



Wirral Schools Forum

Date:	Wednesday, 29 September 2010
Time:	6.00 pm
Venue:	Committee Room 1 - Wallasey Town Hall

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AGENDA

1. APOLOGIES
2. MINUTES OF THE PREVIOUS MEETING (Pages 1 - 6)
3. MATTERS ARISING
4. DSG RESERVE AND FINAL GRANT ALLOCATION 2010/11 (Pages 7 - 8)
5. IMPLEMENTATION OF JOB EVALUATION AND HARMONISATION FOR SCHOOL SUPPORT STAFF (Pages 9 - 10)
6. UPDATE ON THE REVIEW OF SERVICE LEVEL AGREEMENTS WITH SCHOOLS (Pages 11 - 12)
7. CONSULTATION ON THE FUTURE OF GILBROOK OUTREACH SERVICE AND BEHAVIOUR SUPPORT FOR PRIMARY SCHOOLS (Pages 13 - 16)
8. UPDATE FROM THE DEPRIVATION WORKING PARTY (Pages 17 - 18)
9. DFE SCHOOL FUNDING CONSULTATION 2011/12 (Pages 19 - 24)
10. PLAYING FOR SUCCESS (Pages 25 - 28)
11. EARLY YEARS SINGLE FUNDING FORMULA UPDATE (Pages 29 - 30)

- 12. CONSULTATION OF PROPOSED CHANGES TO LMS FUNDING FORMULA TO SCHOOLS (Pages 31 - 32)**
- 13. CONSULTATION ON SCHOOL FINANCE REGULATIONS 2011 (Pages 33 - 44)**
- 14. ANY OTHER BUSINESS**
- 15. DATE OF NEXT MEETING**

WIRRAL SCHOOLS FORUM

Wednesday 23 June 2010

Present:

R. Longster (Chair)

Schools Group

S. Dainty

I. Davies-Foo

K. Frost

I. Cubbin

M. Kophamel

G. Zsapka

J. Weise

B. Renshaw

Non-Schools Group

P. Hogan

J. Kenny

D. McDonald

N. Reilly

M. Potter

In Attendance:

Councillor S. Clarke

D. Armstrong

P. Edmondson

C. Warburton

S. Ashley

H. Cooper

A. Roberts

M. Parkinson

L. Parnell

Also in Attendance for Item 4

Mr. Tony Dodd, Energy Manager, Wirral Borough Council.

Apologies:

C. Penn

P. Sheridan

E. Cogan

S. Wall

Cllr. P. Hayes

P. Dixon

M. Mitchell

B. Cummings

A. Baird

1. **APOLOGIES.**

Apologies were received as indicated above.

2. **MINUTES OF THE MEETING HELD ON 24 JUNE 2009.**

The Minutes were accepted as a true record of the meeting.

3. **MATTERS ARISING.**

There were no matters arising which were not featured on the agenda.

4. **FITTING ENERGY METERS.**

It is recommended that Automatic Meter Readers (AMRs) are installed in all schools and that the cost of installation and maintenance be met from the Schools Budget Reserve created for this purpose.

Mr. Dodd reminded members that the Carbon Reduction Commitment Energy Efficiency Scheme came into force on 1st April 2010. As part of its statutory duty, the Council is responsible for administering the scheme on

behalf of Wirral schools. Organisations must register and start compiling emissions data for the “footprint” year 2010/2011. The results must be reported by the end of July or the council will be fined £5000 plus £500 for every day overdue. The Council then buys allowances from central Government equivalent to their anticipated CO₂ emissions for the year ahead.

Mr. Dodd explained what schools needed to know and what schools needed to do. Whilst the Council is legally and financially responsible, schools must supply data and help cut energy usage. Whilst the Council should assist schools and share the financial benefits or penalties accordingly, it is in everybody's interests to make the scheme work.

There were a number of benefits of an AMR system but there were financial implications. AMR costs are site specific and some schools will have more than others. The expected annual costs have been calculated and costs after the first five year contract are expected to reduce as the infrastructure will have been paid for. The reserve was created to cover the estimated costs of installing and maintaining AMRs. The capital purchase option was significantly less than the lease option.

Resolved: That the Schools Forum agree to the use of the AMR Reserve as described in order to assist the implementation of the Carbon Reduction Commitment.

5. **SCHOOLS BUDGET OUTTURN 2009/10.**

Andrew Roberts advised that the report was for information and noting. It outlined the year–end position for the 2009-10 budget although the accounts were provisional and subject to audit. The Forum are asked to note the report and the DSG carry forward of £386,303.

The significant variations were described briefly and a number of issues and concerns were raised. The Harmonisation programme in schools was one of the matters raised. The Director commented that there were a number of issues involved and that a report would be brought back to the Forum.

Resolved: That the Schools Forum note the report.

6. **SCHOOL BALANCES AS AT 31ST MARCH 2010.**

The report was for information only and advises the Forum of the school balances as at 31st March 2010.

Mrs. Ashley advised that balances had been reduced from £9.2m to £8.4m which represents a year on year reduction of £0.8m (8%). Mrs. Ashley explained that the total balances included Standards Fund carry forwards, which can be spent up to the following August. The Standards Fund carry forward reduced from £3.3m to £3.0m as at 31st March 2010.

There were a number of schools who were in deficit as at 31st March 2010. The average secondary school deficit has increased from £141,000 to £246,000. Some schools with deficit balances in March 2010 have set

balanced budgets for the 2010-2011 financial year. There are 14 schools that have or are seeking a licensed deficit in the current financial year compared with 10 last year.

Mrs. Ashley reported that 5 schools had an excess balance above the 5 or 8%, after standards and cluster funds have been deducted. Excess balance deductions made up to 31st March 2009 are £136, 499. A decision on how this will be re-allocated will be taken at the end of the funding period.

Resolved: (i) That the Forum notes the report.
(ii) That the Forum agree that the levy increases to 8% for excess balances at 31st March 2011.

7. **DEDICATED SCHOOLS GRANT RESERVE AND FINAL 2010-2011 GRANT NOTIFICATION.**

Mr. Roberts indicated that the DSG reserve balance of £834,051 referred to in the report included the probable adjustment by the DfE for 2010-2011 in respect of pupil numbers. The DSG for 2010-2011 is calculated from January 2010 PLASC and Early Years Census data. The Schools Budget was set using an expected level of DSG of £193,995,400. The Census data for Wirral has increased the pupil count for DSG by 11 which will result in £49,100.

As part of the decisions taken for the current funding period, the Forum had previously agreed to carry forward any grant balances either from the final grant settlement or year end accounts until the end of the funding period in 2010-2011.

Resolved: That the DSG Reserve balance is noted.

8. **BUDGET UPDATE.**

The report describes the changes to funding within the Schools Budget following the announcement made by the DfE at the beginning of June. Central Government's plans to tackle the national deficit were announced in May. Part of these measures included reductions to Local Authority grant allocations in 2010-2011, specifically reductions in overall DfE Area Based Grants. The announcement from the Secretary of State protected frontline spending on schools, Children's Centres and 16-19 provision in the current year. Literacy, numeracy and one to one tuition initiatives will continue as does the commitment to extending early Years entitlement for 3 and 4 year olds to 15 hours per week.

Mr. Cooper reported that there was an overall reduction in DfE Area Based Grants paid to Local Authorities. For Wirral's Children's Services, ABGs will reduce from £11m to £8.4m, a reduction of £2.643m in the current year. Nationally, the changes account for less than half of the DfE's expected in year savings and a number of other changes had been announced.

School budgets, Sixth Form funding and Standards Funds for 2010-2011 are unaffected. Further details are needed with regard to Extended Schools capital spending.

