

## **LEICESTERSHIRE SCHOOLS' FORUM**

Dear Colleague,

I would like to invite you to a meeting of the Leicestershire Schools' Forum to be held on **Tuesday 14<sup>th</sup> February 2023 at 15:00 via Microsoft Teams.**

Please see below for the agenda for the meeting.

Yours sincerely,

Rachel Condon

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### **AGENDA**

<u>Item</u>	<u>Paper</u>
1. Welcome & Introductions	
2. Election of Chair & Vice Chair	
3. Apologies for absence/Substitutions.	
4. Minutes of the Meeting held on 29/09/2022 (previously circulated) and Matters Arising	4
5. De-Delegation for School Improvements (Maintained School Members Only)	5
6. Transforming SEND & Inclusion in Leicestershire (TSIL) Update	6
7. 2023/24 Schools Budget	7
8. Dates & Times of Future Meetings	
9. Any Other Business.	
10. Date of next meeting.	

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**Minutes of a meeting of the Leicestershire Schools' Forum held at Beaumanor Hall  
on Thursday, 29 September 2022.**

**Present:**

In the Chair:

Not Appointed

Jo Beaumont	<u>Primary Maintained Headteacher (substitute)</u>
Graham Bett	<u>Departmental Negotiation and Consultative Committee</u>
Beverley Coltman	<u>Early Years</u>
Jane Dawda	<u>Primary Maintained Headteacher</u>
David Heyes	<u>Leicestershire County Council, Finance Analyst</u>
Kath Kelly	<u>Secondary Academies Headteacher</u>
Jane Lennie	<u>Secondary Academy</u>
Carolyn Lewis	<u>Church of England Representative</u>
Julie McBrearty	<u>Secondary Academies Headteacher</u>
Jane Moore	<u>Director of Children and Family Services</u>
Liam Powell	<u>Secondary Academy Headteacher</u>
Alison Ruff	<u>Primary Maintained Headteacher</u>
Martin Towers	<u>Secondary Academies Governor</u>
Suzanne Uprichard	<u>PRU Representative</u>

**Apologies for Absence:**

Jenny Lawrence	Leicestershire County Council, Business Partner CYPS
Ed Petrie	Primary Academy Headteacher

1. **Election of Chair and Vice Chair:**

The Chair of the meeting needs to be a member of the forum. As no nominations were received for Chair, it was agreed to reschedule this to another formal meeting.

2. **Apologies for Absences/Substitutions:**

Apologies were received from Ed Petrie and Jenny Lawrence.

**Action:** Reminder to be sent to School Forum Members regarding the dates of meetings and to ensure that the membership list is correct.

3. **Minutes of the Meeting held on 4<sup>th</sup> July 2022 (previously circulated) and Matters Arising:**

The minutes from the meeting held on 4<sup>th</sup> July 2022 were agreed as an accurate record.

4. **2023/24 Provisional National Funding Formula:**

There were no decisions to be made on this paper, but members were to note for information.

Paragraph 4 included a typing mistake, and the second sentence should say: The DfE state that the overall increase to school funding when compared to 2021/22 is 7.9% per pupil.

DfE produced 23/24 data that is based on the previous October census data which was used to calculate 22/23 budgets. Issues can arise around affordability.

Local Authorities do have the capacity to make amendments with certain restrictions regarding the soft formula.

The DfE are consulting on the move to a hard funding formula

Paragraph 8 provides info on key changes for funding for schools.

Teachers pay award will see an increase of around 5%

Increases relates to increases per pupil.

The Forum was asked to note that if there are affordability issues, and funding isn't enough to run national funding, there is the potential to use a capping exercise.

An increase of 1.9% per head will still leave us near the bottom if the funding scale.

There is an element of protection from the DfE that may or may not continue in the future.

**High Needs Block:**

Newton Europe is helping with the transformation of special needs.

Still waiting for information on government consultations about the future of the HNB which is a national issue.

**Central Services Block:**

The Local Authority uses this to support education functions within the Authority itself.

**Early Years Block:**

Confirmation has not yet been received for 23/24 funding yet, but the DfE are consulting on this. Forecasting 5% increase.

**Newton Europe:**

Jane Moore has sent a briefing to all schools about Transforming SEND in Leicestershire (TSIL) advising that the focus is on the SEND system and the spend on HNB. Newton



Europe is working on a programme to work collectively across the system to find solutions.

Paragraph 10 should read 'decrease'.

Paragraph 16 is a statement of fact and still remains an option even though the School Forum and Secretary of State have disagreed.

There is no other way to transfer between blocks.

5. **DfE Consultation on Implementation of the Direct National Funding Formula:**

Some schools are funded with small rent funding and some with split site funding. The criteria for allocating rent funding are being tightened. Split site funding is being considered for a funding formula. DfE are aiming to get all schools on to the national formula. There may be local decision making still with regard to pupil growth funding but within a tighter framework.

6. **2021/22 Early Years Dedicated Schools Grant Deficit:**

Relates to early years block of dedicated school's grant.

This should be a fully funded service. Over the last 18 months, a deficit of £4 million has arisen due to paying out more to providers compared to what the DfE are providing.

DfE will not be reacting the situation and the Local Authority need to recover the deficit due to over payments.

A consultation is to take place in the autumn with providers regarding funding rates.

We can only use dedicated schools grant with permission from secretary of state. The requirement is that 95% of the dedicated schools grant goes to providers and the proposal allows this.

All providers must submit their census data however this is proving difficult.

Concerns are that if the money has to be recouped, there is the risk that small providers could go out of business. This then leads to the risk of what will happen to children who will be less school ready and with possible SEN issues. This is forming part of the reason for going out to consultation on models.

Money has gone to providers already but there is the need to ensure that the providers don't topple. This needs to be managed and the impact on individual providers monitored.

5 single models have been set out with the possible flexibility for individual providers to be applied with discretion.

There is no proposal for transferring blocks.

The Local Authority is holding a deficit which shows under early years line and are looking at offsetting and creating savings. The recovery will be from early years and there will be no impact on other services because of this.

**Action:** An update to be provided at a future meeting once the consultation has taken place.

7. **Any Other business:**

TSIL

The programme will help to ensure that all children have the right support in place at the right time and also help to understand why there are a lot more children coming through the EHCP assessment system.

Jane Moore suggested it would be helpful to have a representative from the school's forum to assist with this work.

8. **Date of Next Meeting:**

Tuesday 14<sup>th</sup> February 2023 from 15:00 to 17:00.



## SCHOOLS FORUM

### De-delegation for School Improvement Proposal

14 February 2023

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

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

#### 1. **Purpose of Report**

This report presents the consultation response on the proposal for de-delegation of funding for school improvement functions for Local Authority maintained schools.

#### **Recommendations**

- The Schools Forum is asked to note the changes to the way that Local Authority school improvement functions are funded.
- The Schools Forum representatives for maintained schools are recommended to approve the de-delegation of £18 per pupil for Local Authority school improvement functions from maintained schools' budgets.

#### **Background** (details in Appendix 1)

- The DfE implemented a policy to reduce the LA level School Improvement Monitoring & Brokering Grant by 50% from financial year 2022/23 and to remove it entirely for 2023/24. Instead, it is using the Schools and Early Years Finance Regulations 2022 to allow LAs to de-delegate funding from maintained school budget shares with the

approval of the Schools Forum maintained school representatives or by agreement of the Secretary of State.

If no de-delegation funding is agreed the capacity of the Local Authority to support maintained schools in a systematic and strategic way would be significantly at risk.

No alternative funding stream is available to support this work; therefore, the implications of not continuing would potentially leave schools isolated and solely dependent on the capacity of local leadership and governance. Whilst some higher performing schools may benefit financially in the short term, this approach would conflict with both national policy (for schools to be within strong groups) and local experience (that a proactive approach to school improvement ultimately achieves better outcomes for children alongside better long-term value for money).

### **Consultation**

5. A consultation was undertaken with maintained schools over a two-week period. Details of the consultation are shown in Appendix 1.

The results show that of 29 schools who responded,

- 10 “strongly agree that they understand the impact on the Local Authority core offer for maintained schools resulting from this proposal”;
- 11 tended to agree that the core offer represents value for money, 2 did not know the answer to this question and 2 disagreed.
- For question 8, Do you support the proposal of a £18 per pupil de-delegation to deliver the Local Authority’s core school improvement functions for maintained schools for 2023/24? 13 respondents agreed, 10 expressed that they don’t know, and 5 disagreed.

This suggests strong, but not unanimous support for the proposal. Comments received (from a limited number of schools) suggest a strength of feeling on both sides.

The full consultation results are shown in Appendix 2.

### **Resource Implications**

No additional resource implications identified.

### **Equal Opportunity Issues**

None identified.

### **Background Papers**

[DFE consultation](#)

### **Officers to Contact**

Rebecca Wakeley, (interim) Senior Education Effectiveness Partner  
Jenny Lawrence, Finance Business Partner, Schools and High Needs

## APPENDIX 1

### **Consultation on the De-delegation\* of funding to deliver Local Authority School Improvement Functions**

*\*De-delegation effectively means the retention of part of a school budget by the LA before the total is calculated*

#### Introduction

1. On 11 January 2022 the DfE published the outcome of their consultation on reforming how local authorities' school improvement functions are funded. Since 2017, the Local Authority School Improvement Monitoring and Brokering grant has been allocated to local authorities to support them in fulfilling their statutory school improvement functions under Part 4 of the Education and Inspections Act 2006 and their additional school improvement expectations as set out in the Schools Causing Concern (SCC) guidance (collectively referred to as core school improvement activities). In summary, these activities require councils to monitor performance of maintained schools, broker school improvement provision, and intervene as appropriate
2. As a result of the consultation the LA level School Improvement Monitoring & Brokering Grant will reduce by 50% from financial year 2022/23 and be removed entirely from 2023/24. Instead, the Schools and Early Years Finance Regulations 2022 will allow LAs to de-delegate funding from maintained school budget shares with the approval of the Schools Forum maintained school representatives.
3. In recent years Leicestershire has received the following amounts:
  - 2019/20 £330,371
  - 2020/21 £339,189
  - 2021/22 £314,887
  - 2022/23 £139,000
  - 2023/24 and onwards £0
4. It was agreed by Schools Forum on March 23, 2022, that £9 per pupils be de-delegated from maintained school budgets in 2022/23 to deliver the local authority's core school improvement functions.

#### Background

5. The DfE launched a consultation seeking views on a proposal to remove the LA level School Improvement Monitoring & Brokering Grant (SIMBG) and instead allow local authorities, with the approval of their maintained Schools Forum representatives, to replace the funding for this function by de-delegating funding from maintained schools' budget shares.
6. The outcome of the consultation was published on 11 January 2022 when it was confirmed that the SIMBG would reduce by 50% in financial year 2022/23 and be removed entirely from 2023/24. The Schools and Early Years Finance Regulations 2022 were amended to allow LAs to de-delegate funding from maintained school budget shares so that they can continue to carry out their core school improvement functions.

7. To maintain the status quo, it was proposed the offer be extended into following years when there would need to be an ongoing de-delegation of £18 per pupil to cover the same level of per pupil funding.
8. Funding forum is only being asked for a decision relating to 2023/24 at this time.

#### Statutory School Improvement Functions for the Local Authority

9. Local Authorities have statutory school improvement functions under [Part 4 of the Education and Inspections Act 2006](#) and additional school improvement expectations as set out in the [Schools Causing Concern \(SCC\) guidance](#) (collectively referred to as core school improvement activities). In summary, these activities require councils to monitor performance of maintained schools, broker school improvement provision, and intervene as appropriate.

#### The Use of this funding in Leicestershire

10. This funding is used to fulfil Leicestershire Local Authority statutory responsibilities around maintained schools including:
  - An Education Effectiveness Partner linked to each school developing a relationship between the school and LA offering advocacy and oversight: a watchful eye and critical friend giving support and somewhere to go in challenging times; ad hoc responses and signposting; knowledge of the position of schools and if and when intervention is needed.
  - Partnership development to support collaborative groups to become self-supporting, sustainable and robust “strong families of schools”.
  - Commissioned health checks and audits as appropriate; support in preparation for, and response to, inspection.
  - Development support around safeguarding, financial planning and governance, and support with working with a range of linked LA and wider services.
  - Commissioned school improvement support, from former Teaching School Alliances, MATs and other quality assured providers.
11. Maintaining this service and engagement with schools strengthens the ability of the Education Effectiveness Team to add value to all schools and academies through its universal offer, funded via County Council funding, (Leicestershire Education Excellence Partnership strategic improvement activities, communications, advocacy for schools and signposting) and insight into the education sector in Leicestershire.
12. The core offer for LA maintained schools currently includes the following:-
  - a. Partnership working with a dedicated Education Effectiveness Partner (EEP), providing a single point of contact, help & advice, support & signposting (local authority, localised and Hubs), advocacy and confidential conversations
  - b. Support for the development of local collaborative families of schools
  - c. A rolling programme of independent checks and audits to provide external validation, confirmation and feedback including.
    - i. Health-check and evaluation (quality of teaching and learning)
    - ii. Safeguarding audit
    - iii. Pupil Premium review
    - iv. SEND review

- v. External Review of Governance
  - vi. Web site audit
  - d. Next steps support with the above points, in partnership with school leaders. The EEP will discuss how best to support whether this is through commissioned input, Continuing Professional Development (CPD) or other additional support
  - e. Support in advance of, during and after OFSTED inspection.
  - f. The EEP will track any commissioned support to ensure the timeliness and quality, ensuring it meets the desired outcomes
  - g. The EEP can commission specialised audits for HR and Finance
  - h. Fully funded CPD opportunities in targeted areas, recent examples include: KS2 Reading Comprehension, Talk for Writing, Preparing for Ofsted and SEF/ SDP Best Practice as well as accessing other external funded CPD opportunities, e.g. Curriculum and ARS (Audience Response System) Training
  - i. Commissioned School Improvement Plan (SIP) support, mentoring and or targeted peer support
  - j. Financial support with evidenced-based research projects in schools
  - k. A range of regular communications
  - l. Full day local authority induction for new headteachers
  - m. Regular meetings, seminars and webinars
13. It is proposed that this core offer continues to be delivered through the de-delegation.
14. The Education Effectiveness Team engages with and supports all schools and education settings in Leicestershire through strategic planning and partnership (including the Leicestershire Education Excellence Partnership (which acts as a hub for this activity); managing communications such as the headteacher briefing, social media and meetings with headteachers; and fulfilling statutory duties around safeguarding, moderation and SACRE. The team identifies opportunities to make appropriate connections for the benefit of children in Leicestershire. **This activity is funded separately**, and alongside the de-delegated funded activities for maintained schools. This proposal sets out the proposed use of the de-delegated funding from maintained schools.

