remains that local authorities should vary pupil numbers where '*.. a school has changed, or is going to change either by adding or losing year groups*' and that '*If pupil numbers are not adjusted to reflect actual intake, we reserve the right to adjust amounts recouped to enable us [EFA] to properly fund academies and free schools affected by this.*'¹
36. The methodology remains unchanged for funding schools undertaking or affected by age range changes and the pupil number count continues to include an adjustment for estimated changes in roll for September 2016. The mechanism allows for pupil numbers to be aligned with actuals in the following year, however for 2017/18 this will be dependent upon being compliant with national funding reform and the funding regulations laid by the DfE.
37. The admissions data upon which the pupil number adjustment is made suggests demographic growth in some schools affected by age range changes in 2016 but it is difficult to isolate this from the impact of age range changes. As there is no mechanism within the current national funding arrangements to fund schools from general demographic growth and / or school decisions on admission numbers it is inequitable that schools subject to age range changes are, the current process will need to be reviewed to inform 2017/18 school budgets.
38. The pupil number variation continues to be a contentious issue with a number of schools. The scheme is however unchanged from that implemented in 2015/16 and continues to protect schools with falling rolls as a result in age range change in other schools at 80% of the loss of pupil numbers for the first year of change. Academies retaining year groups receive additional funding in the year of the change which would not be possible if no mechanism exists.
39. Schools unaffected by age range change remain on the national pupil number count and are funded on pupil numbers from the October 2015 school census as required by the school finance regulations.
40. Local authorities are required to fund start-up costs for new schools and for diseconomies of scale there may be until they have a full contingent of year groups. The new Fossebrook school will open for a September 2016 intake. The lagged school funding system means that these costs must be met within the current level of DSG and for 2016/17 have been funded from the DSG reserve. A further short term reduction in school delegated funding will be needed from 2018/19 onwards if no headroom is available in the DSG

¹ Schools revenue funding 2016/17 Operational guide – Education Funding Agency December 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/486747/Schools_revenue_funding_2016_to_2017_operational_guide_updated_December_2015.pdf

settlement and / or the ability to create a reserve is restricted. The data will continue to be updated for the most recent planning information and financial position and reviewed to inform 2017/18 budgets.

41. No inflation is added to the individual school budget for supplies and services, pay awards nor for changes in national insurance and employers pension rates.

High Needs Funding Issues

42. National changes in funding policy continue to impact upon the budget requirement. Whilst policy in relation to school and early years funding have remained relatively stable over recent years the high needs funding system continues to see change annually. In September 2015 local authorities become the funding body for element 2 funding for all places in FE institutions in their locality. There has been an increased need for places at Brooksby College, however the need for places is partly as a result of an increase in students from other local authorities. With lagged funding and no ability for additional funding to meet the additional numbers, these costs must be met within the High Needs Block.
43. Prior to the introduction of the current school funding system in 2013 Leicestershire has largely delegated funding system for SEN. As a result of the changes introduced by the £6,000 high needs threshold it was necessary to move funding from the schools to the high needs block in order to meet the costs of top-up funding, this transfer has remained.
44. The transfer to maintain high needs funding levels for 2015/16 was £2.8m, this has increased to £10.4m for 2016/17 leaving a funding gap of £7.6m. Part of the increase relates to an increase in top up funding in mainstream schools, since 2013/14 the overall population of pupils in schools requiring top up funding has seen a marginal decrease of 1%, however the increase in cost over the same period is 32%.
45. The funding gap has been partially closed by £4.3m from an increased transfer from the schools block consisting of the use of 'headroom' in the settlement of £1.8m and the 1% reduction in AWPU of £2.5m. This leaves a shortfall of £2.8m for which a savings target has been established and is aligned to the high needs overspend action plan.
46. Funding changes have been agreed with Leicestershire Special School Headteachers which will reduce their school funding and contribute to the recovery of the SEN overspend. This includes using the October 2015 as a baseline for 2016/17 funding, not funding any additional places for bands 4, 5 & 6 and reducing funding for additional places for band 7 and above.
47. The forecast increase in expenditure assumes an increase in placements from September 2016 and the 2016/17 budget only includes a part year effect from the increase. It is imperative to deliver reductions in volume and cost given that 2017/18 will be a full year impact which will further increase the financial commitment.

48. Local authorities are required to inform EFA of the number of high needs places it wishes to commission, this information is used for funding purposes. Once a place is commissioned it is required to be funded directly by the LA if in a maintained school and via the EFA if that place is in an academy or a FE provider with funding 'recouped' from the DSG settlement. Where the number of commissioned places increases the increase is funded, however the system is inflexible where the number of places decreases and the EFA have prohibited any movement where the decrease is less than five places or 10%, the result of this means that funding remains in place for places that the local authority no longer requires. The inequity of this process is an issue that has been raised locally, regionally and nationally with the EFA.
49. The number of commissioned high needs places together with the average unit cost is shown at Appendix 3. The variation in top-up funding for Leicestershire special schools, and enhanced resource bases arises from different cost bases taken into the new funding system and differences in the needs of the pupils they support.
50. The local authority will continue to assess schools where the notional SEN budget is insufficient to meet commitments to element 2 funding through a comparison of costs and notional SEN budget in October following pupil movements at the commencement of the academic year. Where the budget is shown to be insufficient to meet commitments an additional payment will be made.