The reductions in Children and Young People Area Based Grants are significant and affect a wide ranging programme of work and they may also have some impact on the centrally managed Schools Budget. ABGs in respect of SEN and admissions may need to be reduced to meet savings targets. The Council is currently considering the potential impact of these in year reductions and will be considering options as to how they can be managed.

With regard to 2011-2012, few details have been announced. The Chancellor announces his Emergency Budget on 22nd June. This is the first budget of the new Government and it is anticipated that this will contain forecasts for the economy and public finances. The distribution and levels of grants for the Schools Budget will be considered as part of the Autumn Spending Review. The Spending Review report will be preceded by a period of consultation.

Mr. Armstrong also indicated that there would be a cut to Schools Capital. The current situation is manageable provided there were no further cuts during the current financial year.

Resolved: That the report be noted.

9. **DEDICATED SCHOOLS GRANT (DSG) CONSULTATION.**

Mr. Roberts reported that, in March 2010, the DFE issued a consultation document on proposed changes to the distribution of school funding through the Dedicated Schools Grant. The consultation paper asked authorities a number of questions and had a response date of 7th June. A special meeting of a group of the Forum members considered the questions and agreed the responses.

Whilst the paper is predominantly about national changes, the outcome will have implications for the local scheme. Schools will be consulted on any proposed formula changes in the Autumn Term. The outcome will be the subject of a further report.

The view of the Forum Group was that specific grants were a better way of targeting grants and not knowing the implications of change, it is preferable to keep the existing grant structure.

Resolved: That the Forum note the response to the consultation paper.

10. **DEPRIVATION FUNDING CONSULTATION GROUP.**

Mr. Roberts reported that nominations were being sought for a working group that will examine and review deprivation funding and contribute to the review of the Schools Funding Formula for the 2011-12 budget cycle.

Five Headteachers had already volunteered to join the group. Further nominations were invited.

Mr. Mike Potter put his name forward and this was accepted.

- Resolved:** (i) That the report be noted.
(ii) That the nomination of Mr. Potter be accepted.

11. **REVIEW OF SERVICE LEVEL AGREEMENTS – UPDATE.**

The report seeks to update the Schools' Forum on the progress to date of the review of traded services offered to schools by Wirral Council. These services are all up for renewal on 1st April 2011 the agreement period having been extended for a number of services by one year.

Currently, fifteen services are offered and procured through this mechanism. All SLAs, with the exception of Technical Support Services are for a period of three years and are due for renewal on 1st April 2011. A panel of Primary Headteacher representatives from the five Primary Cluster Groups in operation in Wirral together with representation from Voluntary Aided schools and Governors was convened to act as a conduit between schools and Authority service providers. The Panel has considered outline proposals from a number of services. The remaining services will be considered by the end of the summer term.

Mr. Dainty reported that the feedback has been very fruitful and positive.

Resolved: That the Schools Forum note the report.

12. **EARLY YEARS SINGLE FUNDING FORMULA REVIEW – UPDATE.**

Over the previous eighteen months, a working group from the Schools Forum had met to consider how a single formula for Early Years should be designed, taking into account guidance from the DfE and models operated by the pilot authorities. Mr. Roberts advised that the report updates the Forum on the work of the Early Years Working Group and recent information from the DfE. The implementation of the Early Years Single Formula Funding had been delayed one year to April 2011.

The Working Group had considered the work to be undertaken around Nursery Schools and the roll out of extension and flexibility. The Nursery Schools were critical of the formula proposals. They argued that the formula did not sufficiently recognise the costs or the quality of provision. They saw the Formula as being detrimental to their future and that the budget reductions could not be managed. Discussions with Nursery Schools since then have looked at a number of areas.

The Secretary of State has confirmed his commitment to proceed with the increase in early years entitlement for three and four year olds to fifteen hours from September 2010.

Resolved: That the Schools' Forum note the report and the progress made to implement a single funding formula for Early Years.

13. **SCHOOLS FORUM MEMBERSHIP.**

The Report advises of the increases in membership to the Schools' Forum to take account of the Schools Forum (England) Regulations 2010 and notes a number of changes in membership.

The Academy Representative will be appointed shortly by the Governing Body of the Birkenhead Academy and this will be for one year. Mrs. Mary Mitchell from the Leasowe Early Years and Adult Centre has been appointed as the Nursery School representative for a period of four years. The decision to agree that the Chair of the Wirral Governors' Forum should join this Forum had been deferred from the previous meeting.

Resolved: (i) That it be agreed for the Chair of Wirral Governors' Forum to be a member of the Wirral Schools' Forum.

(ii) That the changes to the membership of the Wirral Schools' Forum be noted.

14. **DATE OF NEXT MEETING.**

Confirmed that the next two meetings take place on 29th September and 8th December 2010.

15. **ANY OTHER URGENT BUSINESS ACCEPTED BY THE CHAIR.**

Academy Update

Mr. Cooper brought members up to date with the situation regarding Academies. He reminded members that one Academy already existed at Birkenhead High School and that the University of Birkenhead Academy was well advanced in the planning stage. It was expected that this would be agreed by the Secretary of State during the Autumn Term and operate from January 2011 and be established using the current premises of Park High and Rock Ferry High schools.

Mr. Cooper also commented about the new Academies Bill currently going through Parliament and that it was expected to become a statute in August. The Act would allow all schools to apply for academy status but those schools who received an "Outstanding" category at their last Ofsted Inspection would be eligible to fast track. A number of primary, secondary and special schools in Wirral had achieved this category but it was noted that special schools were not eligible to apply at present. A number of schools were likely to express interest but it is thought that no school would wish to apply from September this year.

Any school changing status would see major changes to their budgets. Schools that become Academies would take their share of a number of mutual budgets held by the Local Authority. There would be a number of issues to resolve and, if there were large numbers of schools changing status, it may be that the Forum would need to meet and consider the implications. There could also be serious knock on effects for services to schools which are not under the direct control of CYPD such as those provided by the Technical Services Department.

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM – 29TH SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

DEDICATED SCHOOLS GRANT RESERVE AND FINAL 2010-11 GRANT NOTIFICATION

EXECUTIVE SUMMARY

The final DSG grant for 2010-11 announced on 1st July was £194,032,000 an increase compared to the amount budgeted of £36,600.

1.0 Background

- 1.1 As part of the decisions taken for the current funding period, the Forum has agreed to carry forward any grant balances either from the final grant settlement or year end accounts until the end of the funding period in 2010-11.
- 1.2 The DSG for 2010-11 is calculated from January 2010 PLASC and Early Years Census data. This information can not be finalised before the budget process has been completed.
- 1.3 The Schools Budget was set using an expected level of DSG of £193,995,400. This represented estimated pupil numbers (including Early Years) of 45,448. The pupil data has now been agreed nationally for all authorities allowing the DCSF to set final DSG allocations.

2.0 DSG 2010-11

- 2.1 The Forum noted the estimated balance in June based on 11 more pupils and additional grant of £49,100. The final census data for Wirral has increased the pupil count used for DSG by from 45,448 (budget) to 45,456. An increase of 8 pupils will result in £36,600 more grant.

3.0 DSG Reserve

The movement in the reserve balance can be summarised as follows:

	£
DSG balance brought forward 1.4.2009	418,848
Final DSG adjustment for 2009-10 (5 fewer pupils)	(20,200)
Central Schools Budget underspend in 2009-10	386,303
	784,951
Final DSG adjustment for 2010-11 (8 additional pupils)	36,600
Current DSG balance	821,551

4.0 Use of DSG Reserve

Gilbrook Outreach	£65,000 (20 th January 2010)
School Pay Harmonisation	£756,551 (elsewhere on current agenda)

RECOMMENDATION

That the DSG reserve balance and future use is noted.