#### School Improvement Budget 2023/24

15. The regulations allow for LAs to deduct the funding from maintained schools budget shares as an Education Function for services relating to maintained schools only in much the same way as for de-delegated services if approved by the Schools Forum. If the maintained schools' School Forum representatives agree that this funding can be deducted from school budget shares, £18 per pupil will be de-delegated in 2023/24.
16. It should be noted that if the Schools Forum maintained schools' representatives do not approve to de-delegate funds for this function that the Secretary of State retains the power to approve the de-delegation contrary to the decision of the Schools Forum if it is deemed necessary to ensure that the local authority is adequately funded to exercise its core school improvement functions.

### **Consultation Questions**

#### **Consultation on De-delegation of Funding for School Improvement in Maintained Schools**

Q1 Which area is your school located? Blaby, Charnwood, Harborough, Hinckley & Bosworth, Melton, North West Leicestershire, Oadby & Wigston

Q2 Please provide the following details:

School name:

DfE number:

Q3 In what role are you responding to this survey? Headteacher, Other (please specify)  
Please specify 'Other':

Q4 - The DfE has now outlined that funding for school improvement and monitoring will no longer be allocated to the local authorities in the form of a grant. This should/ could instead be funded through the de-delegation of funds from the maintained school budget share with the approval of their Schools Forum maintained schools representatives

**To what extent do you agree or disagree with the following statement?**

**'I understand the impact of this proposal on the Local Authority core offer for maintained schools'**

Strongly agree, Tend to agree, Neither agree nor disagree, Tend to disagree, Strongly disagree, Don't know

Comment

Q5

Do you agree that this represents a comprehensive core offer which represents value for money?

Strongly agree, Tend to agree, Neither agree nor disagree, Tend to disagree, Strongly disagree, Don't know

Comment

Q6 - How likely, if at all, is your school to access the following areas of the Local Authority's core offer?

The LCC Core Offer for maintained schools includes:

	Very likely, Fairly likely, Not very likely, Not at all likely, Don't know
--	---



Partnership working with a dedicated Education Effectiveness Partner (EEP)	
Support for the development of local collaborative families of schools	
A rolling programme of independent checks and audits to provide external validation, confirmation and feedback  (including a health-checks and evaluation, safeguarding audit, Pupil Premium review, SEND review, External Review of Governance and Website Audit)	
Next steps support with the above points, in partnership with school leaders. The EEP will discuss how best to support whether this is through commissioned input, Continuing Professional Development (CPD) or other additional support	
Support in advance of, during and after OFSTED inspection.	
Commissioned specialised audits for HR and Finance	
Fully funded CPD opportunities in targeted areas  (recent examples include: KS2 Reading Comprehension, Talk for Writing, Preparing for Ofsted and SEF/SDP Best Practice, Inspection Skills training as well as accessing other external funded CPD opportunities, e.g. Curriculum training)	
Commissioned School Improvement Plan (SIP) support, mentoring and/ or targeted peer support	
Financial support with evidenced-based research projects in schools	
A range of regular communications, including the headteacher bulletin	
Full day local authority induction for	

new headteachers and mentoring	
Regular meetings, seminars and webinars	

Q7 What, if anything, else should we consider as part of our core offer?

Q8 Do you support the proposal of a £18 per pupil de-delegation to deliver the Local Authority's core school improvement functions for maintained schools for 2023/24?

Yes, No, Don't know

Why do you say this?

Q9 Do you understand that the final decision around the de-delegation of funding to support these functions is retained by the Secretary of State for Education?

Yes, No, Don't know

Why do you say this?

Q10 Do you have any other comments or suggestions?

## APPENDIX 2 Consultation Results

Q1- Which area is your school located?	Blaby-3, Charnwood-7, Harborough-4, Hinckley & Bosworth-3, Melton-2, North West Leicestershire-9, Oadby & Wigston-1					
	Headteacher	Other	No response			
Q3- In what role are you responding to this survey?	27	1	1			
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Q4- To what extent do you agree or disagree with the following statement?  <b>'I understand the impact of this proposal on the Local Authority core offer for maintained schools'</b>	10	14	1	1	0	0
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Q5- Do you agree that this represents a comprehensive core offer which represents value for money?	3	11	10	2	0	2
	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know	
Q6- How likely, if at all, is your school to access the following areas of the Local Authority's core offer?						
Partnership working with a dedicated Education Effectiveness Partner (EEP)	20	6	0	0	2	
Support for the development of local collaborative families of schools	11	10	5	1	1	
A rolling programme of independent checks and	18	10	0	0	0	

audits to provide external validation, confirmation and feedback  (including a health-checks and evaluation, safeguarding audit, Pupil Premium review, SEND review, External Review of Governance and Website Audit)						
Next steps support with the above points, in partnership with school leaders. The EEP will discuss how best to support whether this is through commissioned input, Continuing Professional Development (CPD) or other additional support	12	13	2	0	1	
Support in advance of, during and after OFSTED inspection.	15	10	3	0	0	
Commissioned specialised audits for HR and Finance	10	12	4	0	2	
Fully funded CPD opportunities in targeted areas  (recent examples include: KS2 Reading Comprehension, Talk for Writing, Preparing for Ofsted and SEF/ SDP Best Practice, Inspection Skills training as well as accessing other external funded CPD opportunities, e.g. Curriculum training)	15	9	4	0	0	
Commissioned School Improvement Plan (SIP) support, mentoring and/or targeted peer support	9	9	9	0	1	
Financial support with evidenced-based research projects in schools	8	11	6	0	3	

A range of regular communications, including the headteacher bulletin	19	8	1	0	0	
Full day local authority induction for new headteachers and mentoring	7	4	9	3	5	
Regular meetings, seminars and webinars	14	11	3	0	0	
	Yes	No	Don't know			
Q8- Do you support the proposal of a £18 per pupil de-delegation to deliver the Local Authority's core school improvement functions for maintained schools for 2023/24?	13	5	10			
	Yes	No	Don't know			
Q9- Do you understand that the final decision around the de-delegation of funding to support these functions is retained by the Secretary of State for Education?	28					

## **Comments**

### **Q3. Other-**

School Business Manager

### **Q4. Why do you say this?**

- We have been consulted in this last year
- If no funding to LA then no core services?
- aware of support packages available I understand this will cost us - not sure which category to tick
- Without the funding the school improvement opportunities as a maintained school cannot continue.
- The DfE are no longer providing additional funding for LA school improvement and the LA wants to fund this by the de-delegation of funds from the schools budget.
- I appreciate that without the funding from the DfE the support offered through EEP will not be possible to maintain.
- We recognise that the grant will no longer be given to the LA

### **Q5. Why do you say this?**

- It is not clear what the charge will be for this
- If we have access to all CPD and it is offered to all maintained schools, without having to seek it, then this seems like a comprehensive offer and good value for money.
- The proof is in the delivery of the services.
- unaware of cost implication to school
- I am unsure how the offer and how much you are able to access on a yearly basis and whether you are able to have more of a bespoke offer - if that is what your school needs. A number of inconsistent experiences had in school of 'external' support as part of reviews brings in to question the value for money statement. Having 'external' support by experienced professionals is always welcomed but some has not happened or in some cases the person sent in to evaluate is not experienced enough in that area or phase to draw outcomes or offer support in moving forward.
- The quality of support - needs to massively improve and have a better structure EEPs need to prepare for meetings - provide a format/agenda/health check document/format in advance of the meetings. Reading documents sent in advance of meetings then helps to make meetings more productive. Meeting with EEPs to go through previous reports from other checks months afterwards is pointless - actions will have been taken Reports from EEPs need to come out more quickly - my meeting last year with the EEP was apparently written within 3 days of our meeting I received it in April - cold and out of date! Safeguarding check was useful - there was a format and feedback was received quickly and allowed us to act on and feedback to the person conducting the review Online meetings need streamlining we seem to have a lot that come from different groups that repeat - less of them and more streamlined and relevant. we need to meet other HTs in real life- LPH as a large group of schools and allows us to discuss and meet with colleagues from a wider area. The post Covid era seems very insular - we 'don't get out' and meet and share which is not healthy I need to see better value for money
- I would welcome a meeting to discuss what this looks like and the value for money that our school and pupils will be getting.

- I do believe it represents value for money - I would also support an additional premium for support as a RI (or lower) school in order to bring about the change needed to get a school back to good. E.g. a higher per pupil de delegation fee for those schools needing additional support. At this, I still feel the LA support from the EEP team and commissioned work would still be value for money.
- Our proposed group does not work well as half of the schools are situated a significant distance away and in our old collaboratives, we have already been accessing most of these services.
- As a small school I see that what I will receive is value for the amount that I currently pay per pupil at my school. However, I'm not sure what the cost will be going forwards and whether it differs depending upon your school size. Will the cost be double what we paid during 2022-23 or will it go up? If I were running a large school, I would wonder whether getting the same as all other schools would represent value for money.
- I believe that this has the potential to represent a comprehensive core offer which could represent value for money. However, I am aware that we have already made use of some of these services, such as a Safeguarding check in July 2022, but we were charged for them at the time

**Q7- What, if anything, else should we consider as part of our core offer?**

- Support for our SEND Pupils and assistance with ways forward. We are struggling!
- As a new Headteacher taking up the role in the pandemic, I would have appreciated a more comprehensive induction and mentoring programme. I have had to use HR and the legal team this year and I had no experience in this area before and the situation was overwhelming at times. We have a supportive collaborative group within the XXX group, but I would appreciate more CPD for Headteachers and CPD for staff which multi-academy trusts have access too - more evidence-based research would be fantastic.
- SLE's
- Headteacher Performance Management support, rather than having to pay an external consultant each time
- Clarity of offer, who provides what service, key contacts (not always apparent with constant changes to staff and contact numbers at LCC) i.e a published directory on LTS, booking for reviews etc on LTS alongside training options
- Curriculum development or subject leader network meetings.
- I have answered "Don't know" to some of the questions above as I am not sure whether this is something we are able to access?
- we can organise our own collaborative group and have done for years - we don't need patronising and someone being paid for chairing a collaborative group many of us have done for years on top of our day job Reviews - useful if there is a format and we know what it is and if feedback is provided in a useful and timely way we need to know what CPD is available I don't need to EEP to tell me fully funded CPD - yes please subject to relevance to our school priorities at the time financial support - we read the documents sent and we are very aware of managing finances well - we just don't have enough HT Teacher induction useful - for new HTs so long as it amounts to more than a sandwich at County Hall Regular meetings etc - yes if a good use of time and allows for sharing and meeting as well as getting up to date information in a timely way - a range of ways - some online and some face to face- Maybe a 'must attend' annual day conference with inspiring speaker - which we have to pay for - if good value and useful people will come

- We are not expecting a change of head but should there be one we would want the head's induction and feel it is important that headteacher induction is always available and should be funded by all schools to enable this to happen
- Possibly opportunities for schools to come together (if they wish) to look at school improvement areas with the aim to support schools to share ideas / best practice with each other - e.g. a hosted forum or areas such as reading / writing / GPS / maths / PP / SEND / EAL. Happy to discuss further.
- See my response as X headteacher
- Specialists available to support special provision, such as special schools and mainstream schools with specialist units.