Excluded Pupils

51. The arrangements for reclaiming funding from schools excluding pupils no longer solely refer to the deduction being based upon the age weighted pupil unit. With the redefined school funding formula and the expectation, both now and in the future, for specific levels of pupil led funding it is now possible to calculate an average per pupil funding value for primary, Key Stage 3 and Key Stage 4. These values are detailed in the following table and will be applied as the deduction to school budgets from April 2016;

School Phase	Annual Rate £	Daily Rate £
Primary	3,045.56	16.03
Key Stage 3	4,042.57	21.28
Key Stage 4	4,823.56	25.39

Pupil Premium - Schools

52. The DfE have not formally issued a full pupil premium settlement for 2016/17 although rates for each category of pupil have been released, these are unchanged from 2015/16. Pupil premium will be based on the January 2016 school census and schools will need to make reference to that in order to determine their grant allocation and inform the 2016/17 budget setting process.
53. The allocations are passported by the local authority to maintained schools for eligible pupils on the school roll but are retained by the local authority for children in care, academies receive funding directly from the EFA. The rates for pupil premium are ;

Pupil Premium Payable for;	2016/17 £
Primary Free School Meals Ever 6 (any pupil eligible for free school meals in the last 6 years)	1,320
Secondary Free School Meals Ever 6 (any pupil eligible for free school meals in the last 6 years)	935
Children from service families	300
Looked after children	1,900
Children adopted from care, left care under a special guardianship or residence order	1,900

Academies

54. The government is currently consulting on changes to legislation on under performing schools through the Education and Adoption Bill. This will require schools defined as coasting to convert to academy status as a sponsored academy, additionally the stated government intention on removing the local authorities role in running schools will increase the number of maintained school academy conversions.
55. Although academies receive their funding directly from the EFA it replicates the formula allocation of maintained schools, in addition the EFA provides the Education Services Grant (ESG) for those services that are no longer provided by the local authority and may apply different protections to that seen through the MFG.

56. The ESG also provides funding to authorities for;
- a) the services it provides to all schools and academies such as strategic planning of the education service, development and maintenance of the school funding formula and strategic capital planning
 - b) the services it provides only to maintained schools such as ICT infrastructure, finance and HR

Academies receive the general rate direct from the EFA and a 'top-up' rate for the responsibilities transferred to them from local authorities.

57. A reduction in ESG has been confirmed for 2016/17 of 11% and reduces the general rate paid to local authorities and academies. The rates for both 2016/17 are;

	2016/17 £ per pupil	2015/16 £ per pupil
Retained Duties (paid to local authorities for every pupil at maintained schools and academies)	15	15
General Funding Rate (paid to local authorities for pupils in maintained schools and to academies for their pupils)	77	87

58. No funding protection is given to local authorities, however tapered protection will be paid to academies for the reduction in ESG, academies with low levels of ESG will not see a fall of more than 1% of their total funding, for academies currently receiving high levels of ESG may encounter a reduction of up to 3% of their total funding. The level of protection will be individual to each academy.
59. The Autumn Statement identified a national reduction of ESG of £600m. It is expected that the general funding rate for both local authorities and academies will be removed. A consultation is expected shortly.

Early Learning and Childcare

60. There are no changes in 2016/17 to early years funding. The government have declared an intention to increase the rate payable to providers, although it is unclear how this will be funded.
61. The government has announced the authorities that will pilot the offer of 30 hours free childcare to eligible parents. Again there is uncertainty about how this will be funded and the point it will be introduced nationally.

62. The rates attached to the 2016/17 single funding formula for 3 and 4 year olds is detailed in the following table;

Funded Unit / Per Hour	£
Basic Rate	3.65
<u>Quality Supplement</u>	
Ofsted – Good	0.05
Ofsted – Outstanding	0.10
<u>Deprivation Supplement</u>	
IDACI Rank 1 – 9,744	0.10
IDACI Rank 9,745 – 22,737	0.05
IDACI Rank 22,738 – 32,482	0.01

63. The funding rate for disadvantaged 2 year olds remains unchanged at £4.85 per hour.

Dedicated Schools Grant Reserve

64. The Schools Budget must be set at the level of DSG received plus / minus any carry forward from previous years. In Leicestershire the reserve is earmarked to allow the local authority to meet the cost of deficits where schools convert to sponsored academy arrangements and to fund growth arising from new schools.

	£,000	Narrative
DSG Reserve 1/4/15	10,833	Confirmed reserve at close of the 2014/15 financial year
<u>Reserve Utilised 2015/16</u>		
School Deficits	-1,333	Deficits reverting to the local authority upon maintained schools entering sponsored academy arrangements
2015/16 Dedicated Schools Grant Budget Overspend	-3,445	Forecast overspend recorded at Period 9, the overspend largely related to increased cost and volume of SEN placements
New School Growth	-319	School places and start-up funding for Fossebrook opening September 2016
Estimated Reserve 31/3/16	5,736	Estimated DSG reserve
<u>Allocations</u>		
School Deficits	-2,000	Provision for maintained school deficits on sponsorship. No significant deficits are expected in 2016/17, however the implications of coasting school legislation unclear, conversions expected in 2017 will place a call on this funding

Provision for new school growth	-3,736	Funding requirement is £21m to 2024, the current funding gap is estimated at £17.1m. The approach to funding this shortfall will need to be considered in 2016/17 and alongside the changes introduced through the national funding formula.
Total Allocated	5,736	

65. The DSG reserve has been generated by underspends within the Early Years and High Needs Blocks, only minimal contributions are received from the Schools Block which is either delegated to schools or subject to expenditure restrictions yet the reserve is providing funding for school related issues. Delegation of one off funding is not a sustainable option.
66. Financial risk remains within the Dedicated Schools Grant Budget. For High Needs the contingency previously held is allocated to increase special school and enhanced resource base funding, additionally it is facing pressure from unfunded place growth.
67. For Early Years it is necessary to provide long term funding for the early learning and childcare service. The financial impact of the extension of the two year old offer is uncertain given this is a growing entitlement and the local authority will be funded on a weighted average take up of places. The budget assumes a cash neutral position for this and the early years pupil premium.