Howard Cooper
Director of Children's Services

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WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 29th September 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

IMPLEMENTATION OF JOB EVALUATION AND HARMONISATION OF CONDITIONS OF SERVICE (SECOND STAGE) ACROSS SCHOOLS' SUPPORT STAFF

EXECUTIVE SUMMARY

The purpose of this report is to outline proposals for the implementation of the Council's policy on Job Evaluation and Harmonisation of Conditions of Service across Schools' Support Staff.

BACKGROUND

The Council has implemented a Job Evaluation Scheme for all staff up to Spinal Column Point 34 and harmonised working conditions across all centrally employed staff. The second phase of this programme was to implement similar with regard to job evaluation and harmonisation of working conditions for all school support staff. The job evaluation exercise for centrally employed staff was backdated to April 2007 and harmonised working conditions to August 2008.

Of the schools in Wirral there are Community schools where the Council is the employer of "last resort" and Voluntary Aided schools and Foundation Schools where the Governors are the employer. Community schools employ 2,250 support staff and Voluntary Aided and Foundation Schools employ 1,122.

Whilst Harmonisation and Job Evaluation have not yet taken place in Community schools the Council remains open to Equal Pay claims from these members of the support staff. Foundation and Voluntary Aided Schools, by virtue of the Governing Body being the employer, are less liable to such claims as there are fewer opportunities for staff to find a comparator within their own school to lodge an Equal Pay Claim.

PROPOSALS

It is proposed that the job evaluation scheme up to SCP 34 and harmonisation for all school staff be recommended to Governors for implementation in all community schools and a similar exercise be advised to the Governing Body of all Voluntary Aided and Foundation Schools. The implementation of such an exercise is legally within the remit of the Governing Body of Community Schools and it is intended to inform all schools that failure to implement this could result in further claims against the Council, which could lead to the costs of any such claims being set against the School's delegated budget.

The proposals in detail are as follows:

a) All employees currently on a 35 hour week to increase to 36 hours, with effect from 01/09/2011.

b) All employees currently on a 37 hour week to reduce to a 36 hour week with effect from 01/09/2010. Payment for the difference in hourly rate backdated to 01/08/2008.

c) Annual Leave entitlements to increase to 27 days for staff with less than 5 years service and 32 days for staff with more than 5 years service, plus 8 Bank Holidays for all staff, pro rata for part-time employees with effect from 01/09/2010. Annual leave entitlement backdated to 01/08/2008, to be taken as time off over a two year leave period for full time employees included in the back dated calculation for part-time employees. (TA's will have a reduction to the additional 15 days requirement and will only work 5 additional days per year over two leave years).

d) Teaching Assistants to remain on their current pay framework. Arrangements to reduce the working requirement outside term time from 15 days to 10 days per annum with effect from 01/09/2010 in order to take account of the additional Annual Leave.

e) All support staff in schools, apart from Teaching Assistants, under spinal column point 34, e.g. Caretakers, Cleaners, Supervisory Assistants etc will be assimilated onto the Authority's new grading structure with effect from 01/04/2007. Arrears will be backdated to 01/04/2007.

f) Staff working less than 52 weeks per annum to be issued with working time contracts; e.g. working weeks + pro rata annual leave and Bank Holiday entitlements, equalised over 12 monthly salary payments

g) All employees will be issued with a new Statement of Particulars

h) All employees will move to monthly pay with immediate effect from an agreement.

These proposals have been discussed in detail with the relevant trade unions who represent School Support Staff. The outline but not the cost of these proposals has also been discussed with Headteachers with the exception of the variation that backdated holiday pay is taken in time rather than as paid salary. The cost of back pay for staff under the above proposals has been calculated as an additional £2.0M. The additional cost of pay from 1st September 2010 to 31st March 2011 is £0.6M giving a total cost in year of £2.6M. (Without the leave proposals set out in c) above relating to time to be taken off, the total cost would be £3.8M).

FUNDING IMPLICATIONS

The cost of funding these proposals across all schools to 31st March 2011 will be in the region of £2.6M. It was previously agreed by Cabinet that these costs would not be met by Council funds, but would come from within the DSG and any such monies also allocated by the Schools Forum. The sum of £300K was agreed by Schools Forum in 2007-08 to fund this proposal and has been set aside for this purpose. It is anticipated that the remainder of the proposal will be funded through the DSG Reserve and in year under spends as follows:

	£000
Harmonisation reserve (3 years)	900
DSG reserve	742
School Contingency under spend 2010-11	958
Total	2600

RECOMMENDATIONS

1. That Schools Forum note this Report
2. That Schools Forum agree to using the DSG reserve in year for this purpose

Howard Cooper
Director of Children's Services

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 29th September 2010

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

Update on Review of Service Level Agreements with Schools

EXECUTIVE SUMMARY

This report seeks to update Schools Forum on the further progress to date of the review of traded services offered to schools by Wirral Council. These services are all due for renewal on the 1st April 2011, having extended the agreement period for a number of services by one year.

BACKGROUND

A panel of Primary Headteacher representatives from the five Primary Cluster groups in operation in Wirral together with representation from voluntary aided schools and governors was convened to act as a conduit between schools and Authority service providers in order to consult on the renewal of Service Level Agreements. The panel meets on a half termly basis and is chaired by a Primary School Headteacher. All service providers have presented proposals for the new Service Level Agreements and this information has been shared with all Primary Schools.

The services involved are:

- Facilities Management
- Risk Assessment & Insurance
- Grounds Maintenance
- Wirral Community Patrol
- Metro Catering
- Metro Caretaking & Cleaning
- Cash to Bank
- Human Resources
- Financial Support
- Employee Administration
- Payroll & Pensions
- Technical Support Services (TSS)
- School Library Service.

CURRENT POSITION

It has been agreed that Service Level Agreements defining the service and charges will be circulated to schools in week commencing the 1st November 2010.

Schools will be asked to make decisions on which services they wish to procure, and at what level where there are options available, by January 2011. This will enable service providers to make the appropriate arrangements for service delivery and consider the implications for service if the number of schools choosing not to purchase impacts significantly on service costs.

A report to Cabinet in September by the Head of Corporate Human Resources and Organisational Development outlined the benefits of providing a centralised HR & OD service to the Council. It suggested there should be a three staged approach over six months to coordinate the move to centralisation in terms of departmental personnel and budgets involved and the type of service delivery in the future. In recognition of the Service Level Agreement for HR and the need to consult with schools the report stated that the position of schools would be assessed in Phase Three which is April 2011. A large number of schools wrote to the Leader of the Council to express their concern at the possible implications a centralised HR service may have on schools ability to deliver on the Standards Agenda if the direct link to Children & Young People's Department, with the service memory and knowledge of schools, was not retained. The organisational structure and service delivery for the newly formed Corporate HR & OD has yet to be defined.

In a further report to Cabinet a decision has been made to outsource the Grounds Maintenance service alongside a number of other services currently delivered through what was formerly known as the Regeneration Department to a single provider. This process anticipates a contract will commence in 2012. A Project Manager will be appointed to oversee the process and consult with users of the services involved. A number of schools currently purchase a Grounds Maintenance service.

RECOMMENDATIONS

1. That Schools Forum note this report.

Howard Cooper
Director of Children's Services

Report for the Schools Forum

Proposed Consultation on the Future of Gilbrook Outreach Service and Behaviour Support for Primary Schools

Introduction

1. In January 2010 the Schools Forum considered a report from a working party which had been established to review the funding of Gilbrook Outreach Service. The report highlighted problems concerning the long-term funding of the service and its viability.
2. The Gilbrook Outreach Service has a staffing establishment of 1.8 teachers and 2 teaching assistants. The total cost of running the service is £150,000. The service operates through service level agreements and currently 38 schools participate. The income which is generated from schools purchasing support is approximately £85,000 in 2010-11, clearly there is a shortfall. In the past the service was subsidised through the residual Behaviour Improvement Project grant, this was no longer be possible from 2010.
3. In January 2010 The Schools Forum agreed that the shortfall in funding of the service be found from the contingency fund for 2010-11. This was seen as a temporary measure as the Forum also asked that the long term future of the service be the subject of further consultation. The purpose of this paper is to provide the opportunity for further consultation.
4. Gilbrook Outreach Service has played in important part in supporting primary schools in dealing with pupils who present behaviour problems. All of the schools who purchase support value the service they receive.