#### **Q8- Why do you say this?**

- I don't believe my school will get value for money from this. As a 'good' school I currently get very little support and that equates to a cost of £5,500 for my school which at a 'day rate' of £350 should equate to us having around 15 days of support - we currently don't even get a visit per term or access enough of the core offer to justify the expense.
- The amount would be around £1800 for our school, whilst I had some audits etc, I'm not sure we had that level of support??? I would be interested to know if I did
- I don't feel we receive £10,000 worth of support. I feel the £9 per pupil we de-delegated last year was more appropriate for the support we received. I would like to see a breakdown of what we received evaluate value for money. We subscribe to DRB Ignite as well as TELA - the latter of which seems to be more organised and Teaching and Learning related. I don't wish to be rude or overly critical, but £10,000 is a lot of money when schools are already at breaking point in terms of budgets. I would like to see some of our de-delegated funds go into SEND support.
- I am clear that this is for maintained schools but does this include academies? In the past the LA has supported all schools and will this continue and will the academies pay for support too or do LA maintained schools pay for them?
- Will school's see a return on this investment annually and not just when expecting OFSTED
- Maintain the integrity and support of the LA
- this seems a reasonable amount for those services if all available without too much extra cost
- With our pupil numbers this would be in excess of £8,000 for our school. Whilst I understand we need to support services for the greater good of the local area I am sure the Governing Body here would want to be certain that this represents best value for our school.
- is this inclusive of the de-delegated funding 22-23 we have paid this financial year or on top of this
- I think the LA offers some really valuable support that really benefit schools. However, I am not sure how much of this offer you are able to access and whether the position of your school drives the amount of support you are able to access. For example, would we be able to have a health check every year? Do we have a set amount of hours of support that we can access throughout the year and we decide the best type of support those hours are spent?
- This is something that if we wish to remain as a LA school, we need to support so at this moment in time I do not feel that there is much of an option as we do not wish to join a Multi- academy trust



- I think £18pp is too much. We are an average sized primary school and we would be paying £4338. I doubt the school would be using the offer enough to warrant this amount.
- I do not have the available funds
- NO too expensive with what I am getting for my money
- The school improvement offer has to be effective, robust and value for money
- Chair of Governors feel it is good value for money
- I do feel this is value for money for what is on offer. However, it would be beneficial if the core offer is truly honoured that there is some engagement with schools showing an indication of when reviews will take place and it not feeling like asking the moon on a stick when requesting something that is indeed on the list of what is offered.
- Absolutely - see previous comments too. As a school needing further support, I also feel a higher proposal would also be value for money to bring about the relevant change to raise standards.
- I am unsure as to what I am getting in addition to what I am able to access through my old partnership working.
- As I small school I see this as essential and valuable support. However, I could imagine larger schools preferring a cap to what they are expected to pay because essentially, I don't envisage the support differing greatly from school to school.
- I believe that it is important that these services are made readily available to maintained schools to maintain high standards across Leicestershire.
- We understand the need for the core offer. We recognise that there is a need to support the LA

**Q9- Why do you say this?**

- I know they will just do it anyway- so no discussion - But the LA needs to show HTs that this is good value for money - Which I believe with the right people and right events it could be
- From reading Schools operational guidance

**Q10- Do you have any other comments or suggestions?**

- I still feel that £10,000 is a great deal of money and I want to ensure that I have access to ALL resources that I am de-delegating for. I just don't feel that I am getting value for money.
- If possible, it would be lovely to have people who have had experience of primary headship and its challenges in the EEP roles.
- The post Covid Era and the 'closing ranks of ' academies has left us feeling isolated- this isn't healthy and I do want to remain an LA school, I value the services and support I get from safeguarding, H/S, HR etc However the core offer you propose and what we receive in practice needs to be looked at carefully - it doesn't match
- We believe it is important to have some things available should they be needed and it is like an insurance when you need it you need it and have to pay all the time.
- I absolutely champion the EEP team and their offer and appreciate having the likes of X at the end of the telephone to ask a question to. I think some of the recent training offers have been great - it is just the very short notice that is causing issues in order to be able to take full advantage of those opportunities. Would it be possible for this to be a little more strategically planned - a term in advance so that we can get the most out of it? Training like the Ofsted inspection training was fantastic - advertising what the actual cost of this would be (I know it was around

£420 a person through XXX) would show heads the value of the de-delegation of what's being offered. I think some more 'national' training / perspectives would be great to really drive leaders knowledge and school improvement.

- See my comments as X headteacher



# SCHOOL FORUMS TSIL PROGRAMME UPDATE

14 February 2023



## What's already happened

- **October – December 2022:**

- Engagement 'launch' Event and follow up collaboration events/sessions – range of stakeholders from across system and internal staff
- Areas of focus and workstreams developed
- Programme Communications Plan developed
- Launch of TSIL website on internet – including co-produced TSIL Graphic
- Change colleagues – further data analysis and exploration of key areas of focus
- Collaboration with key stakeholders and representatives:
  - Regular meetings with SEND Hub – updates; co-production
  - Systems Leader Group established
  - Launch of some Design Groups (System Transformation); planning of other Design Groups and Internal Focus Groups



**Project Aim:** Fundamentally shifting the relationships and accountability in the SEND system, by ensuring that we are taking a stakeholder and engagement focused approach to delivery, and that messaging & engagement is coherent and consistent across key groups.

## System Transformation Inclusive Practice in the System

1. Support for Schools
2. Early Years
3. Inclusive Culture
4. Visibility of Inclusive Practice

## Service Transformation Decision Making & Ways of Working

1. Identifying needs
2. Decision to assess and drafting EHCPs
3. Setting type decision making
4. Confirming placements and sufficiency
5. Proactive reviews and ceasing plans

## Digital & Performance

1. Data consolidation and access
2. Performance framework
3. Benefits monitoring

## Communication & Engagement

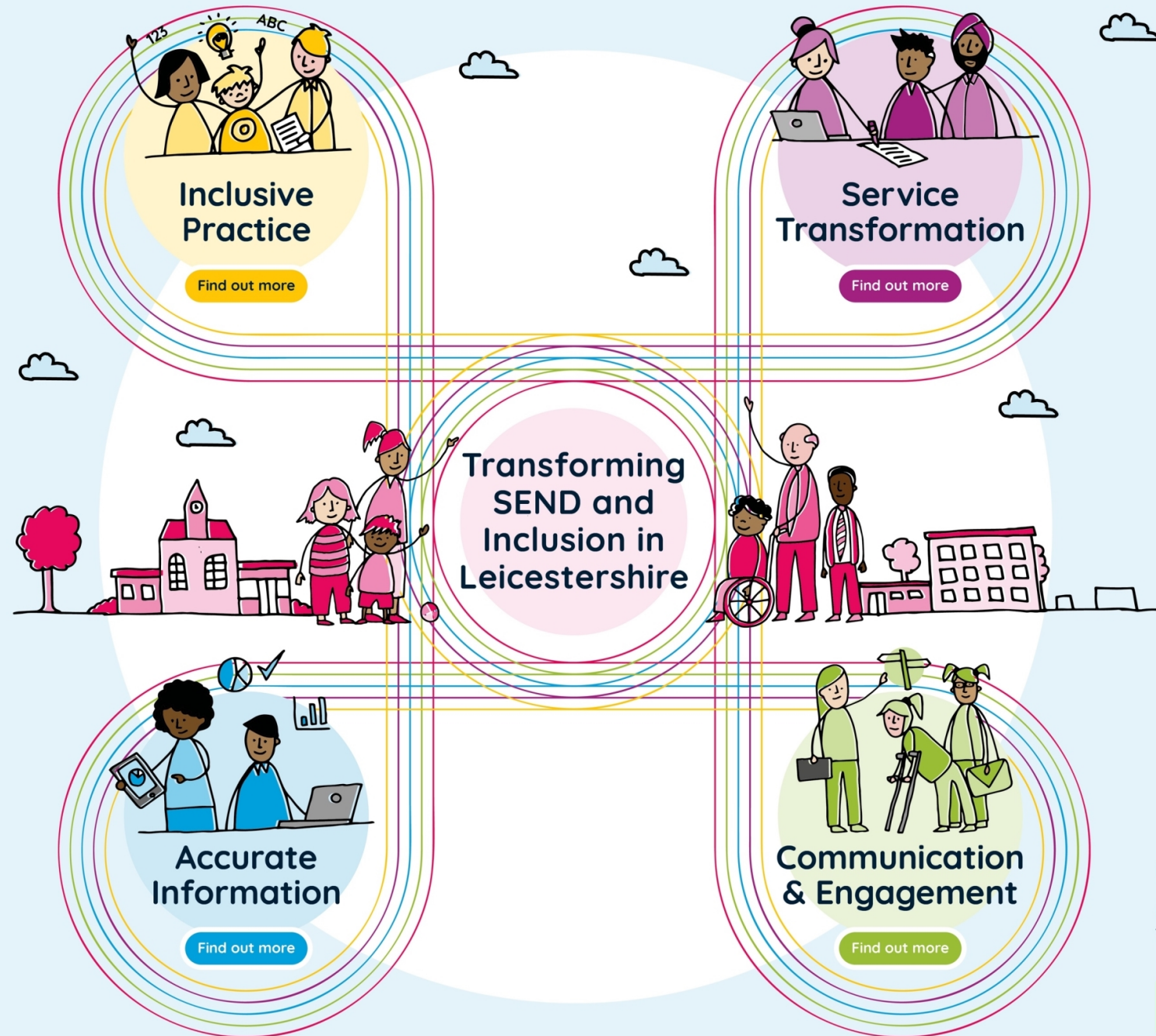


1. Engaging system stakeholders through change, and ensuring consistency across the programme
2. Improving communications with key groups such as schools, early years and parents
3. TSIL programme communications

Leicestershire children and young people are supported by a system that is fair and transparent, to get the right support at the right time throughout their education

## Principles:

- 1 Maintain a focus on children and young people
- 2 No one person or organisation can solve the problems alone
- 3 Shift to a mindset of collective responsibility
- 4 Work in genuine partnership
- 5 Foster good working relationships
- 6 Improved and honest communication
- 7 Define roles and responsibilities
- 8 Set clear expectations
- 9 Make transparent and robust decisions
- 10 Support children and young people early and close to home



For more information:  
Email:  
[transformingsendi@leics.gov.uk](mailto:transformingsendi@leics.gov.uk)



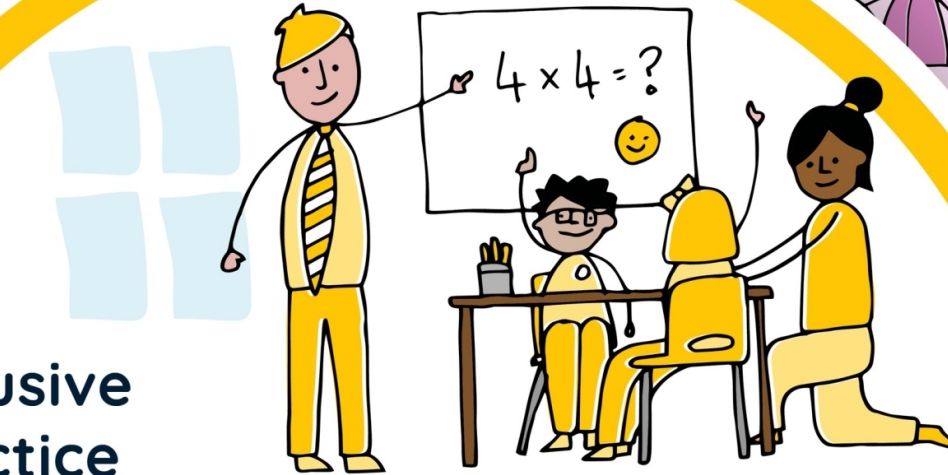
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## Inclusive Practice

Ensuring everyone involved in supporting children and young people takes action and gives the right support where needed



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## Service Transformation

Ensuring the Local Authority understands the needs of children and young people and their families and makes transparent, needs-based decisions with timely and clear communication



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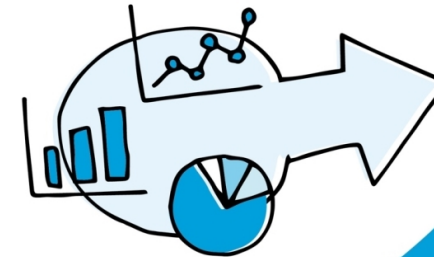
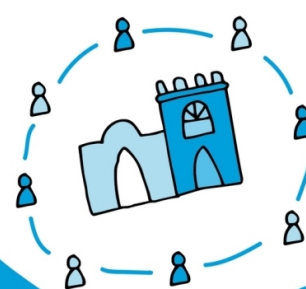
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## Accurate Information

Ensuring that across the Local Authority and wider system there is accurate and timely information about children and young people and visibility of this allows evidence-based decisions to be made



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## Communication & Engagement

Ensuring that everyone has the opportunity to work together to improve the offer available to children and young people, and that everyone understands the part they play to make a difference



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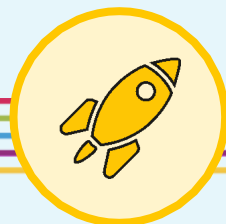
 **Transforming  
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## Inclusive Practice

Ensuring everyone involved in supporting children and young people takes action and gives the right support where needed



### Design groups set up Oct '22

At the engagement event in October, people from across the system, including parents, carers, schools, and service members, signed up to participate in design groups across early years and mainstream settings



### Design Groups Oct '22 - Mar '23

Design groups will start to design how we all can:

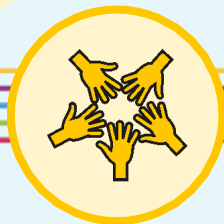
- **Improve CYP journeys**, for example through better support and communication in transitions, and proactive planning
- **Improve inclusivity** through visibility of inclusive behaviours
- Enable better **peer to peer support** between schools



### CYP Journeys & Improving Inclusivity: Trials

**Dec '22 - Mar '23**

Starting with the design for Early Years transitions, the system will be trialling ways to improve inclusivity, with a particular focus on transitions. Trials with other education settings will follow in February



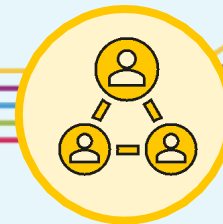
### CYP Journeys & Improving Inclusivity: Full System Rollout Mar '23 - Jun '23

The networks will be used to support the rollout of changes that will better support CYP journeys and the visibility of inclusive practice across the system



### Support for Schools & Outreach Feb '23 - Apr '23

Partners from across the system will work to develop the training and outreach support available to ensure education settings are equipped to support CYP in the most inclusive way



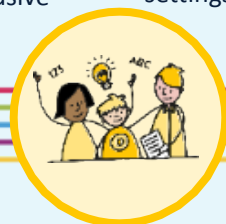
### Peer Support Trials & Rollout Jan '23 - Mar '23

A trial network will be set up to test peer support networks, the best practice toolkit, and a tool to support with writing SEND development plans. After trials, SENCos from every school will be invited to participate



### Funding Models Design & Trials 2023

Designing a funding model that allows flexibility for schools to enable the right support to be put in place at the right time, without requiring a formal EHCP



### Inclusive Practice Outcomes Academic Year 23/24

All schools will be enabled to engage in continually improving their inclusivity, and will be able to better support CYP in mainstream settings



### Changes to Funding Models 2024

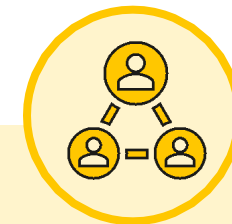
After comprehensive design and trialling, the changes to the funding models will be rolled out to schools

*\*Learnings from trials and design groups may lead to changes in the timeline*



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# Peer support trials and rollout



In order to ensure pupils with the highest level of need receive the highest level of support, a group of primary and secondary schools are working together to develop an extensive best practice toolkit, peer to peer networks that support SENCos to include children/young people with SEND, and data visibility/SEND reviews to help settings build an evidenced based SEND development plan.