The Local Authority Budget

68. In order to set out the full context of the financial challenges facing the department the provisions for growth and savings set out in the Children and Family Services budget for 2016/17 to 2019/20 are shown below;

Growth

Ref		2016/17 £,000
G1	<u>Increased Cost of Social Care Placements</u> – the number of children in care has remained relatively stable but over the last few months there has been a significant increase in the number of 12-15 year olds with complex needs coming to the department's attention. Despite increased referrals to Early Help a proportion of these 12 -15 year olds have required high cost responses to address their particular needs, including challenging behaviour, severe emotional distress and/or sexual exploitation. The cost of provision for this type of need is significant and ranges from £140,000 to £312,000 per annum per case. Whilst numbers are relatively low, for 13 cases in the first quarter of 2015/16, the cost	7,900

	<p>incurred has been c£2.5m and is a significant element within the 2016/17 growth.</p> <p>The growth is based upon the estimated 2015/16 overspend and an estimate of potential future growth in the number of children in care. The MTFS proposals however include a number of activities targeted at reducing both the cost and volume of current and future placements.</p>	
G2	<p><u>Information Management Systems and Development</u> – the department operates two key systems – Capita1 for all school and pupil related information and Frameworki for social care. The needs of these systems are dynamic and are often affected by legislation changes and the level of confidence needed in this information is significant. Additionally needs and requirements change as a result of the need to present data to fulfil OfSTED requirements and provide robust performance management information. The cost of staff undertaking this role have been supported by the use of earmarked funds, however future changes are almost certain and it has become clear that there is a permanent need for this resource</p>	390
G3	<p><u>Supporting Leicestershire Families (SLF) – Pooled Budget Contribution</u> – the SLF programme has to date been funded in part from Government grant from the Troubled Families Unit, part from partner contributions and partly from a one off contribution from LCC. It has been confirmed that the government grant will continue and discussions with partners has also secured commitment to future funding. This growth represents an on-going commitment from LCC to this successful programme to ensure it is able to continue on a sustainable basis.</p>	500
G4	<p><u>Legislative Changes</u> – the Criminal Justice and Courts Act 2014 has been extended to require the police to transfer 17 years olds to local authority care where they have been charged with an offence but denied bail.</p>	80
G5	<p><u>Increase in Grants for Care Leavers</u> – local authorities are required to provide leaving care grants to children leaving care and setting up their own home. Nationally OfSTED has been critical of authorities where the grant has been less than £2,000; this increase brings the grant in line with expectations.</p>	35

Savings

		£,000
CF1	<p><u>Remodelling in Early Help</u> – 2016/17 will see the completion of the ambitious programme to remodel early help services which has re-designed services. Together with partners in Health, Schools, District Councils, the voluntary sector, Community Safety and Youth offending services have been refocused on the most vulnerable children and young people. The programme has resulted in the co-commissioning of services and delivered integrated services. This saving is an increase of £200k from that within the 2015/16 MTFS.</p>	-1,400
CF2	<p><u>Develop local, lower cost provision for complex social care placements</u> – there are a number of providers for social care placements at any particular time and whilst it is possible to predict the need for some types of placement often those required for children with complex needs are limited at any one point and results in a premium cost. Although this represents a small number (13%) of the current children in care the costs are significant.</p> <p>By developing lower cost, local provision the County Council together with its partners can start to influence the market and reduce cost. A business case will be developed early in 2016 in order to fully understand the commercial viability of such a venture and specifically the investment needs and extent of potential savings which are scheduled for 2018/19.</p>	-2,000
CF3	<p><u>New Department Operating Model</u> – a number of changes in the department have been implemented in recent years, notably the integration of supporting Leicestershire families, including the transfer of youth offending and community safety which has allowed for the successful remodelling of early help services. Building on this model a new operating model will focus on targeted early help, by providing intensive family support at times of crisis, preventing and reducing the need for children to come into care and developing packages to enable children to move home sooner.</p> <p>This model has dependencies with the authority's overarching review of early help and prevention services and the recruitment of additional mainstream and level 6 foster carers</p>	-500
CF4	<u>Reduce Cost and Demand for Social Care</u>	-1,900

	<p>Placements – Work undertaken on the reasons behind the 2015/16 overspend identified that cost and demand cannot be looked at in isolation in order to reduce the cost of placements, a number of activities combine to achieve this saving;</p> <p>Contract renegotiation – a number of contracts are in place for single and block purchases. A more structured and robust approach to contract management which includes identifying opportunities to reduce cost and achieve better value from commissioning decisions delivered savings during 2015/16 and will be applied routinely to placement decisions including annual provider negotiation on cost.</p> <p>Challenge to Care – a revised approach to placement commissioning decisions has been introduced. Whilst cost cannot be the determinant of an appropriate placement choice for children in care, the new process ensures that lower cost solutions where they are appropriate to need must be considered before exploring higher cost options.</p> <p>For children with complex needs placement choices need to consider a child’s social care needs alongside any health and educational needs. In terms of educational needs costs are met from the Dedicated Schools Grant (DSG) HNB with the contributions decided on an individual basis, achieving health related contributions has been challenging. A formal framework will be agreed with all agencies on the extent of the contributions to a placement cost. This is due to be established to deliver this element of the saving in 2017/18. For the County Council this will also require the new framework to be incorporated in planning the 2017/18 High Needs budget to ensure that any additional requirement for DSG is considered.</p>	
CF5	<p>Reduction in Educational Psychology Service – this is the full year impact of the service restructure approved within the 2015/16 MTFS effected in September 2015</p>	-150
CF6	<p>Increase in In House Foster Carers – successful recruitment campaigns to increase the number of foster carers were undertaken in 2015/16. This activity will continue and focus upon increasing the number of mainstream carers, currently the number of enquiries continues to exceed the target, a campaign is also focusing on staff members. It is</p>	-920