The outreach service offers support in a number of ways, some examples are provided below but these are not exclusive.

1. Specialist advice on the presenting behaviour of individual pupils and the provision of a support plan.
2. Advice at TAC meetings.
3. Provision of anger management, circle of friends strategies.
4. In-service training for all staff teachers, teaching assistants and mid-day supervisors.
5. Contributing to the development of schools behaviour policies.

Although only approximately half of schools have seen the need to purchase support through service level agreements other schools would benefit from the service. Although a school may not routinely experience problems concerning behaviour, difficult individual cases can arise in any school.

5. As evidence of the important role Gilbrook Service plays, we can cite the reduction in primary permanent placement exclusions from 8 in 2008-09 to 2 in 2009/10. The availability of funding from standards fund to support pupils at risk of permanent exclusion and the excellent provision at the Key Stage 1 bases at Riverside Primary and St. Michael's RC School have also been very important. The exclusion base at Gilbrook School for pupils who are subject to fixed term exclusions, has been an important facility in helping headteachers manage some very difficult cases.
6. The provision of the support and specialist advice from Gilbrook Outreach has assisted many headteachers in the management of pupil behaviour. We have also been able to assist headteachers by providing temporary support for individual pupils at risk of permanent exclusion funded currently through standards fund.
7. The Schools Forum working group considered various funding methods for the service but it is fair to say concluded that the most sensible way forward would be to consider funding the service centrally from the DSG. The working party considered the option of raising the charges to the level needed to cover all costs however this would double the charges to individual schools, and would make the service too expensive. More importantly it is clear that all schools would benefit from having access to the specialist knowledge available at some time, although clearly the frequency varies from school to school.
8. A review of the future of the Gilbrook Outreach Service inevitably raises issues concerning the Authority's arrangements for providing general support and advice on 'behaviour issues' in the primary sector. Whilst support has been available from a number of different services and individuals in the past, the support needs to be more systematic and better coordinated. Unlike many Authorities there has never been a Behaviour Support Service and although the Behaviour Improvement Programme (BIP) was successful the funding was temporary. In considering proposals for the future funding of Gilbrook outreach we have also considered those elements of behaviour support which all schools need access to. This paper outlines a plan to offer behaviour support to all primary schools from a coordinated team of professionals. The proposal can only be successful if the Gilbrook outreach service is secured as an important component of the Authority's arrangements for behaviour support. We have briefly described below what support would be available to schools if the service were centrally funded.
9. All primary schools would have access to the services described briefly below although they may not need all at the same time. These services would be provided by combining the expertise of the staff who currently provide support through Gilbrook outreach with those of other colleagues in the service, e.g. educational psychologists, admissions and exclusions officer and behaviour support coordinator. Through support, advice and consultation they could provide:

- a. Access to a team of professionals who would receive and respond to requests for support from individual schools. In the main these would be pupils who are the subject of an Individual Behaviour Plan (IBP), at school action plus and for whom the school has exhausted strategies. The response would need to be prompt and specialist advice would be made available either from Gilbrook staff, an Educational Psychologist, or other officers depending on the referral. In some cases it will be appropriate to refer pupils to the bases at Riverside School and St. Michael and All Angels.
- b. Advice and guidance on writing a school behaviour policy and its implementation, monitoring and review.
- c. Access to a coordinated multi-agency inset programme on issues of behaviour management for teaching and non-teaching staff.
- d. Currently the outreach service is able to provide temporary individual support for pupils through deploying trained T.A.'s. This support is limited to 2 Teaching Assistants. Whilst the Authority has been able to assist schools with funding to appoint teaching assistants in a small number of cases by using standards fund this resource will no longer be available from 2011. (This has been made available only where there is clear evidence that the pupil is at risk of permanent exclusion). The Schools Forum has already set aside a sum of £45,000 to provide assistance for schools receiving pupils who had been permanently excluded. In view of the reduced number of such pupils it is suggested that this sum be combined with the non-teaching support available through the Gilbrook Service to be deployed by the team referred to in (a).
- e. Advice on the CAF and attendance at TAC meetings when appropriate, combined with advice on drawing up IBP's and provision mapping with a framework of graduated response, facilitating links to area teams.
- f. Not all pupils presenting behaviour problems have special educational needs but some may have disabilities such as ADHD. The 'team' would be able to ensure that advice and support was made available to school particularly where disability and exclusion issues were closely related.
- g. Provision of specific intervention at school level e.g. anger management, restorative justice.
- h. In-service training on restorative justice and exclusion procedures, and other relevant behavioural issues. A programme will be devised in consultation with headteachers.
- i. Providing training and advice to schools to enhance the social and emotional aspects of learning and facilitating strong links with parents.
- j. Access to the Key Stage 1 bases for pupils with emotional and behavioural difficulties through referrals in 3 and continued access to the exclusion unit at Gilbrook School.

The Proposal

If the Schools Forum were to agree to centrally fund the outreach service for Gilbrook School it would enable the Authority to provide more effective support for schools. It is proposed that all primary schools are consulted on the following proposals.

- (1) That the Schools Forum should agree that £150,000 from the Direct Schools Grant should be used to fund the current Gilbrook Outreach Service from April 2011.
- (2) That the £45,000 currently set aside for permanently excluded pupils money to new schools should also be used to assist schools supporting pupils at risk of permanent exclusion.

The results of the consultation will be reported to the next meeting of the Schools Forum.

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM – 29th SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

DEPRIVATION FUNDING CONSULTATION GROUP

EXECUTIVE SUMMARY

This report updates the Schools Forum on the outcome of the first meeting of the working group that is examining and reviewing deprivation funding and the impact on school performance. This work will contribute to the review of the Schools Funding Formula.

1. Working Group

1.1 The July meeting of the School Forum agreed that the following head teachers would be part of the working group:

Glenys Robinson	-	West Kirby Grammar
Tony Quinn	-	St John Plessington
Harry Kennedy	-	Black Horse Hill Junior
Mary Walker	-	Portland Primary
Steve Dainty	-	St Joseph's Birkenhead

1.2 The group met on 8th July 2010. The group discussed:

- The background to the deprivation funding
- The terms of reference for the group

1.3 The group noted that the first year that the deprivation funding had been part of the formula was from April 2008. However, given the timing of SATs and GCSE examinations, that funding would have had very limited impact upon schools' performance in 2008. Therefore the results in 2009 would have been the first year when one might expect to have seen impact from the deprivation funding.

1.4 The group was presented with a range of data about the performance of schools, shared on a confidential basis. The analysis focused on the key indicators for KS2 and KS4, namely:

- L4+ in English and Maths at KS2
- Two levels progress in English and Maths at KS2
- 5+ A*-C GCSE grades or equivalent at KS4

1.5 Data for 2008 and 2009 was presented in order to see if there were any emerging trends. Both raw results and also Contextual Value Added scores were presented. The data focused on the FSM to non-FSM gap as this is the one that is currently a National Indicator.

1.6 Data was presented ranked in order of the level of deprivation funding received. In this way the group could look at the impact not only in those schools who received the greatest amount of deprivation funding but also the impact in those schools who received the least.