## What is the trial team doing?



Discuss individual children, whole school send provision, and transition planning



Trial and iterate an extensive best practice toolkit, covering expectations for school provision and transitions



Use of data and SEND reviews to develop evidence-based SEND development plans for next year

## How is TSIL supporting the trial team?

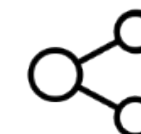
The TSIL team will be facilitating the trial group conversations and alongside the best practice design group have build a draft best practice toolkit, taking inspiration from other local authorities.



## Next Steps



The trial has 3 phases that will take place during the spring term. Phase 1 changes will begin rolling out from mid-February.



In late February/early march, the trial schools will support the development of local networks with new ways of working. In addition, they will share the best practice toolkit.

“When you're in a trust you're often the only secondary school, so you chat a lot to primary schools, but you never get to talk to other secondary schools about what they do differently. I'm excited to work with other secondary schools”

Secondary School SENCo



# CYP Journeys & Improving Inclusivity: Early Years to Primary Transition



To give every child with SEND the best possible start to their school, they require an inclusive and successful transition from Early Years to primary school, where their individual needs are accounted for and there is good communication between everyone involved.

## What are the trials?



Five key requirements of a good transition to primary school for children with SEND have been identified by our design group.



Trialled and iterated ways of identifying and taking action around individual children when these requirements of a successful transition are at risk of not being met.

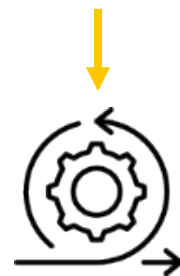


Working with early years providers, primary schools, parents and other professionals to design and implement ways of improving communication and inclusivity in the primary transition.

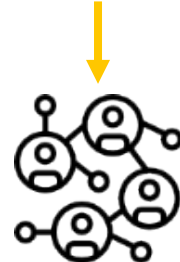
## Next Steps?



Our trials have started within the LCC Early Years Service, as advisors identify concerns around children on their caseloads' transition.



In the next few weeks, we will be designing and trialling ways to improve inclusivity in the primary transition across the wider system, including trial schools and early years providers.



Around March/April, we will finalise the design of our improvements to the inclusivity of the primary transition, and start to roll this out to the wider system.



## Service Transformation

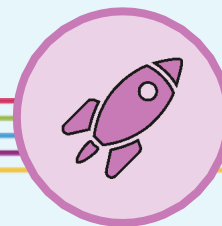
Ensuring the local authority understands the needs of children and young people and their families and makes transparent, needs-based decisions with timely and clear communication



## Data Analysis & Feedback

*Oct '22 - Dec '22*

Data analysis and gathering feedback from across the system and within the service to inform prioritised areas for design



## Design groups set up

*Jan '23*

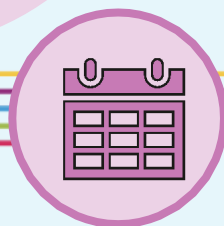
At the engagement event in October, people from across the system, including parents, carers, schools, and service members, signed up to participate in design groups, starting in January



## Educational Psychologist Support

*Feb '23*

Additional Educational Psychologists will be in place, to help to process the open assessments in a timely way, as well as informing the support required going forwards



## Assessments and Issuing EHCPs: Timely Decision Making

*Feb '23 - Mar '23*

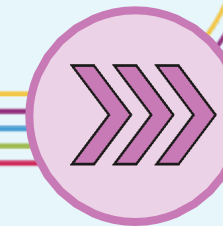
The service will be trialling changes with the way that assessments are carried out to improve the **timeliness**, to improve performance against **statutory requirements**



## Robust Decision Making & Effective Communication

*Jan '23 - Mar '23*

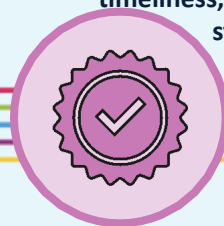
The design groups will support in improving the decisions made around carrying out assessments and issuing EHCPs, including decisions around settings, to ensure our they are **consistent** and **needs based**, as well as being **communicated effectively**.



## Phase Transfers: Decision Making

*Jan '23 - Mar '23*

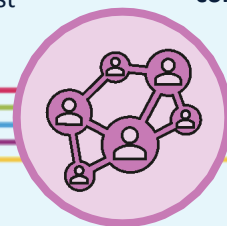
Work starting in January will aim to support CYP phase transfers to ensure our decisions are **timely, consistent**, and **needs based**. We will be taking lessons learned from this work and using these to inform our approach for March statutory deadlines



## Understanding Effective Reviews

*Feb '23 - Apr '23*

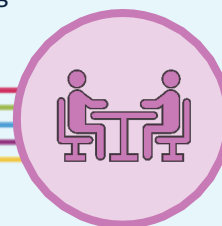
The service will be revisiting our reviews process to understand how we can increase the timeliness and quality of interactions and outcomes



## Full Service Roll Out

*Apr '23 - Sep '23*

The changes that have been trialled will be rolled out to the whole service, ensuring there is a consistent way of working



## Internal Operating Model Review

*2024*

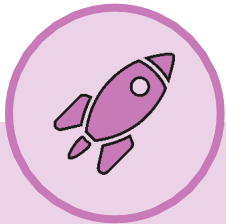
Review of internal operating model across internal SEND services, the learnings will be consolidated into a broader operating model for SEND within the service, ensuring that we have the right capacity and resources, prioritisation, and clear communication channels

*\*Learnings from trials and design groups may lead to changes in the timeline*



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# Service Design Groups Set Up



In order to design changes that will lead to better support for children and young people, voices from across the system are coming together to share their diverse perspectives, and collaborate on the trials within the Service Transformation Project

Design Group	Design Group Aims
<b>Identifying Strengths and Needs</b> Exploring the strengths and needs of children and young people through EHC needs assessments	<ul style="list-style-type: none"><li>• To explore what is helpful for understanding the strengths and needs of children and young people through EHC needs assessments</li><li>• To identify how to better communicate information gathered on strengths and needs</li></ul>
<b>Provision based on need</b> Exploring the process of decision making within the service, to ensure a fair and consistent approach is taken	<ul style="list-style-type: none"><li>• To explore &amp; collaborate on the process of decision making within the service to ensure a fair and consistent approach is taken</li><li>• To understand preferences for certain setting types or placements over others and the reasons for that, and views on the benefits of SENIF vs an issued EHCP</li></ul>
<b>Ensuring clear communication between parents/carers &amp; the LA</b> Exploring communication points and methods between the service & parent/carers throughout decision making processes	<ul style="list-style-type: none"><li>• To identify and collaborate on development of improved BAU communications e.g. letters, emails, telephone calls and at what points these would be most suited</li><li>• Specifically, to explore communications around setting &amp; placement decision making and the ways to disagree with decisions</li></ul>

# Communications & Engagement Design Group Set Up

This design group will explore the wider communication around the TSIL Programme and ensure that the right message is delivered in the right way at the right time and that all stakeholders have a voice in shaping the TSIL programme.

Design Group	Design Group Aims
<b>Communication and Engagement</b> Exploring communication around the TSIL programme	<ul style="list-style-type: none"><li>• To raise awareness of the Transforming SEND and Inclusion in Leicestershire (TSIL) programme of work and deepen understanding of TSIL and its impacts</li><li>• To work collaboratively together to help shape and improve our communications effectiveness across the programme</li><li>• To support the engagement of partners, staff, parents, carers, and children and young people in the changes and to represent the voice of our collective stakeholder groups</li></ul>



## What's happening next?

- **January – March 2022:**

- Additional Design Groups commenced late January 2023
- Pilot of Schools Portal within Synergy with small sample of schools commencing Feb 2023
- Additional resource in SENA (new staff) with focus on Phased Transfer and Annual Review work
- Provision of further information to stakeholders as part of communications plan – timelines, updates on TSIL initiatives, etc.
- Further engagement events for stakeholders – to provide updates, progress reporting planned for Feb & March 2023
- Further surveys with stakeholders and development of robust, measurement tools to track effectiveness of activity underway

**If you have any ideas, questions or want further information about the programme please email: [TransformingSEND@leics.gov.uk](mailto:TransformingSEND@leics.gov.uk)**



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## **SCHOOLS FORUM**

**14 FEBRUARY 2023**

### **2023/24 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

### **Purpose of the Report**

1. The purpose of this report is to present the 2023/24 Dedicated Schools Grant Settlement for Leicestershire and the 2023/24 Schools Budget.
2. This report builds upon a number of reports presented through the 2022/23 financial year.

### **Recommendations**

3. That Schools Forum approves the retention of the budget to fund future school growth (Paragraph 17, Item 2)

4. That Schools Forum approve the retention of budgets to meet the prescribed statutory duties of the local authority and to meet historic costs (Paragraph 17 ,Item 3)
5. That Schools Forum approve the centrally retained early years funding (Paragraph 17, Item 5)
6. That Schools Forum support the continued use of the exceptional premises factor in respect of schools that incur rental costs for premises and / or sports facilities and the adjustments made in respect of age range changes. (Paragraphs 32 - 33)
7. That Schools Forum note the actions taken by the local authority in applying Capping and Scaling to the National Funding Formula for the purposes of affordability (Paragraphs 34 - 42)
8. That Schools Forum notes the number and average cost of commissioned places for children and young people with High Needs (Paragraph 59)
9. That Schools Forum notes the Early Years Provider payment rates for 2023/24 (Paragraph 65)
10. 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 77)
11. That Schools Forum note the average per pupil funding to be taken into account for recoupment for excluded pupils and other purposes (Paragraph 79)

### **Background**

12. This report builds upon those presented to Schools Forum during 2022 and sets out the local authority's Schools Budget for 2023/24.
13. 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. For 2023/24 the High Needs Block will continue to record a deficit which is required to be carried forward for recovery from future DSG under current legislation. The local authority can make no contribution to DSG without the approval of the Secretary of State, the Schools Budget is therefore set at the level of grant and must contain all its spending pressures within that grant.
14. There is no change to the basic structure of DSG for 2022/23 and remains divided into four separate funding blocks;
  - Schools Block – funds delegated budgets for maintained schools and academies and school growth.

- The Central Services Block – funds historic costs and other prescribed local authority areas of expenditure including the local authorities statutory duties for all schools previously funded through the Education Services Grant.
  - Early Years – funds the free entitlement to early education for disadvantaged 2 year olds and 3 & 4 year olds, including the 30 hours of provision for eligible parents and a maximum of 5% of the total cost of 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 Secondary Education Inclusion Partnerships, Children with Medical Needs and Specialist Teaching Services
15. The 2023/24 Children and Family Services Budget was considered by the Children and Family Services Overview and Scrutiny Committee on 24 January 2022, by the Cabinet on 10 February 2023 and budget proposals will be considered by the County Council on 22 February 2023 and is shown as Appendix A.

### **Role of the Schools Forum in setting the 2023/24 Schools Budget**

16. The Central School Services Block holds the retained budgets for a number of areas of expenditure centrally retained by the local authority through provisions contained within the School and Early Years Finance (England) Regulations, these budgets are subject to restrictions and some are subject to some decisions for the Schools Forum.
17. Whilst the DFE have eluded to changes in Schools Forum responsibilities as a result of the introduction of the National Funding Formula (NFF) which restricts local decision making in respect of school budgets, the role of Schools Forum is unchanged. It can be envisaged that the Schools Forum will have a key role in the final stages of the national implementation of the NFF for maintained and academy primary and secondary schools and preparing schools for any changes that may impact upon school funding. The following table sets out the decisions vested in the Schools Forum and which apply to all local authorities for 2023/24;

<b><u>Item</u></b>	<b><u>Approval For</u></b>	<b><u>Action</u></b>
1.	De-delegation from mainstream school budgets	<p>A decision on de-delegation for School Improvement Services for maintained schools is required and is a separate item on the agenda.</p> <p>De-delegation can only be in respect of maintained schools only, all budgets for academies are required to be fully delegated. Only mainstream school members of</p>

		Schools Forum are able to make de-delegation decisions.
2.	To create a fund for 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.	<p>Schools Forum approved the policy for funding school growth at its meeting on 30 September 2019</p> <p>A revenue budget to meet the cost arising from commissioning additional school places required to meet the basic need for sufficient school places was established in 2019. The proposed budget is £2.4m (2022/23 £3.1m)</p>
3.	<p>Funding for the local authority in order to meet prescribed statutory duties placed upon it.</p> <p>This funding now includes funding for local authority statutory duties for all schools previously funded through the retained duties element of ESG</p>	<p>The budgets falling into this category are;</p> <ul style="list-style-type: none"> <li>• Servicing the Schools Forum £8,570 (2022/23 £8,570), this budget meets the cost of operating the Schools Forum</li> <li>• Admissions £366,000 (2022/23 £322,094). This meets the local authority's statutory responsibilities for admissions and is funded from the Schools Block.</li> <li>• Local Authority Statutory / Regulatory Duties, Asset Management and Central Support Services £1.871m. This largely consists of recharges from services outside the Children and Families Department that support budgets funded from DSG such as finance, ICT, property. It also includes funding previously allocated as central teacher pension grant.</li> </ul>
4.	Funding for historic costs met by the local authority. Following the baselining exercise undertaken to determine the 2017/18 DSG baselines the Department for Education have	<ul style="list-style-type: none"> <li>• Premature Retirement Costs £674,900 (2022/23 £674,900), these are historic costs relating to school staff where the commitment remains with the local authority and relates to</li> </ul>

	set out their expectation that these costs should unwind over time and have begun annual reductions in funding. This may be the case for the element relating to schools causing concern but no funding will be released from premature retirement for significant periods of time given that the local authority remains supporting such costs arising from pre 1997. The DfE retain a guarantee that funding for premature retirement costs will not fall below DGS commitments	both maintained schools and academies. This appears on the Human Resources line of the budget statement <ul style="list-style-type: none"> <li>Miscellaneous £248,000 (2022/23 £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.</li> </ul>
5.	Funding for central early years expenditure, which includes funding for checking eligibility of pupils for an early years place in addition to the local authorities statutory responsibilities in this area. Centrally retained funding must not exceed 5% of the Early Years DSG	Schools Forum are asked to approve expenditure of £1.8m (2022/23 £1.74m)

18. 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 which are all incurred as a result of the local authority's statutory role in schools. Retention of these budgets is consistent with that of previous years.
19. A further budget for school copyright is held centrally under provisions within the School and Early Years Finance (England) Regulations. This funds copyright licences within 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 2023/24 cost for Leicestershire is confirmed at £604,782 (2022/23 £538,140).