	<p>estimated that these campaigns will deliver an additional 12 carers for 2016/17 rising to a total of 35 for 2017/18 and is estimated to deliver an annual saving per carer of £15,000. This is a challenging target which will increase the percentage of placements in in-house provision from 59% to 80%.</p> <p>A further campaign is targeted at increasing specialist carers which will reduce the reliance on expensive Independent Fostering Agency placements. The recruitment target is 6 carers which will reduce costs by an estimated £100k per placement.</p> <p>This approach sets out an ambitious programme of transformation to the recruitment and retention of foster carers</p>	
CF7	<p><u>Early Learning & Childcare</u> – the 2015/16 MTFS approved the departments approach to fully fund the service from DSG which would deliver savings to the local authority budget.</p> <p>Whilst some savings have been achieved through effective establishment management the service will no longer provide services that are no longer a statutory responsibility. This will result in reducing the hours of improvement advice available to providers and targeting on those with most need, reducing the level of moderation on the Early Years Foundation Stage profile, removal of the Bookstart co-ordinator post and the removal of the early years workforce development budget.</p> <p>The impact of the introduction of the Childcare Bill expected in 2016 will increase the entitlement to free childcare from 15 to 30 hours and proposes further changes to local authority responsibilities will also need to be considered within the service when details are known.</p>	-500
CF8	<p><u>Reduction in Senior Management</u> –the department was restructured in 2013, since this point a number of legislative changes have been enacted and Ofsted expectations and requirements have changed. It is now clear that the government's intention is to reduce local authority statutory duties and their role in running schools. Additionally services have reduced as a result of successive MTFS savings.</p> <p>Senior posts that are vacant will not be recruited to</p>	-850

	and further reductions will be delivered following the launch of an HR action plan early in 2016. It is vital that, as much as possible, there is leadership and management stability in the lead up to and during the Ofsted inspection and the reduction will need to be carefully managed. This is however a significant reduction which will reduce leadership and management capacity.	
CF9	<p><u>Childrens Home Closure</u> – the consultation closed on the proposed closure of Greengate House children’s home on 20 December 2015 and Cabinet will consider the consultation outcome at its meeting in February 2016.</p> <p>Greengate House is a children’s residential home located in Wigston. Greengate was built in 1974 and requires considerable immediate work to modernise and repair the building. The consultation considered the proposed closure of Greengate, this will allow the reinvestment of resources to recruit specialist foster carers who will provide the necessary support for the most vulnerable children in care in a family environment. Savings will be delivered largely from the reduction in premises and associated costs.</p>	-400
CF10	<p><u>Establish Regional Adoption Agency</u> – it is a government priority to increase the number of children adopted and reduce the timescale to complete the process. It is encouraging local authorities to merge in order to provide children an increased opportunity for adoption. The East Midlands Directors of Children’s Services have been successful in securing government grant to develop a regional approach and move swiftly to implement change. A consultant has been appointed by Lincolnshire County Council to progress the change, governance is in place and a timetable for change is to be completed early in 2016.</p> <p>A reduction in the timescale for the adoption process will deliver savings within placement budgets</p>	-130

Capital Programme

69. The capital settlement for Children and Families Service 2016/17 continues to be provided by DfE grant for schools, some of which are yet to be confirmed. The proposed capital programme is shown at Appendix C.
70. The capital programme is aligned to the school place planning strategy 'In the Right Place' which was approved by the Cabinet on 19 November 2015 and the programme has been developed to target the priorities as set out in the strategy.
71. There are a number of risk that may affect the capital programme in the future:
- The programme continues the assumption that the Basic Need Grant remains sufficient to meet the number and cost of additional school places and that the grant and developer contributions remain sufficient to meet the capital costs of new school places, this presents an overall inherent risk to the programme but also to the local authorities statutory responsibility to provide additional school places where required.
 - The capital maintenance grant remains insufficient to meet the assessed maintenance requirements for schools.
 - No grant is received to ensure that schools remain suitable learning environments, including the reconfiguration of a school campus where that would result in a more efficient use of a schools site, or the development of specialist provision for pupils with special educational needs.
 - There are a number of mobile and temporary buildings on maintained school sites. Many of these buildings are reaching the end of their useful life, additionally a number are subject to temporary planning permissions which are not being renewed by planning authorities. There is currently no identified source of capital to address these issues.
 - No capital grant is received to develop or increase places within special schools
72. The Corporate Schools Group, which consists of senior officers from Children and Family Services and Corporate Resources are considering these issues and developing a strategy in the medium term to minimise these risks and identify potential solutions. This also needs to consider any opportunity to meet revenue costs associated with the delivery of the capital programme which are currently partially met from earmarked funds to the end of 2016/17.

Basic Need

73. Basic Need Grant funds growth in the number of school places in maintained schools, academies and free schools and the establishment of new schools. Local authorities are required to consider the need for additional school places in all providers equally based on local needs and priorities. Any new school established is now required to be a Free School and local authorities are required to enter into a competitive process that determines its operator. The grant allocation is based upon information collected through the annual School Capacity Survey (SCAP) which collects information on school capacity and pupil number forecasts within clusters of schools and informs the number of additional places required. The information

74. The EFA have announced the grant for 2016/17 and 2017/18, a further announcement for 2018/19 is expected in January. The confirmed allocations are;

	2016/17 £,000	2017/18 £,000	Total £,000
Allocation	26,397	4,524	30,921

75. The draft programme has been developed on a priority basis and within that schemes are at different stages of development. For some schemes contractors' prices have been obtained for others costs are indicative and based on exemplar and / or similar schemes. In order to minimise risk where contractors prices have not yet been obtained contingency is held to mitigate against any increase in cost, as prices are confirmed schemes will be re-evaluated and re-prioritised as necessary.