2. Initial Observations

- 2.1 The group made some initial observations from the data presented.
- 2.2 Analysis should focus on Contextual Value Added data.
- 2.3 Account should always be taken, in primary schools, of cohort size and that in some instances one child can impact significantly upon overall performance in the school.
- 2.4 We need to repeat the analysis for 2010 in order to establish patterns and trends.
- 2.5 There were considerable variations in-school and between similar schools. In particular, some schools had made significantly more progress in narrowing the FSM to non-FSM gap than others and this applied both to schools in receipt of larger amounts of deprivation funding as well as schools in receipt of lesser amounts.
- 2.6 In some schools there had been clear improvements in both children with FSM and those with not. This raised the issue about how children with FSM can be helped to make even greater progress than their peers

3. Next Steps

- 3.1 The group identified a number of next steps to be reported to the autumn term meetings.
- 3.2 The LA should undertake as soon as pupil-level data is available, the analysis of FSM to non-FSM performance for all schools using CVA for 2010 and present this against 2008 and 2009 data in order to consider patterns and trends.
- 3.3 Primary and secondary SIPs should include as part of their autumn term monitoring visits a specific question to schools about the FSM to non-FSM gap and how the deprivation funding has had an impact.
- 3.4 Case studies should be drawn up through in-depth discussions with a small number of schools who had demonstrated a reduction in the FSM to non-FSM gap in order to establish what actions they had taken in order to share good practice. Similarly, some equally in-depth discussions should take place with a small number of schools who had not demonstrated a reduction in the FSM to non-FSM gap in order to determine if there had been particular barriers to making progress.

RECOMMENDATION

That

- (1) The Schools Forum notes the report and endorses the future work outlined above.

Howard Cooper
Director of Children's Services

WIRRAL COUNCIL

DELEGATED DECISION OF CABINET MEMBER 1ST OCTOBER 2010

SCHOOLS FORUM 29TH SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

DFE CONSULTATION ON SCHOOL FUNDING 2011-2012

EXECUTIVE SUMMARY

The Government has begun a short period of consultation on school funding in advance of the Comprehensive Spending Review and Indicative Dedicated School Grant (DSG) Allocations for 2011-12. Proposals in the consultation include details for a Pupil Premium and the consolidation of grants within DSG. These changes will be introduced during the next funding period 2011-12.

The consultation paper asks authorities a number of questions; these are set out below together with suggested responses. Whilst this paper is predominantly about national changes, the outcome will have some implications for the local scheme. Schools will be consulted on any proposed local formula changes. The outcome of the consultation will be the subject of a further report later in the year. Cabinet/School Forum approval is sought for the proposed response to the consultation.

1.0 Background

Schools are funded through the Dedicated Schools Grant (DSG), a grant, introduced in 2006, that is ring-fenced to the schools budget. In 2010-11 Wirral will receive DSG totalling £194m. The current national distribution of grant is based on spend patterns in local authorities in 2005/06. Each year the DFE have added amounts to grant allocations to reflect government priorities. These have included:

Making Good Progress, Early Intervention and support for groups of children at risk of poor outcomes.

The DFE have indicated that they do not wish to amend the national DSG formula at this time and will concentrate instead on the introduction of the Pupil Premium. In the longer term it is the Government's intention to introduce a simpler transparent funding system reducing differences between similar schools. At this stage no details for individual authorities of any of the proposals have been produced by the DFE.

The consultation document was issued on 26th July and will close on 18th October.

2.0 Pupil Premium

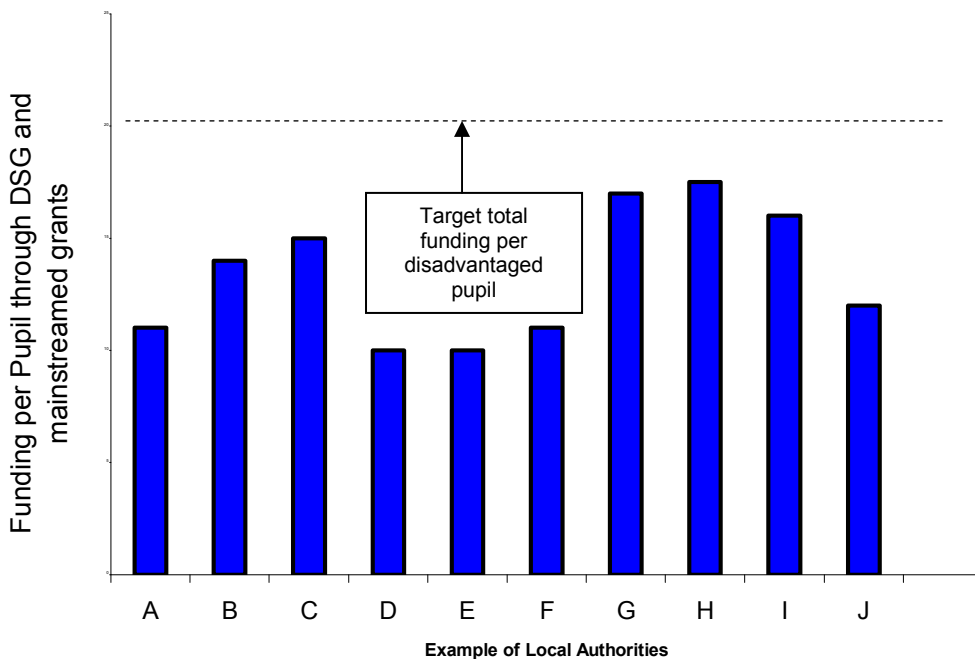
The Government intends to introduce a Pupil Premium for disadvantaged children from Reception up to the age of 16. This will be in addition to the Deprivation Funding currently within DSG (for Wirral this is £24.9m, 13% of total DSG). Despite recent changes introduced by authorities to target this funding to disadvantaged children, these pupils significantly underachieve compared to their peers. A Pupil Premium is intended to provide further funding to boost attainment and would be funded from outside the schools budget. Schools themselves would determine how best to use the Premium to support disadvantaged pupils. Performance data will be monitored and published by DFE.

Funding for the Premium is subject to the Comprehensive Spending Review therefore amounts are not known at this time.

The Pupil Premium will be a separate grant and will be introduced from the September 2011 academic year (using data from the previous January census). The DFE are indicating that they intend this to become the main mechanism for allocating deprivation funding to schools.

Calculation of the Pupil Premium

The Pupil Premium will not be a standard amount for each deprived pupil. It is intended to adjust the Premium to take account of the different levels of funding for pupils across the country. The methodology proposed involves allocating more funding per pupil to authorities that receive a lower Guaranteed Unit of Funding (GUF). This is illustrated below.



Over time the DFE intend that the amount allocated to deprived pupils will be the same around the country (subject to an Area Cost Adjustment for regional variations in teachers pay). This adjustment will result in higher funding for schools with deprived pupils in authorities that receive lower levels of funding.

Q1. *Do you agree it is right to give a higher Pupil Premium to areas that currently receive less per pupil funding?*

Answer No
 Although the current formula for DSG is based on spend plus i.e. spend patterns in local authorities in 2005-06, these different levels of spend and funding take into account differences between authorities which include deprivation, free school meals and levels of income support. Therefore part of the reason for differences in current funding is due to differences in deprivation levels. The proposed change may give more benefit to those authorities with lower levels of deprivation. If this is introduced the DFE should adjust the GUF for the existing per pupil deprivation funding received by each authority.

Pupil Premium Deprivation Indicators

Several methods could be used for distributing the Pupil Premium – options being considered are:

- Free School Meal (FSM) Eligibility
- Pupils who have ever in the past been eligible for FSM
- Out of Work Tax Credit
- Commercial packages – Mosaic or Acorn

Free School Meals

This data has significant benefits, it reflects individual pupils, it is easy to collect and is updated annually. FSM pupils have lower outcomes than non-FSM pupils.

Wirral's local funding formula for deprivation is a combination of FSM and the Index of Multiple Deprivation (IMD).

Difficulties identified with these measures by DFE are that those just above the FSM threshold attract no funding and not all families claim (with the proportion reducing as pupils get older).

Ever FSM.