### **Dedicated Schools Grant**

20. For 2023/24 the Dedicated Schools Grant (DSG) remains calculated in four separate blocks as set out below;

Funding Block	Areas Funded	Basis for Settlement
<p>Schools Block Est £493.6m consisting of;</p> <ul style="list-style-type: none"> <li>• School formula funding £490.9mm</li> <li>• School Growth £2.7mm</li> </ul>	<p>Individual budgets for maintained schools and academies.</p> <p>Growth funding for the revenue costs of delivering additional mainstream school places and to meet the local authorities duty to ensure a sufficient number of school places.</p> <p>DSG is notionally allocated to Leicestershire for all maintained schools and academies. A locally agreed funding formula is applied to this to determine school budgets, for maintained schools these are allocated directly by the local authority, for academies the funding is recouped from the settlement by the Education and Skills Funding Agency (ESFA) who then directly fund academies.</p>	<p>2023/24 sees the DfE transition to the National Funding Formula (NFF) and further restricts local authority decision making on school funding which continues to attribute units of funding to pupil characteristics. The grant settlement is based on;</p> <ul style="list-style-type: none"> <li>• the aggregate of pupil led characteristics for each individual school;</li> <li>• an allocation for school led factors.</li> </ul> <p>These allocations will be fully delegated to schools.</p> <p>The NFF means that all local authorities receive the same amount of funding for a number of pupil related characteristics. Difference in funding levels relate to the incidence of pupil characteristics rather than differing funding levels</p> <p>In addition to the NFF schools will receive a total of £17m in the Mainstream School Additional Grant</p>



		<p>The allocation of funding to support new school growth will be retained to meet the future costs of new and expanding schools.</p> <p>In respect of school formula funding this represents a cash increase of 5.4%</p>
Central School Services Block £3.8m	<p>This funds historic financial commitments related to schools such as premature retirement costs, some budgets related to schools that are centrally retained e.g. admissions, servicing the Schools Forum and school copyright licences. This block now includes funding from the retained duties element of the former Education Services Grant for the responsibilities that local authorities have for all pupils such as school place planning and asset management.</p>	<p>This is distributed through a per pupil allocation basis and is retained by the local authority.</p> <p>The funding allocation for some historic financial commitments is being reduced nationally as the DfE have an expectation that these financial commitments will naturally expire. As for 2022/23 the DfE will ensure that authorities will have sufficient funding to meet school historic premature retirement costs which do not expire.</p>
High Needs Block	<p>Funds special schools and other specialist providers for high needs pupils and students, the pupil referral unit and support services for</p>	<p>The formula is based upon population of 0-19 year olds, rather than the 0 -25 year old population it supports, and proxy indicators for</p>

£104.8m	<p>high needs pupils including high needs students in further education provision.</p> <p>As with the Schools Block this includes funding for special academies and post 16 providers which is recouped by the ESFA who then directly fund academies.</p> <p>Confirmation of the 2023/24 grant is not expected until March 2023.</p>	<p>additional educational need including deprivation, ill health, disability and low attainment. Also included is an element based on historic spend. The formula also includes a funding floor to ensure that local authorities do not receive a funding reduction as a result of the introduction of the formula. Leicestershire receives £2.9m through this element.</p> <p>The grant allocation includes the additional funding announced by the DfE following the December Spending Review and is a cash increase of 9.8% per head of 2 -18 population</p>
Early Years Est £39.3m	<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>The grant is based on the universal hourly base rate plus additional needs measured with reference to free school meals, disability living allowance and english as an additional language.</p>	<p>The allocation is based on individual pupil characteristics and converted to a rate per hour of participation. Leicestershire receives the lowest rate of £4.87 per hour for 3 and 4 year olds and the lowest rate of £5.63 per hour for disadvantaged 2 year olds.</p>

	The initial settlement is based on the October 2022 census. The grant will be updated in July 2023 for the January census and again in June 2024 for the January 2024 census. The final grant will not be confirmed until June 2024.	
<b>£641.5m</b>	<b>2023/24 Estimated DSG</b>	

The 2023/24 MTFS continues to set the overall Schools Budget as a net nil budget at local authority level. However, in 2023/24 there is a funding gap of £13.3m on the High Needs Block which will be carried forward as an overspend against the grant.

### **Schools Block**

21. School funding continues to be delivered by the National Funding Formula (NFF) which funds all pupils at the same rate irrespective of the authority in which they are educated. The NFF uses pupil characteristics each with a nationally set funding rate to generate school level funding to local authorities. Within the NFF only the per pupil entitlement is universal to all. Other factors reflect the incidence of additional needs such as deprivation and low prior attainment. Funding levels between local authorities and individual schools within those local authorities vary as a result of pupil characteristics rather than national funding levels.
22. 2023/24 is the first year of transition to the Direct Schools National Funding Formula, the DfE's stated intention is to fully move to the direct NFF but has not confirmed when that will be. Local authorities are further restricted on the content of their local funding formula for schools and will only be able to use the NFF factors and are required move to within 10% of NFF values. This has no implications for Leicestershire where the current formula fully reflects the NFF.
23. The 2023/24 Schools Block DSG settlement is £493.634m, an increase of 1.8% per pupil.
24. Within the Schools Block, but separate to funding for individual schools, local authorities receive funding for the initial revenue costs of commissioning additional primary and secondary school places of £2.8m. The revenue cost of commissioning a new school is estimated to be £0.4m for primary and £2.3m for secondary, depending upon size and opening arrangements. 29 new primary and 2 new secondary schools are expected to be built in Leicestershire in the medium to long term. The DfE's June funding consultation proposed a national system for funding new and expanding schools from 2024/25 but further details are currently not available.

25. It remains possible for local authorities to transfer up to 0.5% of the Schools Block DSG to High Needs following consultation with schools and with the approval of the Schools Forum. Secretary of State approval can be sought where Schools Forum do not agree a transfer, where local authorities wish to transfer more than 0.5% and for local variations to some of the technical aspects of the NFF. No such transfer is proposed for 2023/24.

### **2023/24 School Funding Formula**

26. The NFF delivers a minimum amount of funding per pupil, £4,405 for primary and £5,503 for Key Stage 3 and £6,033 per Key Stage 4 pupil. For 2023/24 the DfE have focused additional funding on the deprivation factors within the NFF. The DfE view this movement as supporting those schools with larger proportions of pupils from ethnic minority backgrounds and with SEN.
27. All funding guarantees within the NFF are per pupil, as a result schools will see an overall reduction in funding if they are experiencing falling rolls or there are significant changes in pupil characteristics. For 2023/24 60 schools are on the 0.5% Minimum Funding Guarantee and 43 schools at the Minimum Per Pupil Funding level.
28. To respond to the economic crisis the DfE announced a new Mainstream Schools Additional Grant (MSAG) for 2023/23 which totals £17m for Leicestershire and increases the overall level of school funding from the 0.5% per pupil announced in July to 5% per pupil.
29. Additional to the increases to the NFF and MSAG Pupil Premium rates have also been increased by 5%.
30. Whilst the NFF for schools is based upon the 2022 School Census, funding for local authorities is based upon the pupil characteristics recorded on the 2021 school census. Any increase in pupils eligible for additional funding i.e. Free School Meals, is unfunded and results in it not being possible to meet the cost of fully delivering the NFF from the Schools Block DSG. The national regulations allow for an adjustment within the Minimum Funding Guarantee within the school funding formula to ensure the budgets for schools can be fully met from the DSG allocation.
31. Local authorities are required to use the DfE produced data to construct their school funding formula which wasn't received until late December meaning that the timescales for constructing budgets and submission of them to the DfE by 20 January is exceptionally challenging and leaves very little opportunity for consultation. Whilst Schools Forum is a significant stakeholder in all decisions on the school formula local authorities have to act urgently to address any funding gap.
32. Additional to the NFF factors the Leicestershire formula includes an exceptional premises factor that funds costs incurred in some school on rent for either additional premises and / or sports ground which was agreed by Schools Forum at its meeting on 4 December 2012 and 7 school receive a total of £70,770. For 2023/24 the criteria for this is that the value of the factor is more than 1% of the school's budget and applies to fewer than 5% of schools in the

local authority. For 2022/23 and the DfE are requiring authorities with exceptional factors within their formula reapply for permission and wish to see oversight of the Schools Forum on this matter.

33. The process for adjusting the pupil count in respect of September pupil movements as a result of schools undertaking age range changes or schools affected by them remains unchanged and includes an adjustment to the Minimum Funding Guarantee to ensure they budgets are not disproportionately affected by the differential between the funding for KS3 pupils and KS4 pupils which is higher. Age range change in secondary schools is almost complete and this adjustment will no longer be required once the process is complete.
34. In processing the 2022 census data an affordability gap was identified of £0.9m, this is almost solely related to increased numbers of pupils eligible for free school meals, simply the DfE have not provided Leicestershire with sufficient funding to deliver the NFF. Whilst this is the first instance of an affordability gap in Leicestershire many authorities regionally and nationally have had, and continue to be, in this position.
35. There are three options available to address a funding gap all of which were assessed:
  - Provide additional funding of £0.9m. The financial position of the local authority does not allow for this.
  - Reduce values within the school funding formula. Leicestershire has formally adopted the National Funding Formula. Any change to the formula values within could be viewed as a change to the formula which would require full consultation with schools. Additionally, the DfE are requiring local authorities to move closer to the NFF.
  - Introduce capping and scaling to the outcome of the NFF. This is the approach the DfE set out to follow to ensure that local formulae are affordable. This is the approach adopted. It should be noted that this was the process followed nationally by the DfE in the first two years of transition to the NFF.
36. Irrespective of what methodology is adopted to achieve affordability local authorities are unable to make any adjustments to their formula that results in schools being funded below the nationally set Minimum Per Pupil Funding Levels (MPPL's). It is not possible to adopt an adjustment that results in an even impact across schools. The funding guarantees within the NFF i.e. the MPPL's and the Minimum Funding Guarantee (MFG) may reinstate any reduction in formula factors and protects those schools sitting on or slightly above the funding floor. Capping and scaling impacts on the schools that are the highest in year gainers from the NFF.
  - Capping is applying a maximum percentage of year-on-year funding gain
  - Scaling is applied to the cap to scale back its impact
37. It is important to note that capping and scaling is not a reduction in school funding but a limit on the amount of year-on-year funding gain available to an individual school. This action is necessary as the DSG allocation from the DfE

to Leicestershire is £0.9m lower than the cost of the NFF for Leicestershire Schools. No funding is being removed to be held centrally and 2023/24 school budgets are fully set at the level of funding received.

38. Modelling identified that to limit Leicestershire school NFF allocations to the funding received by the application of only a cap on gains would require that cap to be set at 3% and affect 67 schools. Spreading the impact wider across more schools minimises the funding reduction at affected schools but impacts on more schools overall. Modelling identified that the optimum solution was a cap of 2.2% with a scaling factor of 50%, this affects 114 schools with the maximum reduction in gain being £43,000, 0.6% of budget. The average for the 114 affected schools is £7,400 (0.2%).
39. 103 schools have guaranteed funding levels through either the MFG or MPPL's and therefore cannot be affected by any reduction in gain.
40. For 2023/24 the DfE have focused the additional school funding on deprivation through increasing the FSM rates within the NFF, it is the schools that would have gained the most from this increase those that would have seen the greatest change from the increased FSM rate.
41. Whilst local authorities are required to apply the cap and scale equally to maintained school and academy budgets for academies the values may differ from that modelled as the baseline for academy budgets applied by the DfE when calculating GAG may differ from that provided to the local authority.
42. Irrespective of the capping and scaling mechanism all Leicestershire schools will receive the funding guarantees set within the 2023/24 NFF, will receive an increase in per pupil funding and will receive all the funding the DfE have provided for the NFF.
43. The school funding formula has been submitted as required to the DfE for validation against the school funding regulations. Once this has been received budgets for maintained schools will be issued by the local authority in February, the ESFA will issue budgets to academies in March.

### **De-Delegation**

44. Local authorities have previously received the School Improvement, Monitoring and Brokerage Grant (the grant) from the DfE to fund their school improvement functions for maintained schools, this grant has ceased totally for 2023/24 after being reduced by 50% in 2022/23. The DfE reasoning for withdrawing the grant which supported activity in maintained schools only is that it was a funding advantage to local authorities who were providing services that would otherwise be funded from finding topslice in a MAT.
45. For 2022/23 the local authority consulted on de-delegation, this being the mechanism the DfE give to local authorities to fund school improvement activity for maintained schools. De-delegation of £9 per pupil was agreed for 2022/23 by Schools Forum in March 2022. But approval can only be granted on an annual basis. A further consultation of de-delegation of £18 per pupil for 2023/24 has been undertaken and is subject to a separate item on the agenda

for consideration and decision by maintained primary schools only. De-delegation has no impact on academies.

### **Mainstream Schools Additional Grant**

46. For 2023/24 in addition to the NFF mainstream school funding is increased by an additional grant from the DfE and is paid in respect of the impact of the current economic climate. This funding is estimated to be £17m for Leicestershire schools. This grant will be rolled into the NFF in 2024/25 but no methodology has been given for the merger but the expectation is that this will be through increases in the AWPU, lump sum and FSM6 factors within the NFF. The amounts for individual schools will not be confirmed until May but the following rates have been published by the DfE which schools should use within their financial planning.