76. The proposed programme is based on predicted future pupil numbers for each individual school and academy based on the historic pattern of pupil admissions, schemes may need to be revised should future school admission patterns and / or the expectations of housing growth change. This is particularly relevant to the proposed programme for 2017/18 onwards.

77. For schools entering into sponsored academy arrangements sponsors seek to minimise any financial risk and this includes expectations that any immediate capital works are completed. The capital programme makes provision for campus redevelopment works on academy sites where to do so allows the local authority to meet its priorities as set out within the place planning strategy.

78. The draft schemes are grouped under the following priorities within the place planning strategy, the significant schemes are;

Place Planning Priority	Proposed Schemes	2016/17 £,000	2017/18 £,000
Key Priority 1 - To provide the additional primary schools required	This allocation will provide the necessary funding for additional places for September 2016 and 2017	9,758	2,777

	<p>and will include the delivery of 17 additional classrooms and extensions and adaptations and includes;</p> <ul style="list-style-type: none"> • Additional classrooms at Kibworth C of E, Long Clawson, Ratby, Sileby Redlands and Farndon Fields • Extension at Barwell schools • Conversion of the former Mount Grace campus to primary provision 	3,804	2,851
	<p>To provide new primary schools;</p> <ul style="list-style-type: none"> • Completion of Fossebrook - the new school serving Braunstone and Leicester Forest East • New school at Birstall Hallam Fields 		
Key Priority 2 – To ensure there is a good supply of secondary schools in each locality offered through well planned, sustainable and viable solutions	<ul style="list-style-type: none"> • To deliver structural changes to schools to enable 10+ retention in Wigston, Shepshed, Castle Donington and Oadby 	4,880	
Key Priority 3 – To fulfil the commitment to the programme of special schools	Completion of the final area special school in Wigston	8,000	2,000

79. The programme will also provide £0.1m to contribute to schemes necessary to ensure access to schools for children with disabilities and to meet any safeguarding requirements identified through Ofsted in maintained schools. Additionally an allocation of £0.85m is included to complete the replacement of mobile classrooms at Cossington primary for which a permanent replacement is necessary as a result of planning requirements.

Capital Maintenance

80. This grant is payable to local authorities in order to maintain suitable learning environments and is received for maintained schools only. The 2016/17 grant allocation has not been announced but it is estimated to be £3.4m and is allocated to maintenance priorities such as boiler replacement, structural repairs and electrical works.

School Condition Capital

81. This grant is payable to local authorities in order to maintain suitable learning environments and received for maintained schools only and was formerly known as the Strategic Maintenance Grant. The 2015/16 grant allocation is £3.4m and is allocated to maintenance priorities such as boiler replacement, structural repairs and electrical works.

Devolved Formula Capital

82. Devolved formula capital is paid to local authorities on a national formula which is based upon pupil numbers in maintained schools, the funding is passported directly to schools. Academies also receive the grant directly from the EFA. Grant has not been confirmed for Leicestershire maintained schools and is estimated to be £0.74m £0.8m.

Appendices

Appendix 1 – 2016/17 Children and Family Services Revenue Budget

Appendix 2 – Local Authority Formula Submission to the Education Funding Agency

Appendix 3 – Summary of Commissioned High Needs Places

Background Papers

Report to The Schools Forum 14 January 2016, Funding Schools Growth

Report to The Schools Forum 14 January 2016, School Funding 2016/17

<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4562&Ver=4>

Report to The Children and Families Overview and Scrutiny Committee 18 January 2016 , Medium Term Financial Strategy 2016/17 – 2019/20