This measure covers a wider cohort – pupils who have been registered for FSM in the previous three or six years. This measure is intended to recognise that pupils continue to need support to raise attainment when they cease to be eligible for FSM. This identifies a higher proportion of Wirral pupils (and a higher proportion nationally).

Out of Work Tax Credit

This is an area measure (Lower Super Output Area averaging 1500 people).

It assumes each pupil in that area shares the same general characteristics.

The data is currently based on 2005 information.

The DFE are concerned that although this measure may be adequate for funding local authorities it may not be suitable for an individual pupil premium.

Acorn and Mosaic

These are also area-based indicators based on postcodes that some authorities use within their local funding formula. Wirral does not use these commercial systems.

Q2	<i>What is your preferred deprivation indicator for allocating the Pupil Premium?</i>
Answer	The preference for Wirral is to use the current FSM. This measure is widely accepted by schools, local authorities and nationally for performance indicators. The data is regularly updated and is responsive to changes in pupil numbers and circumstances.

Looked After Children (LAC)

Looked After Children often do not qualify for FSM because of their care arrangements. However, levels of attainment continue to be of concern.

The Government are proposing to include LAC numbers (where children have been in care for more than 6 months) within the Pupil Premium. It will be paid to authorities who will forward to schools (since many are educated in other authorities).

Q3	<i>Do you agree the coverage of the Pupil Premium should include Looked After Children?</i>
Answer	Yes, many looked after children have lived in deprived circumstances and are in need of additional support, even if they are no longer eligible for Free School Meals.
	<i>How might funding arrangements work for pupils outside the local authority?</i>
Answer	Wirral has one of the highest proportions of LAC who live within the borough. Authorities will need to access information held regarding pupils and placements. Where placements have changed it may be necessary to apportion the premium.

Q4	<i>Do you think coverage should be extended to include children whose parents are in the armed forces?</i>
Answer	No Evidence suggests that most service children achieve at least as well as non-service children.

3.0 Mainstreaming Grants into DSG 2011-12

The Government intend to mainstream school specific grants into DSG. This is likely to include School Standards Grant, School Standards Grant (Personalisation) and School Development Grant. For Wirral these amounts represent about 14% of DSG

	£m
School Standards Grant and	
School Standards Grant (Personalisation)	10.7
School Development Grant	<u>16.0</u>
	<u>26.7</u>

Local authorities will be allowed to use previous levels of grant as a factor in the local formula.

Attempts to model these grants within the existing formula result in significant turbulence. There are many significant gainers and losers. It is likely that previous grant levels will need to be included as a formula factor within the local scheme.

Although Authorities are not being asked for their views about mainstreaming grants, the Forum did express some concerns when this was raised earlier in the year. Their view was:

These changes will simplify the school grant funding structure, but it is also likely to redistribute funding nationally, as the range of grants currently has some differences across authorities. Grants will need to be carefully worked into the funding formula to minimize turbulence and must be weighted for deprivation.

It is useful to be able to have a separate element within the local formula for grants and to include these within the calculation of the Schools Minimum Funding Guarantee. However some guarantee is also needed at a local authority level, this could include a separate grant transition mechanism to protect funding at current levels over the next funding period.

4.0 Pupil Counts for 3 year Olds

Currently authorities receive funding for 3 year old pupils based on an amount equal to take up or 90% of the 3 year old population (whichever is higher). Wirral's take up is 94%

Q5 *Should the pupil count used for DSG reflect take up or continue with a minimum of 90% participation?*

Answer The formula should be based on take up; reflecting other pupil changes to be introduced within the Early Years Single Funding Formula.

5.0 Dual Registration for Pupils at Pupil Referral Units (PRU's)

Many pupils at a PRU are also registered at their previous school. Dual registered pupils are double funded through DSG. Changes to census data mean it is now possible to adjust numbers to take out dual funding.

Q6 *Should the Pupil count for DSG reflect dual registrations?*

Answer No. Although there is a case for additional resources, dual funding should be avoided; formula weightings should be used instead.

6.0 Home Educated Pupils

It is proposed to introduce funding for pupils educated at home where access is given to school facilities. Authorities would be able to claim 10% of a funding unit (for Wirral this would be £427). There are currently 58 pupils educated at home.

Q7 *Do you support proposals to home educated pupils?*

Answer Yes. The change described takes account of some costs that are currently incurred.

7.0 Cash Floor

In the current funding for DSG authorities with significantly falling rolls are protected by a cash floor – a level below which DSG can not reduce regardless of pupil numbers.

Q8 *Do you think there should be a cash floor in 2011-12?*

Answer The Schools Forum's response to the previous consultation was that no authority should significantly gain or lose over the next funding period from changes to DSG. The decision about a cash floor (from which Wirral does not benefit) should take this into account.

8.0 Other comments

1. This is the second consultation on School Funding this year. The first, planning detailed changes to the DSG Formula was undertaken by the previous government and will not now proceed. The view is that a less complex system and formula should be developed.

2. The DFE have confirmed that all local authorities are required to implement the Early Years Single Funding Formula from April 2011.
3. The funding methodology for academies will be reviewed from 2011-12. This will include the calculation of the Local Authority Central Services Equivalent Grant (LACSEG). This grant funds academies for services previously provided by the local authority. The review is needed to ensure the system funds academies fairly but also reflects the services (and funding) for the responsibilities retained by authorities
4. The Minimum Funding Guarantee will be retained for 2011-12. The level is to be set after the Spending Review and could be negative rather than positive. The MFG will apply to a schools baseline including any mainstreamed grants.

9. Risk Assessment

There are no direct risks arising from this consultation paper, although the outcome will determine Wirral's funding for 2011-12.

10. Financial Implications

The financial implications of these changes will be announced by the DFE later in the year.

11. Staffing Implications

There are none arising directly from this report.

12. Equal Opportunities Implications/Health Impact Assessment

There are none arising directly from this report.

13. Community Safety Implications

There are none arising directly from this report.

14. Local Agenda 21 Implications

There are none arising directly from this report.

15. Planning Implications

There are none arising directly from this report.

16. Anti-poverty Implications

The proposed Pupil Premium will be targeted to disadvantaged children to help narrow attainment gaps

17. Social Inclusion Implications

There are none arising directly from this report.

18. Local Member Support Implications

There are none arising directly from this report.

19. Background Papers

DFE paper "Consultation on School Funding 2011-12"

RECOMMENDATIONS

That the Schools Forum and Cabinet note the consultation and approve a response as set out in this report.

Howard Cooper
Director of Children's Services

WIRRAL COUNCIL

CABINET - 23RD SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

PLAYING FOR SUCCESS

EXECUTIVE SUMMARY

This report sets out the current position in respect of the Playing for Success initiative, based at Tranmere Rovers Football Club and managed by the Children and Young People's Department. The initiative started in 2004 and funding support will end in March 2011. This report sets out options for the future of the initiative.