	2023/24 £ per Pupil
Primary Pupil	119
KS3 Pupil	168
KS4 Pupil	190
Lump Sum	4,510
FSM Primary	104
FSM Secondary	152

### **High Needs**

47. High needs funding has been increased nationally - authorities will receive a minimum increase of 5% per head of the 2-18 population and a maximum of 7% per head. Leicestershire remains at the funding floor with a 5% increase. It should be noted that the population factor only generates 34% of the High Needs DSG allocation with other funding more specifically allocated based on levels of attainment, deprivation and health/disability.
48. The provisional allocation is £104.9m and will be confirmed in March once all pupil imports and exports have been finalised. In addition to the general increase an additional grant allocation of £4.147m has been received to reflect increased costs arising from the current economic situation. The DfE have changed the terms and conditions of DSG and require local authorities to increase funding for maintained special schools & academies and for Alternative Provision by 3.4% from this additional grant. The increase in funding has been incorporated into the 2023/24 budget. Unlike the guarantee for mainstream school this increase is on overall funding levels not per place, a process will be established to pass funding to schools.
49. Leicestershire continues to receive floor funding which for 2023/24 is 2.9% of the funding allocation. Whilst this funding is reducing annually it should be noted that this allocation is the amount at Leicestershire receives above the funding generated by the High Needs National Funding Formula. The DfE has

given local authorities their working assumption of annual increases of 3% and whilst grant allocations for 2024/25 onwards are uncertain this assumption has been factored into the MTFS.

50. The forecast position on the High Needs element of the DSG over the MTFS period is shown below:

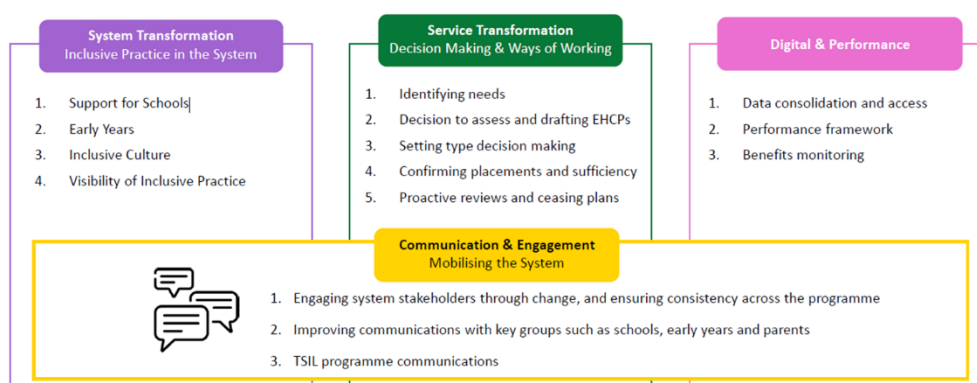
	2023/24 £,000	2024/25 £,000	2025/26 £,000	2026/27 £,000
High Needs Dedicated Schools Grant	-105,082	-108,225	-111,462	-114,797
Placement Costs	112,643	121,137	131,606	143,376
Other HNB Cost	10,029	10,029	10,029	10,029
Commissioning Cost - New Places	417	90	90	0
Invest to Save Project Costs – TSIL	939	0	0	0
<b>Total Expenditure</b>	<b>124,028</b>	<b>131,256</b>	<b>141,725</b>	<b>153,405</b>
<b>Funding Gap Pre Savings</b>	<b>18,946</b>	<b>23,031</b>	<b>30,263</b>	<b>38,608</b>
TSIL Programme Defined Opportunities	-3,112	-8,596	-14,863	-21,522
Benefit of Local Provision and Practice Improvements	-2,515	-2,803	-3,115	-3,115
<b>Total Savings</b>	<b>-5,627</b>	<b>-11,399</b>	<b>-17,978</b>	<b>-24,637</b>
<b>Annual Revenue Funding Gap</b>	<b>13,319</b>	<b>11,632</b>	<b>12,285</b>	<b>13,971</b>
<b>2019/20 Deficit Brought Forward</b>	<b>7,062</b>			
<b>2020/21 High Needs Deficit Brought Forward</b>	<b>10,423</b>			
<b>2021/22 High Needs Deficit Brought Forward</b>	<b>11,365</b>			
<b>2022/23 High Needs Deficit Brought Forward Estimate</b>	<b>10,876</b>			
<b>Cumulative High Needs Funding Gap</b>	<b>53,045</b>	<b>64,677</b>	<b>76,962</b>	<b>90,934</b>
Surplus (-ve) / Deficit Other DSG Blocks	-7,347	-8,347	-9,347	-10,347
<b>Dedicated Schools Grant Surplus (-ve) / Deficit</b>	<b>45,698</b>	<b>56,330</b>	<b>67,615</b>	<b>80,587</b>
<b>Surplus / Deficit as % of Total DSG</b>	<b>7%</b>	<b>9%</b>	<b>10%</b>	<b>12%</b>

51. Clearly the financial position set out above is unsustainable and further actions need to be taken to address the position. Whilst some of the increased deficit relates to increasing cost, the significant element in the worsening position is the continued rate of growth in pupils.



52. Following a diagnostic review early in 2022 Leicestershire, through competitive tendering, engaged Newton Europe as a strategic partner to deliver the Transforming SEND and Inclusion in Leicestershire Programme (TSIL) which is a programme of ambitious change to transform services and achieve the wide system change necessary for sustainability of SEN services. TSIL is focusing on changes to the whole SEND system to ensure that children with special educational needs and disabilities have their needs met at the right time, in the right place and with the right support.
53. The programme of work is now fully resourced and mobilised and consists of the following workstreams:

**There are four Projects in the TSIL Programme, each of which has multiple workstreams**



54. Based on the current trajectory of growth the TSIL programme is expected to deliver £32.1m in financial benefits to 2028/29 with £21.5m delivered over the period of the MTFS. The timescales for the delivery of the benefits reflect the complexity of the system change needed to achieve them

	2028/29 Benefit £,000	2023/24 – 2026/27 MTFS £,000
The right level of Children and Young People in mainstream provision	7,371	5,668
The right level of provision for Children and Young People in mainstream provision		
The right level of CYP in specialist settings	22,759	13,989
The right ratio of Children and Young people supported in LCC and independent specialist provision		
The right cost of independent provision	399	315
The right cost of provision following EHCP reviews and Health contributions	1,560	1,530
<b>Total</b>	<b>32,059</b>	<b>21,502</b>

55. The programme mobilised in July and will receive intensive support from Newton Europe until July 2023, at that point the full time support will reduce to a programme of enhanced health check and support with transformation being delivered within LCC which will consist of staff from within Children and Family services delivering and maintaining change with the support of the Transformation Unit and other corporate services such as Finance and Business Intelligence.
56. Local authorities are required to carry forward DSG as an unusable reserve and may only now contribute to DSG with the approval of the Secretary of State. Whilst this is the approach the DfE have encapsulated in legislation up until March 2023 and has now been confirmed for the next three years, it is not a sustainable or reasonable approach.
57. Without the DfE addressing this through additional funding, local authorities will be required to set aside resources to offset the deficit. At the levels of expected growth, the position is completely unsustainable and puts the Council's finances in a very difficult position. As such it is essential that the planned measures to contain ongoing growth, outlined above, are successful and both demand and costs are reduced
58. Additional DSG has also been received in the December High Needs Block settlement in line with the additional funding for mainstream schools. Alongside the additional funding which is £4.1m for Leicestershire there is a requirement to increase funding for special schools by 3.4%.
59. Appendix B set out the number of specialist places commissioned for 2023/24 and their average unit cost. It should, be noted that these are the minimum number of places being commissioned and additional places may be commissioned throughout the year as need arises. The average unit cost will also vary as needs and costs change throughout the year.

### **Central Services Block**

60. The central services block funds a number of school-related expenditure items such as existing school-based premature retirement costs, copyright licences under a national DfE contract for all schools and other historic costs. The 2023/24 settlement is £3.8m for 2023/24.
61. The provisional settlement continues an annual reduction of 20% for the Historic Costs element of the settlement but a guarantee remains in place to ensure that funding does not decrease below the financial commitment to meet former teacher employment costs. The recent funding consultation asked for views on transferring this funding from DSG into the Local Government Funding, the DfE have yet to provide their response to the consultation.

### **Early Years Block**

62. The 2021 Spending Review set out an additional £180m nationally in respect of early years provisions. The provisional 2023/24 settlement is £39.3m, the final settlement will not be known until June 2024
63. The Early Years National Funding Formula sets hourly rates of £5.63 for 2 year old funding and £4.87 for 3 and 4 year olds. Despite funding increases Leicester remains at the funding floor compared to other Local Authorities. Options are currently being produced regarding the level of increase for nursery providers and retention of contingency in line with guidance.
64. Leicestershire recorded a deficit of £4m on the Early Years Block DSG. The deficit will be recovered by retaining a contingency created by setting an increase in provider rates below the increase in DSG. Recovery over a four-year period will assist in securing provider sustainability.
65. Early year provider funding rates are set out below for providers of the Free Entitlement to Early Education (FEEE) and for eligible 2 year olds. The base rate has increased by £0.13 per hour for 3 and 4 year olds and by £0.06 per hour for 2 year olds as a result of the national increase of funding. Leicestershire's specialist and maintained nurseries are funded as special schools.

	2022/23 £ per Hour	2023/24 £ per Hour
<u>3 &amp; 4 Year Olds</u>		
Base Rate	4.31	4.44
Deprivation top-up	0.04 – 0.08	0.04 – 0.08
Special Needs top-up	6.99	6.99
<u>2 Year Olds</u>		
Base Rate	5.27	5.33
Special Needs top-up	6.99	6.99

### **Funding School Growth**

66. Within the Schools Block, but separate to funding for individual schools, local authorities receive funding for the initial revenue costs of commissioning additional primary and secondary school places. For 2023/24 the grant is confirmed as £2.7m for its two distinct elements;
- Explicit i.e. funding to be given to schools increasing as a result of the basic need for school places; and,
  - Implicit i.e. the cost of protection and pupil number adjustments as a result of age range changes.
67. Schools Forum agreed a revised Growth Policy at its meeting of 30 September 2019 which establishes a link to the additional school places delivered through the capital programme, the increased cost base as a result of expansion in

schools prior to mainstream funding being generated, the timing of growth as well as affordability.

68. It should be noted that:

- the growth fund relates exclusively to mainstream schools and cannot be used to support new SEND provision without a transfer from the schools to high needs block, the cost of commissioning new SEND provision falls to be met from the high needs block and contributes to the overall deficit.
- The growth fund cannot be used to meet the costs of general growth to popularity and / or general demographic growth not related to the basic need for additional school places. This is managed through lagged funding

69. The DfE's recent consultation on 2023/24 school funding sought views on a national system for funding school growth. To date the outcome of that consultation isn't known but a second phase of consultation is expected to consider this in detail. The current growth policy was adopted in September 2019. Since this point a number of new schools have opened and a number of expansions in the school estate have been undertaken, as such a review of its continued applicability will be undertaken once the DfE future intentions are known.

#### **Dedicated Schools Grant Reserve**

70. Local authorities continue to be required to carry any DSG deficit forward for recovery against future years grant and may also only contribute local resources to the Schools Budget with the permission of the Secretary of State.

71. The DfE have established a three tier intervention / support programme for authorities with DSG deficits:

- 13 authorities have agreed Safety Valve Agreements with the DfE. The DfE will in return for local authorities delivering specific activities to create sustainable SEND services provide additional DSG.
- 55 local authorities have been invited to the Delivering Better Value in SEND (DBV) programme. Leicestershire is with Tranch 1 of 3 Tranches in this programme which is currently in a data collection / diagnostic phase.
- The remaining 83 authorities are subject to discussions with the DfE on their individual positions.

72. The DfE set out requirements for local authorities to maintain a management plan to recover any DSG deficit. In Leicestershire this requirement has been served by the High Needs Development Plan and now through the Transforming Special Needs and Inclusion in Leicestershire programme (TSIL). Whilst there is no requirement to submit this plan to the DfE it can be expected that its monitoring will become a feature of Leicestershire's involvement in the DBV programme. Updates will also be presented to the Schools Forum

73. It is forecast that the DSG reserve will remain in deficit for the period of the MTFS as a result of the continued and increasing overspend on high needs, this will partially be offset by the accumulation of funding allocated to the authority to meet the revenue costs of new and expanding schools. Overall, the high needs deficit for 2023/14 is projected to be £53.0m in 2023/24 rising to £90.9m in 2026/27, the DSG deficit is forecast at £45.7m (7% of DSG) rising to £80.6m (12% of DSG) in 2026/27.
74. Whilst the TSIL programme will deliver further savings in future years outside the current MTFS period the financial position is clearly unsustainable and remains the most significant financial risk for the Council.