<http://cexmodgov1/ieListDocuments.aspx?CId=1043&MId=4485&Ver=4>

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CHILDREN & FAMILY SERVICES

REVENUE BUDGET 2016/17

Net Budget 2015/16 £		Employees £	Running Costs £	Internal Income £	Gross Budget £	External Income £	Net Budget 2016/17 £	Schools £	Early Years £	High Needs £	Dedicated Schools Grant £	LA Block £
1,531,000	Total Directorate	558,770	129,420	-1,320	686,870	-5,870	681,000	18,500	44,230	154,037	216,767	464,233
1,992,063	First Response	1,980,377	46,650	0	2,027,027	-34,964	1,992,063					1,992,063
2,086,495	Safeguarding Unit	1,943,875	272,465	-114,000	2,102,340	-15,845	2,086,495					2,086,495
176,220	LSCB	273,661	214,802	-40,500	447,963	-271,743	176,220					176,220
4,254,778	Safeguarding Assurance Total	4,197,913	533,917	-154,500	4,577,330	-322,552	4,254,778	0	0	0	0	4,254,778
2,234,461	Specialist Assessment & Response Locality 3	1,955,971	688,290	0	2,644,261	-409,800	2,234,461					2,234,461
1,563,192	Specialist Assessment & Response Locality 2	1,364,342	213,600	0	1,577,942	-14,750	1,563,192					1,563,192
2,166,046	Specialist Assessment & Response Locality 1	1,921,146	265,350	0	2,186,496	-20,450	2,166,046					2,166,046
2,509,119	Fostering, Adopt and Placement Team	2,348,796	281,915	0	2,630,711	-121,592	2,509,119					2,509,119
1,983,453	Childrens Management	190,003	1,793,450	0	1,983,453	0	1,983,453					1,983,453
17,265,926	Operational Children Placements	1,266,690	21,933,856	0	23,200,546	-79,620	23,120,926					23,120,926
3,142,913	Disabled Children Service	1,060,518	2,185,815	0	3,246,333	-103,420	3,142,913					3,142,913
1,442,620	Strengthening Families	1,352,030	105,540	0	1,457,570	-14,950	1,442,620					1,442,620
32,307,730	Social Care Total	11,459,496	27,467,816	0	38,927,312	-764,582	38,162,730	0	0	0	0	38,162,730
4,748,198	Children's Centres	2,633,292	1,545,884	0	4,179,176	-7,100	4,172,076					4,172,076
2,243,574	Supporting Leicestershire Families North	2,145,815	57,682	0	2,203,497	-2,268	2,201,229					2,201,229
1,823,508	Supporting Leicestershire Families South	1,748,579	31,792	0	1,780,371	-1,428	1,778,943					1,778,943
2,065,903	Early Help Support Services	1,725,783	456,935	-311,295	1,871,423	-81,075	1,790,348					1,790,348
-1,841,338	Supporting Leicestershire Families Income	176,963	985,950	-1,040,171	122,742	-1,661,416	-1,538,674					-1,538,674
1,543,987	Youth Offending Service	2,190,581	694,868	-370,487	2,514,962	-1,045,052	1,469,910					1,469,910
470,450	Community Safety	182,679	323,771	0	506,450	-36,000	470,450					470,450
11,054,282	Targeted Early Help Total	10,803,692	4,096,882	-1,721,953	13,178,621	-2,834,339	10,344,282				0	10,344,282
47,616,790	TOTAL CHILDREN'S SOCIAL CARE & EARLY HELP	26,461,101	32,098,615	-1,876,453	56,683,263	-3,921,473	52,761,790	0	0	0	0	52,761,790
1,361,488	Education Sufficiency Total	908,627	763,317	-170,456	1,501,488	-140,000	1,361,488	279,615	0	756,439	1,036,054	325,434
23,799,854	0-5 Learning	961,582	22,660,557	0	23,622,139	-35,000	23,587,139		23,319,066	0	23,319,066	268,074
2,367,487	5-19 Learning	302,790	2,412,672	-286,380	2,429,082	-61,595	2,367,487	248,000			248,000	2,119,487
26,167,341	Education Quality Total	1,264,372	25,073,229	-286,380	26,051,221	-96,595	25,954,626	248,000	23,319,066	0	23,567,066	2,387,561
4,857,766	Specialist Services to Vulnerable Groups	4,129,871	1,628,040	-164,811	5,593,100	-272,067	5,321,033			4,333,022	4,333,022	988,011
3,108,239	Education of Vulnerable Groups	617,512	2,450,827	-16,100	3,052,239	0	3,052,239			1,998,407	1,998,407	1,053,832
7,966,005	Education of Vulnerable Groups Total	4,747,383	4,078,867	-180,911	8,645,339	-272,067	8,373,272	0	0	6,331,429	6,331,429	2,041,843
49,104,058	Special Educational Needs	596,367	52,480,976	0	53,077,343	-250,661	52,826,682	0	0	52,251,316	52,251,316	575,366
84,598,892	TOTAL EDUCATION, LEARNING & SKILLS	7,516,749	82,396,389	-637,747	89,275,392	-759,323	88,516,069	527,615	23,319,066	59,339,184	83,185,865	5,330,204
211,551	Commissioning & Procurement	197,782	14,869	0	212,651	-1,100	211,551				0	211,551
0	Transformation Total	599,986	34,000	-633,986	0	0	0				0	0
772,695	Admin & Committees	913,969	329,733	-81,007	1,162,695	0	1,162,695	8,570			8,570	1,154,125
533,339	Schools Copyright	42,099	491,240	0	533,339	0	533,339	451,380			451,380	81,959
0	Music Services	1,202,905	809,700	0	2,012,605	-2,012,605	0				0	0
1,570,000	Human Resources	0	1,640,000	0	1,640,000	-70,000	1,570,000	674,890			674,890	895,110
2,876,034	Business Support Total	2,158,973	3,270,673	-81,007	5,348,639	-2,082,605	3,266,034	1,134,840	0	0	1,134,840	2,131,194
3,087,585	TOTAL COMMISSIONING & DEVELOPMENT	2,956,741	3,319,542	-714,993	5,561,290	-2,083,705	3,477,585	1,134,840	0	0	1,134,840	2,342,745
357,864,908	Total Individual Schools Budget	0	366,535,700	0	366,535,700	-8,177,341	358,358,359	358,520,957	0	-162,598	358,358,359	0
0	Dedicated Schools Grant Recoupment	0	-263,364,800	0	-263,364,800	264,424,800	1,060,000	0	0	1,060,000	1,060,000	0
922,000	Central Department Costs	922,000	0	0	922,000	0	922,000	51,724	210,842	659,434	922,000	0
-438,757,203	Total Dedicated Schools Grant	0	0	0	0	-444,877,831	-444,877,831	-360,253,636	-23,574,138	-61,050,057	-444,877,831	0
-79,970,295	Total DSG Items	0	104,092,900	0	104,092,900	-188,630,372	-84,537,472	-1,680,955	-23,363,296	-59,493,221	-84,537,472	0
56,863,972	TOTAL C&FS	37,493,361	222,036,866	-3,230,513	256,299,714	-195,400,743	60,898,971	0	0	0	0	60,898,971