1.0 Background

- 1.1 Playing for Success is a national initiative involving football clubs working jointly with councils, with the support of the Football Foundation, to provide additional study support and out of school provision for pupils, based at the football club. Tranmere Rovers and the Council were invited to join the scheme in 2004; earlier phases of the scheme having operated from 1999 involved bigger, premier league teams.
- 1.2 Both Tranmere Rovers and the Council supported the development of a Playing for Success Centre at the club. Although Tranmere were unable to make a direct financial contribution to the scheme, they did make available two former squash courts and associated accommodation at the club for conversion to a study centre for the initiative.
- 1.3 This area of the club was converted in 2005, at a cost of £200,000 approximately, using a combination of specific Playing for Success capital, other Standards Fund grant and other capital resources. The accommodation provides study spaces, including ICT provision and supporting facilities, pupil toilets, small kitchen area, office, designated entrance, parking and disabled access. The area provides good quality accommodation, adjacent to an indoor kick-about area. The accommodation is well suited to support the initiative's aims of improving literacy, numeracy and ICT.
- 1.4 An agreement is in place between the Council and the club in respect of access and use by both parties. The Council has access, as a minimum, from 1.30-7.30pm Tuesdays and Wednesdays, 3.30-7.30pm on Mondays and Thursdays, 10 weekend sessions from 9.30-3.30pm and Monday-Thursday holiday use from 9.30-3.30pm. In reality the Council enjoys access in addition to these times. The Playing for Success spaces are also used by the football club youth trainees at other times. The Council fund the telephone and the internet, all other service costs are met by the club. The agreement is subject to an annual review but there have been no changes since it was drawn up in 2005.
- 1.5 The initiative is overseen by a Management Board which comprises of an elected member Chair – Councillor G. Davies and representatives from primary, secondary and special schools and also representatives from Tranmere Rovers, Liverpool Hope University (who provide student mentors), Bebington High School (who have an associate centre at the school) and the PfS Centre Manager and Centre Assistant. The Board meets termly and receives financial and operational reports from the

Centre Manager and generally supports the work of the centre and its links with schools and other bodies.

- 1.6 The initiative has been managed from the outset by a dedicated manager, who has a primary school background and a supporting member of staff. Good working relationships have been developed between the club, the centre and schools by the manager and the facility is well used.
- 1.7 The facility is available for use by all schools and around 40 primary, 10 secondary and 6 special schools have used it to date, with over 1500 pupils having used the facilities for the Playing for Success ten week after school programme in Literacy, Numeracy and ICT. Results from this programme demonstrate a measurable impact on pupil performance. In addition, approximately 1200 pupils a year have used the centre for a range of other organised activities, including Key Stage 2 and 3 football journalism writing programmes, projects for Looked After Children, Anti-social behaviour team links, Specialist Sports College, Duke of Edinburgh, Princes Trust and other projects. In addition, the facility has been used by Tranmere Rovers and Job Centre Plus for Return to Work programmes and over 55's In the Community projects.
- 1.8 The initiative costs approximately £105,000 per annum to run, mainly the costs of the manager and one member of staff. Of this total £80,000 is ring fenced Standards Fund grant for the initiative (which will cease in March 2011) and a further £25,000 from Dedicated Schools Grant funding.
- 1.9 The Children and Young People's Department have been notified that the £80,000 Standards Fund grant will end in March 2011. The current £25,000 DSG funding can only be used to support on a match funded basis to the grant and therefore cannot be used on a stand-alone basis.
- 1.10 With the notification of the ending of the grant there are a number of options as to the future funding and operation of this initiative:
 - i) Cease the initiative and hand the facility back to Tranmere Rovers.
 - ii) Cease the initiative and try to seek agreement from Tranmere Rovers for schools to access the facility on a casual basis.
 - iii) Consider funding the facility and staffing from the centrally managed SEN/behaviour budget for 2011/12, on the basis that the initiative can demonstrate improved outcomes in terms of behaviour and achievement in Literacy, Numeracy and ICT in relation to pupils who have benefited from the initiative.
 - iv) Seek contributions from participating schools to partly or fully fund the scheme, on a Service Level Agreement basis; such a development could be phased in over two years.
 - v) Seek financial support from other areas, including the football club and other sports/study grants towards the costs of running the initiative.
- 1.11 Given the capital investment of £200,000 and the success of the scheme to date, it would seem sensible to seek a longer period of return on the capital invested, on the current agreed access arrangements. More casual access arrangements may be problematic from the club's point of view, as the facility is located in the stand complex and is not immediately accessible from the road. There would therefore be security/access issues, which are currently managed to the club's satisfaction by the Playing for Success Manager.

1.12 One way to maintain the scheme into 2011/12 would be to:-

- i) Fund the 2011/12 costs from the CYPD centrally managed SEN/behaviour budget and at the same time
- ii) Request that the Playing for Success Manager:
 - a) holds discussions with schools using the centre to develop a possible basis for part or full funding of the centre costs and
 - b) carries out a review of the costs of running the centre and identifies areas for cost reduction
 - c) explores alternative sources of support funding including any additional direct or in-direct support available from the football club.

1.13 The proposal at 1.12 above would allow the initiative to continue into 2011/12 and the certainty of funding for 2011/12 would allow time for the alternative funding options to be explored.

2.0 Risk Assessment

2.1 The key risk is that the initiative will come to an end in March 2011, with the ending of the national grant, unless alternative funding arrangements are put in place.

3.0 Financial Implications

3.1 The key financial implications are set out in Section 1 of this report. Should the initiative cease there would be additional costs of redundancy and potential loss of access on current terms to the facility.

4.0 Staffing Implications

4.1 The Playing for Success initiative employs two staff.

5.0 Equal Opportunities Implications/Health Impact Assessment

5.1 The initiative provides individual support to pupils to develop Literacy, Numeracy and ICT skills and knowledge and links these activities to the health/fitness aspects of games and sport.

6.0 Community Safety Implications

6.1 The centre operates beyond the normal school day and thereby contributes to the provision of positive activities for young people outside of the school setting.

7.0 Local Agenda 21 Implications

7.1 There are none arising directly from this report.

8.0 Planning Implications

8.1 There are none arising directly from this report.

9.0 Anti-poverty Implications

9.1 Playing for Success contributes to the raising of individual pupils' skills and knowledge in the key areas of Literacy, Numeracy and ICT, thereby contributing to future development potential of these pupils.

10.0 Social Inclusion Implications

10.1 Playing for Success contributes to the development of confidence and social skills for the pupils taking part in the initiative.

11.0 Local Member Support Implications

11.1 The Playing for Success Centre is located at Tranmere Rovers Football Club, in Prenton Ward. The initiative is open to all primary and Key Stage 3 secondary pupils aged 9-14.

12.0 Background Papers

12.1 Playing for Success working files held by the Centre Manager and in the Children and Young People's Department.

RECOMMENDATIONS

That

- (1) The Playing for Success initiative is funded in 2011/12 from the centrally managed SEN/behaviour budget and at the same time the Playing for Success Manager is asked to:-
 - hold discussions with schools using the centre to develop a possible basis for part or full funding of the centre costs and
 - carry out a review of the costs of running the centre and identifies areas for cost reduction
 - explore alternative sources of support funding including any additional direct or in-direct support available from the football club.
- (2) That the Schools Forum is invited to give their views on future funding of this initiative
- (3) That the Playing for Success initiative be the subject of a further report once consultations with the Schools Forum and schools are complete and following research on other funding options.

Howard Cooper
Director of Children's Services

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM - 29th SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

EARLY YEARS SINGLE FUNDING FORMULA UPDATE

EXECUTIVE SUMMARY

This report updates the Forum on the implementation of a funding formula for Early Years.

1.0 Background

A Working Group from the Schools Forum has met to consider how a single formula for Early Years should best be designed, taking into account guidance from the DFE and models operated by pilot authorities. The formula must be introduced from April 2011 and will apply to all providers of Early Years Education.

Update

There are a number of issues that the Working Group will need to consider shortly before finalising the new Formula for Early Years. These include:

- Calculation of the Minimum Funding Guarantee for all providers and any exceptions required
- Funding of salary protections for some nursery staff
- Funding of SEN provision in nursery schools and classes
- The operation of transition and the cash floor
- School and provider briefings.

Extension and Flexibility

The offer of 15 hours free Early Years Education is being made at 164 out of 171 providers from the start of this term. In addition, a small number of providers have confirmed they are making a flexible offer available to parents either within or outside of the school day. Progress and feedback from these changes will be considered by the Working Group.

Financial Implications

The Formula will be funded from DSG (including growth of £200,000) and a Standards Fund Grant.

RECOMMENDATIONS

That

- (1) The report is noted
- (2) The proposed Formula is reported to the Forum for approval at the December/January meeting.