### **Notional SEN Budget**

75. The Notional SEN budget is an identified amount of funding within a schools overall delegated budget that is to contribute to the special educational provision of children with SEN or disabilities and is to guide schools in the allocation of resources to meet additional needs of pupils. In terms of high needs the national funding system sets out that element 2 funding is met from the notional SEN budget:

£10,000	<div> <div> <div>Paid by Local Authority for each occupied place - may be more than one funding authority</div> <div>Funded by local authority</div> </div> <div> <div>£6,000</div> <div>Funded by school from delegated budget*</div> </div> </div>	Total cost of provision specified in Education, Health and Care Plan Needs less £6,000  <b>High Cost, Low Incidence</b>	Element 3	Element 3 funding - sometimes referred to as 'Top-up' is paid where the additional provision within the Education, Health and Care Plan exceeds £6,000 by the local authority with financial responsibility for the pupil and is in addition to the school delegated budget
		First £6,000 of cost of provision specified in Education, Health and Care Plan  <b>Low Cost, High Incidence</b>	Element 2	Element 2 Funding is met within the school delegated budget from the Notional SEN Budget. This is subsidiary calculation within the delegated budget consisting of 4% AWPU, 50% Low Prior Attainment and 67% IDACI. It is a financial measure of the expected level of SEND within the school population.
		Universal provision for all Pupils  <b>Universal</b>	Element 1	Element 1 Funding is the delegated pupil led funding for all schools and not affected by the individual level of need of pupils

\* Delegated budget refers to the S251 Statement for maintained schools, GAG for academies and Core Funding for FE Providers

76. The calculation of the Notional SEN Budget is locally defined and is unchanged for 2023/24. The calculation captures the formula factors that correlate to the expected incidence of SEN rather than indicators that are the result of an identified SEN needs through, for example, the number of EHCP's within the school. The proportions and funding factors upon which the notional SEN

budget are calculated are detailed out in the following table, the calculation is individual to each school and therefore the proportion of the overall school budget will vary:

<b>Funding Factor</b>	<b>2023/24 % to Notional SEN</b>
Age Weighted Pupil Unit	4%
Prior Attainment	50%
IDACI	67%
<b>Total Notional SEN Budget Contained within the Funding Formula</b>	<b>£36.3m</b>

As the Notional SEN Budget is intrinsically linked to the funding formula it is subject to similar increased to that for overall pupil funding. The 2023/24 notional SEN budget is an increase of £1.34m (4%) from 2022/23

77. In accordance with the High Needs Operational Guidance the local authority will continue to assess schools where the notional SEN budget is insufficient to meet commitments to element 2 funding. This compares the aggregated commitment to Element 2 costs and notional SEN budget. Where the notional budget is shown to be insufficient to meet commitments an additional payment will be made to schools. Schools should, within their management processes, consider how their SEN notional budget is fully deployed to support pupils within the mainstream school environment.
78. The process above is unchanged from previous years. The DfE have extended its guidance on the calculation of Notional SEN Budgets for local authorities. The SEND Green paper alludes to future NFF consultations considering the approach to its calculation. However, it is unclear as to what will be consulted upon or when. The local authority is at the early stages of formulating a new approach to funding pupils with SEN across schools. This work will also consider whether there are any alternative funding mechanisms are able to better reflect costs within schools with disproportionately high numbers of SEN pupils and reflect DfE guidance.

### **Excluded Pupils**

79. The arrangements for reclaiming funding are set out in the School and Early Years Finance Regulations are mandatory for any pupil permanently excluded. They are required to reflect the funding attributable to a pupil of same age and circumstances and is therefore based on the average per pupil funding value for primary, Key Stage 3 and Key Stage 4. 2023/24 rates also include MSAG which is deemed to be universal funding and is pupil linked. These values are detailed in the following table and will be applied as the deduction to school budgets from April 2023.

<b>School Phase</b>	<b>Annual Rate</b>	<b>Daily Rate</b>

	£	£
Primary	4,072.37	21.43
Key Stage 3	5,741.43	30.22
Key Stage 4	6,470.92	34.06

Deductions will also be made in respect of the pupil premium if applicable to an individual pupil.

80. It should be noted that budget deductions for permanently excluded pupils are required from the excluding schools under the finance regulations irrespective of whether the excluded pupil was recorded on the October census driving the school budget.
81. These rates will also be applied to the funding adjustments made in relation to dual registered pupils at Oakfield, the charges levied for the education of children with medical needs and will be recommended to the Secondary Education Inclusion Partnerships.

### **Pupil Premium**

82. Pupil Premium rates have been increased by 5% for 2023/24:

	2023/24 £ per Pupil	2022/23 £ per Pupil
Primary Free School Meals 6	1,455	1,385
Secondary Free School Meals 6	1,035	985
Looked After and Previously Looked After Children	2,530	2,410
Service Premium	335	320

83. The allocations are passported intact by the local authority to maintained schools for eligible pupils on the school roll but are retained by the local authority for looked after children which is allocated by the Head of the Virtual School, academies receive funding directly from the ESFA.

### **The Local Authority Budget**

84. Leicestershire County Council remains in a financially challenging position. The Medium Term Financial Strategy (MTFS) was considered by the Cabinet on 16 December 2022, the Children and Families Overview and Scrutiny Committee on 24 January 2023 February and will be considered by Cabinet on 30 January before recommending a MTFS to the County Council on 10 February. The MTFS sets out a position of a balanced budget for 2023/24 with a budget gap of £17m in 2024/25 and rising to £92m by 2026/27. The proposals for Children and Family Services were considered in detail by the Children and Family Services Overview and Scrutiny Committee on 24 January. The proposed Budget is summarised in Appendix C.

85. Delivery of the MTFS requires savings of £155m to be made from 2023/24 to 2026/27, unless service demand reduces, or additional income is secured. This MTFS sets out in detail £38m of savings and proposed reviews that will identify further savings to reduce the £92m funding gap in 2026/27. A further £25m of savings will be required to contain High Needs expenditure within the Government grant going forwards (in recent years expenditure has exceeded grant to the extent that a cumulative deficit of £40m is forecast by the end of the current financial year). Strong financial control, plans and discipline will be essential in the delivery of the MTFS
86. 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 2023/14 – 2026/27 are summarised below. The significant challenge within this section of the budget continues to be the growth in the number and cost of social care placements and the staff required to support both services for both looked after children and vulnerable children and their families. The budget makes provision for continued increase in numbers of looked after children but also a savings target to reduce the average unit cost of placements. The department, through the Children's Innovation Partnership and the Defining Children's Services for the Future programme are investigating options for new service operating models in order to mitigate growth and deliver savings;

Ref		<b><u>GROWTH</u></b>	2023/24 £000	2024/25 £000	2025/26 £000	2026/27 £000
<b><u>CHILDREN &amp; FAMILY SERVICES</u></b>						
<b><u>Demand &amp; cost increases</u></b>						
**	G1	Demographic growth- Social Care Placements	5,100	10,770	16,600	22,730
**	G2	Front-line social care staff - increased caseloads	995	1,350	1,710	1,830
	G3	Social care staff - Workforce Pressures / Instability	1,350	2,005	2,735	3,540
	G4	Increase in EHCP's - Additional Case Managers	450	450	450	450
<b>TOTAL</b>			<b>7,895</b>	<b>14,575</b>	<b>21,495</b>	<b>28,550</b>



References

**SAVINGS**2023/24  
£0002024/25  
£0002025/26  
£0002026/27  
£000**CHILDREN & FAMILY SERVICES**

**	CF1	Eff	Pathways workstream - Focus on prevention, drift and duration of interventions across all pathways	-215	-280	-395	-450
**	CF2	Eff	Settings workstream - Reduced care placement costs through growth of in-house capacity & supported lodgings and a review of placements	-900	-2,670	-4,490	-6,470
**	CF3	Eff	Disabled Children's Service Enablement Workstream	-100	-150	-200	-250
			<i>Total Defining CFS For the Future Programme</i>	-1,215	-3,100	-5,085	-7,170
**	CF4	Eff	Innovation Partnership - Creation of Assessment & Resource team and Hub and investment in residential accommodation	-250	-500	-1,000	-1,250
**	CF5	Eff	Departmental efficiency savings	0	-200	-500	-800
	CF6	Eff	Departmental establishment modelling / Re-design	0	0	-440	-940
	CF7	Eff	Defining CFS For the Future Programme - Phase 2	0	-1,000	-1,500	-2,000
	CF8	Eff	Alternative approach for delivering anti-bullying	-50	-50	-50	-50
	CF9	SR	Review Virtual School provision	0	-355	-355	-355
			<b>TOTAL</b>	<b>-1,515</b>	<b>-5,205</b>	<b>-8,930</b>	<b>-12,565</b>

**Reference Key**

\* items unchanged from previous Medium Term Financial Strategy

\*\* items included in the previous Medium Term Financial Strategy which have been amended

Eff - Efficiency saving

SR - Service reduction

Inc - Income

**Capital Programme**

87. The proposed Children and Family Services capital programme totals £104.2m, for which the majority (£93.4m) there is external funding or capital receipts expected, resulting in £10.8m call on LCC capital funding over the four year life of the proposed MTFS as per the summary table below.

88. The programme continues to focus upon the delivery of additional primary and secondary school places and additional places to be delivered to support the High Needs Development Plan. £65.8m is proposed to be invested in the provision of additional placements; £26.5m for SEN. £11.9m for investment in other capital requirements including completing the investment in residential homes; strategic capital maintenance and improved schools access and security

<b>CFS Capital Programme '£000</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>Total</b>
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Additional School Places	30,243	16,393	12,688	6,507	<b>65,831</b>
SEND Programme	9,572	15,650	1,250	0	<b>26,472</b>
Other Capital	4,202	2,700	2,500	2,500	<b>11,902</b>
<b>Total</b>	<b>44,017</b>	<b>34,743</b>	<b>16,438</b>	<b>9,007</b>	<b>104,205</b>

### **Provision of Additional School Places**

89. The investment in additional school places totals £65.8m over four years including £30.1m next year. The programme is funded through the Basic Need grant from the DfE and S106 developer contributions. For the latter it is assumed that the receipt will fully fund the scheme.

### **SEND Programme**

90. The total investment in the SEND programme is £26.5m and contains funding for completion of the developments to support the High Needs Development plan and the completion of the Department for Education (DfE) funded school for pupils with Social, Emotional and Mental Health Needs (SEMH).

### **Other Capital**

91. There is £11.9m “other capital” included comprising of :

- £8m Strategic Capital Maintenance (£2m assumed per annum subject to funding)
- £2m Schools Dedicated Formula (£0.5m assumed per annum subject to funding)
- £0.4m to invest in improvement in schools access and security
- £1.5m investment in residential properties within the Children’s Innovation Partnership (CIP) with more details outlined in the savings section above.

### **Funding Sources**

92. The majority of the capital programme is likely to be funded by external grant and developer S106 contributions as follows :

<b>Capital Resources</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>Total</b>
Grants	26,700	13,636	3,500	3,500	47,336
External Contributions / S106	18,389	7,013	12,187	5,507	43,096
Earmarked capital receipts	2,950	0	0	0	2,850
Discretionary Capital Funding	-4,022	14,094	751	0	10,823
<b>Total Resources</b>	<b>44,017</b>	<b>34,743</b>	<b>16,438</b>	<b>9,007</b>	<b>104,205</b>

93. Basic Need Grant - is received from the DfE based upon the need to create additional mainstream school places. Grants of £14.3m and £3.1m have been confirmed for the years 2023/24 and 2024/25 respectively but estimates of £1m

have been included for the final two years of the programme. The grant reflects the overall place need across the County and for both maintained schools and academies. The grant meets the infrastructure costs of creating new places in primary and secondary schools. Eligible revenue costs fall to be met from the local authorities growth fund funded from DSG for primary and secondary schools. £8m is received for the revenue and capital costs of additional places for SEND.

93. Strategic Maintenance Grant – is received from the DfE for the maintenance of maintained schools only. This grant is based on a formula that considers pupil numbers and the overall condition of the school estate. The grant reduces as schools convert to academies. Local authority allocations are yet to be confirmed. An assumption of £2m per annum has been included in the MTFS.
94. S106 Contributions – it is estimated that a total of £34.1m of S106 contributions fund the proposed programme, £18.4m in 2023/24. Estimates for the latter two years of the MTFS are less certain and are dependent upon the speed of housing developments. It is estimated that the full costs of new schools required on new housing developments will be fully funded from S106

## **Appendices**

Appendix A – 2023/24 Leicestershire School Funding Formula

Appendix B – 2023/24 Summary of Commissioned High Needs Places

Appendix C – 2023/24 Children and Family Services Budget

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23-24 NFF NNDR allocation	£3,429,457	
Total Funding For Schools Block Formula (including growth and falling rolls funding) after deduction of 23-24 NFF NNDR allocation	(£490,204,399)	

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## Appendix B - High Needs Commissioned Places

Special School	Category	Total High Needs Places 23/24	Average top up per place
Forest Way	Academy	272	6,442
Dorothy Goodman	Academy	364	7,465
Ashmount	Maintained School	195	8,680
Birch Wood	Maintained School	187	9,589
Maplewell Hall	Maintained School	247	4,789
Birkett House	Academy	248	8,751
Foxfields	Academy	58	18,342
Fusion	Academy	66	18,342
Forest Way (C&I Unit)	Academy	12	16,800
Dorothy Goodman (C&I Unit)	Academy	25	21,580
Birch Wood (C&I Unit)	Maintained School	43	21,580
Maplewell Hall (C&I Unit)	Maintained School	60	21,580

Special Unit	Category	Total High Needs Places 23/24	Average top up per place
Hugglescote Community Primary School	Maintained School	10	2,842
Newbold Verdon Primary School	Maintained School	24	7,671
Iveshead	Academy	10	19,983
Iveshead (SEMH Unit)	Academy	5	16,800
St Denys Church Of England Infant School	Maintained School	15	4,594
Westfield Infant School	Maintained School	24	3,834
Westfield Junior School	Maintained School	25	3,309
Thorpe Acre Junior School (C&I Unit)	Maintained School	10	16,800
Brookside Primary School	Academy	20	5,263
Sherard Primary School And Community Centre	Academy	33	5,438

## **Appendix B - High Needs Commissioned Places**

Asfordby Captains Close Primary School	Academy	10	16,800
Winstanley SHINE Secondary	Academy	15	16,800
Kingsway Primary	Academy	6	16,800
Woodcote Primary School	Academy	10	16,800
Christ Church & St Peters Primary School	Academy	10	16,800
Wigston Academy Trust	Academy	10	19,983
Glenfield Primary School	Academy	30	3,269
Beacon Academy	Academy	36	5,235
Rawlins Academy (MLD)	Academy	71	4,264
The Beauchamp College	Academy	6	6,341 plus HI teachers supplied by STS
The Cedars Academy	Academy	15	2,751
The Cedars (SEMH Unit)	Academy	4	16,800
Wreake Valley (C&I Unit)	Academy	15	16,800
Thomas Estley (C&I Unit)	Academy	6	16,800
Hinckley Parks Primary (SEMH Unit)	Academy	8	16,800
Rawlins Academy (C&I Unit)	Academy	10	21,580
Wigston All Saints (C&I Unit)	Academy	12	17,563
Oasis The Retreat Specialist Pre-School	Pre-School	6	9,060
Wigston Menphys Early Years	Pre-School	21	9,444
Sketchley Menphys Early Years	Pre-School	24	7,010