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Local Authority Funding Reform Proforma 2016/17										
LA Name:		Leicestershire								
LA Number:		855								
Pupil Led Factors										
Reception uplift		No		Pupil Units		0.00				
Description		Amount per pupil		Pupil Units		Sub Total		Total		
1) Basic Entitlement Age Weighted Pupil Unit (AWPU)		Primary (Years R-6)		52,107.10		£140,927,299		39.49%		
		Key Stage 3 (Years 7-9)		21,088.60		£75,664,842		21.20%		
		Key Stage 4 (Years 10-11)		14,133.10		£60,539,134		16.97%		
						£277,131,276		4.00%		
Description		Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Notional SEN (%)	
2) Deprivation		FSM % Primary	£413.11	4,192.98		£1,732,162	£17,490,811	4.90%	0.00%	
		FSM % Secondary	£413.11		2,802.83	£1,157,878			0.00%	
		IDACI Band 1	£625.00	£634.00	3,952.24	2,557.55			£4,091,637	67.00%
		IDACI Band 2	£625.00	£634.00	2,014.56	1,480.35			£2,197,644	67.00%
		IDACI Band 3	£937.00	£951.00	2,561.00	1,797.19			£4,108,788	67.00%
		IDACI Band 4	£1,250.00	£1,268.00	931.17	995.38			£2,426,108	67.00%
		IDACI Band 5	£1,562.00	£1,584.00	535.48	567.23			£1,734,917	67.00%
		IDACI Band 6	£1,875.00	£1,901.00	4.84	17.15			£41,677	67.00%
3) Looked After Children (LAC)		LAC X March 14		£0.00		356.24		£0		
4) English as an Additional Language (EAL)		N/A				£0		0.00%		
		N/A				£0		0.00%		
5) Mobility		Pupils starting school outside of normal entry dates		£0.00		£0.00		1,128.46		
								170.90		
								£0		
6) Prior attainment		Low Attainment % new EFSP	100.00%	£601.38	43.48%	16,018.96	£9,633,483	£17,509,767	4.91%	
		Low Attainment % old FSP 78			17.36%					50.00%
		Secondary pupils not achieving (KS2 level 4 English or Maths)		£1,000.01		7,876.20	£7,876,284			50.00%
Other Factors										
Factor		Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)		
7) Lump Sum		£150,000.00	£150,000.00			£41,487,500	11.63%	0.00%		
8) Sparsity factor		£0.00	£0.00	£0.00	£0.00	£0	0.00%	0.00%		
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum for one or both of the phases.										
Primary distance threshold (miles)		Primary pupil number average year group threshold		Fixed or tapered sparsity primary lump sum?		Fixed				
Secondary distance threshold (miles)		Secondary pupil number average year group threshold		Fixed or tapered sparsity secondary lump sum?		Fixed				
Middle schools distance threshold (miles)		Middle school pupil number average year group threshold		Fixed or tapered sparsity middle school lump sum?		Fixed				
All-through schools distance threshold (miles)		All-through pupil number average year group threshold		Fixed or tapered sparsity all-through lump sum?		Fixed				
9) Fringe Payments						£0		0.00%		
10) Split Sites						£93,164		0.03%		
11) Rates						£2,722,467		0.76%		
12) PFI funding						£0		0.00%		
13) Sixth Form						£0		0.00%		
14) Exceptional circumstances (can only be used with prior agreement of EFA)										
Circumstance						Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)		
Additional lump sum for schools amalgamated during FY15-16						£315,000	0.09%	0.00%		
Additional sparsity lump sum for small schools						£0	0.00%			
Rent 16/17						£80,430	0.02%			
Exceptional Circumstance4						£0	0.00%			
Exceptional Circumstance5						£0	0.00%			
Exceptional Circumstance6						£0	0.00%			
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)						£356,830,414	100.00%	£29,622,651		
15) Minimum Funding Guarantee (MFG is set at -1.5%)						£2,112,434				
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)						Yes				
Capping Factor (%)		1.50%	Scaling Factor (%)		100.00%					
Total deduction if capping and scaling factors are applied						-£421,892				
						Total (£)	Proportion of Total funding(%)			
MFG Net Total Funding (MFG + deduction from capping and scaling)						£1,690,542	0.47%			
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)						£0.00				
Additional funding from the high needs budget						£20,000.00				
Growth fund (if applicable)						£125,000.00				
Falling rolls fund (if applicable)						£0.00				
Total Funding For Schools Block Formula						£358,520,956				
% Distributed through Basic Entitlement						77.66%				
% Pupil Led Funding						87.47%				
Primary: Secondary Ratio						1 :	1.21			

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High Needs place numbers for the 2016/17

Establishment name	Category	Total High Needs Places Funded by EFA 16/17	October 15 Census NOR	Shortfall to be funded from HNB	Average top up per place (including MFG where applicable)	notes for Jenny
ASHMOUNT SCHOOL	MAINTAINED SPECIAL SCHOOL	104	138	34	8,460	
BIRCH WOOD (MELTON AREA SPECIAL SCHOOL)	MAINTAINED SPECIAL SCHOOL	143	146	3	8,375	
MAPLEWELL HALL SCHOOL	MAINTAINED SPECIAL SCHOOL	158	164	6	4,055	plus residential provision
DOROTHY GOODMAN SCHOOL HINCKLEY	ACADEMY - SPECIAL	239	246	7	6,843	
FOREST WAY SCHOOL	ACADEMY - SPECIAL	191	200	9	6,718	
WIGSTON BIRKETT HOUSE COMMUNITY SPECIAL SCHOOL	ACADEMY - SPECIAL	175	176	1	8,692	plus residential provision