## **Appendix B - High Needs Commissioned Places**

Beacon Early Years	Pre-School	5	10,105
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Further Education Provider / Alternative Provision	Category	Total High Needs Places 23/24	Average top up per place
SMB Group College	Further Education	67	1,988
Loughborough College	Further Education	86	1,367
Oakfield School	Maintained Alternative Provision - Pru	30	10,284

## **Appendix B - High Needs Commissioned Places**

Post 16 in mainstream	Category	Total High Needs Places 23/24	Average top up per place
Ashby School	Academy	3	8,625
The Beauchamp College	Academy	3	5,175
Bosworth Academy	Academy	3	4,799
Brookvale Groby Learning Campus	Academy	5	5,556
The Castle Rock School	Academy	2	3,474
De Lisle College	Academy	4	3,724
The Hinckley School	Academy	2	4,098
Lutterworth College	Academy	1	5,700
The Robert Smyth Academy	Academy	2	4,098
Melton Vale Sixth Form College	Academy	2	5,107
Wigston College	Academy	1	1,180
Countesthorpe Academy	Academy	1	4,198

## Appendix B - High Needs Commissioned Places

Special Independent Schools - Primary Need	Category	Total High Needs Places 23/24	Average cost of day placement
C&I	Independent	192	£60,928
SEMH	Independent	177	£57,881
Dyslexia	Independent	10	£20,851
VI	Independent	2	£62,809
HI	Independent	5	£37,033
Total / Average		<b>386</b>	<b>£58,193</b>
Independent Specialist Provision (16+)		152	£25,362

Special School top up rates incorporating outreach, fixed allowances, split site and satellites	Band 5	Band 6	Band 7	Band 7A	Band 8	Band 9	Band 10
Forest Way	£3,042	£4,917	£6,792	£8,666	£12,419	£16,169	£19,920
Dorothy Goodman	£3,097	£4,972	£6,847	£8,721	£12,474	£16,224	£19,975
Ashmount	£3,118	£4,993	£6,868	£8,742	£12,495	£16,245	£19,996
Birch Wood	£3,653	£5,528	£7,403	£9,277	£13,030	£16,780	£20,531
Maplewell	£2,934	£4,809	£6,684	£8,558	£12,311	£16,061	£19,812
Birkett House	£3,401	£5,276	£7,151	£9,025	£12,778	£16,528	£20,279

## New Provisions Under Development

Provision Type	Total High Needs Places Created	Estimated Opening Date	Average top up per place
Robert Smyth C&I Unit	15	Sep-23	16,800

**Appendix B - High Needs Commissioned Places**

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# Appendix C - CFS Revenue Budget 2023/24

Updated Budget 22/23		S/D/B *	Employees	Running Expenses	Internal Income	Gross Budget	External Income	Net Total 23/24
£			£	£	£	£	£	£
1,395,851	C&FS Directorate	B	1,315,305	80,546	0	1,395,851	0	1,395,851
<b>1,395,851</b>	<b>C&amp;FS Directorate</b>		<b>1,315,305</b>	<b>80,546</b>	<b>0</b>	<b>1,395,851</b>	<b>0</b>	<b>1,395,851</b>
2,527,289	C&FS Safeguarding	S	2,345,726	181,563	0	2,527,289	0	2,527,289
134,989	LSCB	S	322,764	335,199	-83,634	574,329	-439,340	134,989
<b>2,662,278</b>	<b>Safeguarding, Improvement &amp; QA</b>		<b>2,668,490</b>	<b>516,762</b>	<b>-83,634</b>	<b>3,101,618</b>	<b>-439,340</b>	<b>2,662,278</b>
1,639,139	Asylum Seekers	S	742,547	2,798,592	0	3,541,139	-2,117,000	1,424,139
3,977,179	C&FS Fostering & Adoption	S	3,692,321	305,041	0	3,997,362	-20,183	3,977,179
38,512,903	C&FS Operational Placements	S	0	42,776,903	0	42,776,903	-314,000	42,462,903
3,885,232	Children in Care Service	S	3,356,412	667,820	0	4,014,232	-129,000	3,885,232
1,470,487	C&FS Adoption	S	1,378,787	111,700	0	1,490,487	-20,000	1,470,487
592,869	Education of Children in Care	S	868,208	1,605,511	-346,020	2,127,699	-1,534,830	592,869
<b>50,077,809</b>	<b>Children in Care</b>		<b>10,038,275</b>	<b>48,255,567</b>	<b>-346,020</b>	<b>57,947,822</b>	<b>-4,135,013</b>	<b>53,812,809</b>
4,916,039	CPS North	S	6,938,579	322,460	0	7,261,039	0	7,261,039
4,587,196	CPS South	S	4,262,456	324,740	0	4,587,196	0	4,587,196
965,900	Childrens Management	S	580,120	215,248	-37,645	757,723	0	757,723
3,289,772	C&FS First Response	S	3,293,307	31,965	-500	3,324,772	-35,000	3,289,772
998,196	Child Sexual Exploitation Team	B	961,570	36,626	0	998,196	0	998,196
0	Social Care Legal Costs	S	0	0	0	0	0	0
<b>14,757,104</b>	<b>Field Social Work</b>		<b>16,036,033</b>	<b>931,039</b>	<b>-38,145</b>	<b>16,928,927</b>	<b>-35,000</b>	<b>16,893,927</b>
549,449	Practice Excellence	B	545,348	45,101	0	590,449	-41,000	549,449
<b>549,449</b>	<b>Practice Excellence</b>		<b>545,348</b>	<b>45,101</b>	<b>0</b>	<b>590,449</b>	<b>-41,000</b>	<b>549,449</b>
288,078	C&FS Community Safety	B	300,395	328,234	-286,917	341,712	-53,634	288,078
<b>288,078</b>	<b>Community Safety</b>		<b>300,395</b>	<b>328,234</b>	<b>-286,917</b>	<b>341,712</b>	<b>-53,634</b>	<b>288,078</b>
3,909,404	C&FS CFWS East	B	3,613,203	377,941	-105,281	3,885,863	0	3,885,863
4,488,581	C&FS CFWS West	B	4,353,606	447,121	-122,463	4,678,264	-275	4,677,989
3,429,941	C&FS CFWS Youth	B	4,209,080	875,948	-738,925	4,346,103	-1,050,253	3,295,850
429,804	C&FS CFWS Central	B	75,000	334,208	0	409,208	0	409,208
-3,506,525	C&FS Troubled Families Pooled Budget	B	909,932	-781,853	-866,994	-738,915	-1,610,613	-2,349,528
<b>8,751,205</b>	<b>C&amp;FS Children &amp; Families Wellbeing</b>		<b>13,160,821</b>	<b>1,253,365</b>	<b>-1,833,663</b>	<b>12,580,523</b>	<b>-2,661,141</b>	<b>9,919,382</b>
1,035,445	C&FS Education Sufficiency		1,405,324	27,104	-53,156	1,379,272	-295,274	1,083,998
<b>1,035,445</b>	<b>Education Sufficiency</b>		<b>1,405,324</b>	<b>27,104</b>	<b>-53,156</b>	<b>1,379,272</b>	<b>-295,274</b>	<b>1,083,998</b>
37,454,353	C&FS 0-5 Learning	S	2,575,079	38,092,050	0	40,667,129	-65,000	40,602,129
581,397	C&FS 5-19 Learning	B	833,920	419,458	-415,320	838,058	-294,704	543,354
3,634,283	Inclusion	S	1,483,054	2,943,240	-112,614	4,313,680	-270,913	4,042,767
1,611,538	Oakfield	S	0	1,658,395	0	1,658,395	0	1,658,395
0	Music Services	B	1,587,705	442,545	0	2,030,250	-2,030,250	0
<b>43,281,571</b>	<b>Education Quality &amp; inclusion</b>		<b>4,892,053</b>	<b>43,113,143</b>	<b>-527,934</b>	<b>47,477,262</b>	<b>-630,617</b>	<b>46,846,645</b>
94,271,636	C&FS SEN	S	2,126,588	109,287,346	-3,321,000	108,092,934	-252,849	107,840,085
2,423,668	C&FS Specialist Services to Vulnerable Grou	B	2,583,567	259,117	-247,844	2,594,840	-171,172	2,423,668
1,214,538	C&FS Psychology Service	B	1,584,888	73,150	-203,302	1,454,736	-264,500	1,190,236
4,089,346	C&FS Disabled Children	S	979,997	3,009,349	0	3,989,346	0	3,989,346
780,408	HNB Development Programme	D	161,890	1,084,082	0	1,245,972	0	1,245,972
-8,882,057	DSG Reserve income	N/A	0	-2,888,857	-10,443,807	-13,332,664	0	-13,332,664
<b>93,897,539</b>	<b>SEND &amp; Children with Disabilities</b>		<b>7,436,930</b>	<b>110,824,187</b>	<b>-14,215,953</b>	<b>104,045,164</b>	<b>-688,521</b>	<b>103,356,643</b>
6,497,457	C&FS Business Support	B	6,057,013	821,475	-381,031	6,497,457	0	6,497,457
2,285,220	Central Charges	B	0	2,285,220	0	2,285,220	0	2,285,220
-229,723	C&FS Finance	B	-793,932	-464,509	0	-1,258,440	0	-1,258,440
1,489,900	C&FS Human Resources	S	1,399,900	0	0	1,399,900	-50,000	1,349,900
833,668	C&FS Commissioning & Planning	B	891,856	7,500	-65,688	833,668	0	833,668
102,366	C&FS Sub Transformation	S	60,245	492,121	0	552,366	0	552,366
<b>10,978,887</b>	<b>Business Support &amp; Commissioning</b>		<b>7,615,082</b>	<b>3,141,808</b>	<b>-446,719</b>	<b>10,310,170</b>	<b>-50,000</b>	<b>10,260,170</b>
0	C&FS Miscellaneous		0	0	0	0	0	0
-134,820,681	C&FS Dedicated Schools Grant	S	0	-12,318,190	-400,555	-12,718,745	-135,309,331	-148,028,076
472,280,904	Delegated School Budgets	S	0	505,671,837	0	505,671,837	-10,306,632	495,365,205
-470,742,935	Delegated Dedicated Schools Grant	S	0	0	0	0	-493,633,856	-493,633,856
0	Dedicated Schools Grant Recoupment	S	0	-400,858,477	0	-400,858,477	400,858,477	0
<b>-133,282,712</b>	<b>C&amp;FS Other</b>		<b>0</b>	<b>92,495,170</b>	<b>-400,555</b>	<b>92,094,615</b>	<b>-238,391,342</b>	<b>-146,296,727</b>
<b>94,392,504</b>	<b>Total</b>		<b>65,414,057</b>	<b>301,012,024</b>	<b>-18,232,696</b>	<b>348,193,385</b>	<b>-247,420,882</b>	<b>100,772,504</b>

\* S/D/B : indicates that the service is Statutory, Discretionary or a combination of both

Schools	Early Years	High Needs	Dedicated Schools Grant	LA Block
17,177	41,369	142,940	201,485	1,194,366
<b>17,177</b>	<b>41,369</b>	<b>142,940</b>	<b>201,485</b>	<b>1,194,366</b>
0	0	0	0	2,527,289
0	0	0	0	134,989
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,662,278</b>
0	0	0	0	1,424,139
0	0	0	0	3,977,179
0	0	0	0	42,462,903
0	0	0	0	3,885,232
0	0	0	0	1,470,487
0	0	0	0	592,869
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53,812,809</b>
0	0	0	0	7,261,039
0	0	0	0	4,587,196
0	0	0	0	757,723
0	0	0	0	3,289,772
0	0	0	0	998,196
0	0	0	0	0
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16,893,927</b>
0	0	0	0	549,449
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>549,449</b>
0	0	0	0	288,078
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>288,078</b>
0	0	0	0	3,885,863
0	0	0	0	4,677,989
0	0	0	0	3,295,850
0	0	0	0	409,208
0	0	0	0	-2,349,528
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,919,382</b>
428,185	0	0	428,185	655,813
<b>428,185</b>	<b>0</b>	<b>0</b>	<b>428,185</b>	<b>655,813</b>
0	38,758,562	1,490,005	40,248,567	353,562
363,214	0	0	363,214	180,140
0	0	2,906,708	2,906,708	1,136,059
0	0	1,424,995	1,424,995	233,400
0	0	0	0	0
<b>363,214</b>	<b>38,758,562</b>	<b>5,821,708</b>	<b>44,943,483</b>	<b>1,903,162</b>
0	0	106,353,486	106,353,486	1,486,599
0	0	2,423,668	2,423,668	0
0	0	0	0	1,190,236
0	0	0	0	3,989,346
0	0	1,245,972	1,245,972	0
0	0	-13,332,663	-13,332,663	-1
<b>0</b>	<b>0</b>	<b>96,690,463</b>	<b>96,690,463</b>	<b>6,666,180</b>
8,570	272,404	187,236	468,210	6,029,247
1,434,683	210,848	639,689	2,285,220	0
604,781	0	0	604,781	-1,863,221
674,900	0	0	674,900	675,000
0	0	0	0	833,668
0	0	0	0	552,366
<b>2,722,934</b>	<b>483,252</b>	<b>826,925</b>	<b>4,033,111</b>	<b>6,227,060</b>
0	0	0	0	0
-3,835,279	-39,283,182	-104,909,615	-148,028,076	0
493,937,625	0	1,427,580	495,365,205	0
-493,633,856	0	0	-493,633,856	0
0	0	0	0	0
<b>-3,531,510</b>	<b>-39,283,182</b>	<b>-103,482,035</b>	<b>-146,296,727</b>	<b>0</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100,772,504</b>

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