Establishment name	Category	Total High Needs Places Funded by EFA 16/17	December 15 pupils receiving top ups	Shortfall to be funded from HNB / (unused places)	Average top up per place (including MFG where applicable)	
BROOKSIDE PRIMARY SCHOOL, OADBY	MAINTAINED SCHOOL - MAINS	20	17	-3	2,335	
HUGGLESCOTE COMMUNITY PRIMARY SCHOOL	MAINTAINED SCHOOL - MAINS	10	8	-2	2,380	
NEWBOLD VERDON PRIMARY SCHOOL	MAINTAINED SCHOOL - MAINS	24	24	0	8,403	
SHEPSHED HIGH SCHOOL	MAINTAINED SCHOOL - MAINS	18	17	-1	19,733	
SHERARD PRIMARY SCHOOL AND COMMUNITY CENTRE	MAINTAINED SCHOOL - MAINS	30	31	1	4,174	
ST DENYS CHURCH OF ENGLAND INFANT SCHOOL, IBSTOCK	MAINTAINED SCHOOL - MAINS	6	10	4	4,897	
WESTFIELD INFANT SCHOOL	MAINTAINED SCHOOL - MAINS	17	20	3	3,382	
WESTFIELD JUNIOR SCHOOL	MAINTAINED SCHOOL - MAINS	23	19	-4	2,382	
ABINGTON ACADEMY	ACADEMY - MAINSTREAM	6	7	1	19,983	
GLENFIELD PRIMARY SCHOOL	ACADEMY - MAINSTREAM	29	30	1	3,018	
BEACON ACADEMY	ACADEMY - MAINSTREAM	39	40	1	4,040	
RAWLINS ACADEMY	ACADEMY - MAINSTREAM	23	22	-1	2,400	
THE BEAUCHAMP COLLEGE	ACADEMY - MAINSTREAM	3	3	0	2,525	plus HI teachers supplied by STS
GARTREE HIGH SCHOOL OADBY	ACADEMY - MAINSTREAM	6	7	1	1,332	plus HI teachers supplied by STS
THE CEDARS ACADEMY	ACADEMY - MAINSTREAM	33	32	-1	2,611	
BROOKSBY MELTON COLLEGE	FURTHER EDUCATION PROVID	49	69	20	3,564	
LEICESTERSHIRE COUNTY COUNCIL	FURTHER EDUCATION PROVID	5	5	0	2,196	
LOUGHBOROUGH COLLEGE	FURTHER EDUCATION PROVID	35	38	3	2,396	
SOUTH LEICESTERSHIRE COLLEGE	FURTHER EDUCATION PROVID	21	23	2	2,076	
STEPHENSON COLLEGE	FURTHER EDUCATION PROVID	2	5	3	4,396	

OAKFIELD SCHOOL

MAINTAINED ALTERNATIVE PR

30

30

0

11,023

Establishment name	Category	Total High Needs Places Funded by EFA 16/17	October 15 Census NOR	Shortfall to be funded from HNB / (unused places)	Average top up per place (including MFG where applicable)
16+ Element 2's					
CHARNWOOD COLLEGE (UPPER)	ACADEMY - MAINSTREAM	2	0	-2	NA
HIND LEYS COMMUNITY COLLEGE	MAINTAINED SCHOOL - MAINS	5	1	-4	732
WILLIAM BRADFORD COMMUNITY COLLEGE	ACADEMY - MAINSTREAM	3	0	-3	NA
ASHBY SCHOOL	ACADEMY - MAINSTREAM	1	1	0	2,976
BOSWORTH ACADEMY	ACADEMY - MAINSTREAM	2	2	0	2,976
GROBY COMMUNITY COLLEGE	ACADEMY - MAINSTREAM	2	7	5	6,167 note - top up similar to Sp sch
GUTHLAXTON COLLEGE WIGSTON	ACADEMY - MAINSTREAM	2	3	1	7,804 note - top up similar to Sp sch
JOHN CLEVELAND COLLEGE	ACADEMY - MAINSTREAM	3	2	-1	5,951 note - top up similar to Sp sch
KING EDWARD VII SCIENCE AND SPORT COLLEGE	ACADEMY - MAINSTREAM	1	2	1	6,902 note - top up similar to Sp sch
LUTTERWORTH COLLEGE	ACADEMY - MAINSTREAM	3	2	-1	8,086 note - top up similar to Sp sch
THE ROBERT SMYTH SCHOOL	ACADEMY - MAINSTREAM	1	2	1	8,585 note - top up similar to Sp sch
RAWLINS ACADEMY	ACADEMY - MAINSTREAM	4	2	-2	7,301 note - top up similar to Sp sch
WREAKE VALLEY COMMUNITY COLLEGE	ACADEMY - MAINSTREAM	0	2	2	1,854
THE BEAUCHAMP COLLEGE	ACADEMY - MAINSTREAM	3	6	3	5,764 note - top up similar to Sp sch
COUNTSTHORPE COLLEGE	ACADEMY - MAINSTREAM	0	3	3	5,934 note - top up similar to Sp sch
THE CEDARS	ACADEMY - MAINSTREAM	0	1	1	8,585 note - top up similar to Sp sch

Special Independent Schools - Primary Need		Number budgeted 15/16	Number budgeted 16/17	increase / (decrease)	average cost of day place	memo: 15/16 average cost
ASD	INDEPENDENT	109	149	40	63,329	60,651
BESD	INDEPENDENT	141	174	32	54,659	50,233
Dyslexia	INDEPENDENT	7	11	4	19,269	18,316
SLD	INDEPENDENT	7	12	5	74,207	53,528
VI	INDEPENDENT	3	2	-1	40,308	46,769
HI	INDEPENDENT	3	4	1	25,406	25,154
Epilepsy	INDEPENDENT	1	2	1	84,943	84,102
Total / Average of all independent schools		271	353	82	57,710	53,564
Independent Specialist Provision (16+)		54	61	7	38,525	32,040

Establishment name	Top up rates incorporating outreach, fixed allowances, split site and satellites					
	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
ASHMOUNT SCHOOL	3,160	4,988	6,815	12,299	15,954	19,610
BIRCH WOOD (MELTON AREA SPECIAL SCHOOL)	3,358	5,186	7,013	12,497	16,152	19,808
MAPLEWELL HALL SCHOOL	3,448	5,276	7,103	12,587	16,242	19,898
DOROTHY GOODMAN SCHOOL HINCKLEY	3,832	5,660	7,487	12,971	16,626	20,282
FOREST WAY SCHOOL	3,245	5,073	6,900	12,384	16,039	19,695
WIGSTON BIRKETT HOUSE COMMUNITY SPECIAL SCHOOL	3,693	5,521	7,348	12,832	16,487	20,143

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