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WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM - 29TH SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

CONSULTATION ON PROPOSED CHANGES TO LMS FUNDING FORMULA FOR SCHOOLS

EXECUTIVE SUMMARY

This report proposes consulting schools on a number of changes to the LMS funding formula with effect from 1st April 2011. The changes are in respect of the following:

- Gillbrook
- Equal pay and harmonisation costs
- Consolidation of grant funding

1.0 Background

Reaching the end of the latest 3 year funding period there is a natural break in the budget cycle. The LMS formula has been fixed over the last period, now is an appropriate time to review the formula and make any changes required.

It was expected that this process would follow on from the national formula review, which the previous government undertook. However as reported elsewhere, this review will not now proceed and the current Spend Plus methodology for DSG will continue for a further year. It seems appropriate to defer a more detailed formula review until the government intentions regarding school funding are clearer. However a number of interim changes are necessary and will require a short consultation.

2.0 Gillbrook

Gillbrook is reported elsewhere on this agenda. The views of all schools are sought regarding a model that will fund outreach centrally.

3.0 Equal Pay and Harmonisation Costs

The backdated costs (April 2007-March 2011) for implementation of the above for school support staff are £2.6m. The estimated costs if fully implemented (up to SCP point 34) from 2011-12 are in the region of £1.1m. The Forum have previously agreed to top-slice DSG and create a provision of £300,000. In 2011-12 this will need to be allocated within the funding formula. It is suggested that AWPU funding and Special School Units are adjusted accordingly.

4.0 Consultation on Consolidation of Grant Funding

The government are planning to consolidate grant funding into school budgets – SSG, SSG(P) and SDG totalling £27m. This can be modelled into the LMS formula using existing formula factors, mainly AWPU and deprivation / FSM. However, the initial findings show that whilst these may be relevant formula elements, they cause turbulence and a number of significant losers and gainers. The governments permitted alternative is to include the actual amounts of grant for 2010-11 as a formula factor.

5.0 **Process**

Schools will be contacted in early October requesting their comments which will be reported to the next Forum meeting.

6.0 **Financial Implications**

The LMS formula is the means to distribute £175m of DSG over all Wirral Schools. The formula changes described will make some changes to the distribution of resources.

RECOMMENDATION

That the report and consultation process is noted.

Howard Cooper
Director of Children's Services

Tel: 020 7227 5163

To Directors of Children's Services
and Chairs of Schools Forums

17th September 2010

Dear Colleagues

CONSULTATION ON THE SCHOOL FINANCE (ENGLAND) REGULATIONS 2011

The Department is today launching a consultation on the new School Finance (England) Regulations 2011.

The main changes from previous regulations relate to decisions and proposals outlined in the 2011-12 school funding consultation document issued on 26th July 2010. These include the requirement for all authorities to introduce an early years single funding formula from April 2011 and the mainstreaming of some specific grants into the Dedicated Schools Grant.

Other proposals include changes to make federations more attractive, allowing penalties from the carbon reduction commitment to be passed through to the schools budget or individual schools and removing exclusions as an allowable formula factor. Information is also provided about schools being able to fund community facilities from their delegated budget.

The Department will be launching its new website shortly and we will ensure that the draft regulations and accompanying note for consultation will be available on the site. We will inform Finance Officers at Local Authorities when the information is available on our website.

Please send **consultation responses** to anita.mcloughlin@education.gsi.gov.uk by Friday 10th December 2010. If you have any **queries** on this consultation please send them to me at keith.howkins@education.gsi.gov.uk.

In both cases please put School Finance Regulations 2011 consultation in the subject line.

Yours sincerely



Keith Howkins
School Funding Policy Adviser

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SCHOOL FINANCE REGULATIONS 2011 CONSULTATION

1. The current school finance regulations cover the 2008-11 funding period and therefore expire at 31st March 2011. This consultation sets out draft regulations which will be effective for the 2011-12 financial year only, consistent with the proposals and announcements in the “Consultation on school funding 2011-12” published on 26th July 2010 and which runs until 18th October 2010. The school funding consultation is still open, and if there are changes to the proposals following consultation, then the regulations would change accordingly. The main changes are set out below:

Early Years Single Funding Formula (EYSFF)

2. Local authorities will be required to implement an Early Years Single Funding Formula from April 2011. The proposed changes to the regulations are similar to those consulted on in 2009 and include requirements to fund mainly on numbers of actual hours, to use at least three counts during the year and to have a deprivation supplement. More detail is shown at Annex A.
3. We are looking to those local authorities which were approved as EYSFF pilots or pathfinders to share good practice with those which are still to implement. The government has announced its intention to abolish the government offices, so, LAs will need to take responsibility for organising themselves to compare formulae and experiences, where this is not already happening. We have published a brief summary of aspects of the pilot/pathfinder formulae to assist other LAs, and will shortly be publishing some case studies from pathfinders.

Mainstreaming of grants

4. The school funding consultation document proposes that, subject to the spending review, some grants – which are likely to include at least the School Development Grant (SDG), School Standards Grant (SSG) and School Standards Grant (Personalisation) - should be mainstreamed into the Dedicated Schools Grant (DSG). To avoid undue turbulence at school level, LAs would if they wished be allowed to use a formula factor which replicates part or all of the previous level of grant, either as a cash amount or using the grant methodology. This is most likely to be of use for SDG, because of its history as an amalgamation of previous grants, some of which were distributed on a non-formulaic basis. The addition is at **Schedule 3 paragraph 38**.
5. The mainstreamed grants will also need to be taken into account in the calculation of the Minimum Funding Guarantee (MFG) so that the budget comparison is on a like for like basis, as they will be appearing in formula budgets in 2011-12. The best way of doing this is to

permanently adjust the 2010-11 baseline to include allocations for the grants which are to be mainstreamed in 2011-12. This is reflected for primary and secondary schools in **Schedule 4 paragraph 1(e)**

6. For special schools, there are separate MFG calculations for place-led funding and the remainder of the budget. As the grant allocations are not based on places, and the level of place funding is usually based on existing assessments of need, we propose that the baseline should be adjusted for the part of the budget excluding place funding. This is shown at **Schedule 4 paragraph 5(2)**. If LAs decide to add in mainstreamed grants into place factors instead, they may need to seek a disapplication from this particular MFG requirement.

Central expenditure

7. Mainstreaming grants will also affect the calculations for the central expenditure limit (CEL), so there will again need to be an adjustment to the 2010-11 baseline to ensure like for like comparisons. The total of relevant grant allocations in 2010-11 will, therefore, need to be added to the 2010-11 Schools Budget for each LA. This is given effect in **Regulation 7(2)**.
8. We do not propose a similar adjustment to any funding retained centrally from mainstreamed grants. If an LA wishes to continue to retain funding and this would breach the central expenditure limit, then schools forum would need to approve this, with the usual route of appeal to the Secretary of State if the forum disagreed with the proposal. We consider that, in any case, proposals for how grants are mainstreamed locally should be discussed with the forum.
9. As noted in paragraph 4, all decisions on mainstreaming grants are subject to the spending review. If the Ethnic Minority Achievement Grant (EMAG) is mainstreamed into DSG, then we would propose to enable LAs to retain funding centrally within DSG for services which support schools in narrowing achievement gaps for under-performing ethnic groups and in meeting the specific needs of bilingual learners. This would enable LAs to maintain existing services if they wished, including in those areas with small numbers of such pupils and where it is consequently more cost-effective to run a central service than to spread funding thinly. Again, schools forums should be involved in the decision. The revised wording is at **Schedule 2 paragraph 39**.
10. The current regulations on the central expenditure limit require LAs to obtain further approval from schools forums if the proposed central expenditure for future years exceeds the indicative budgets originally set for those years at the start of the funding review period. This does not, however, cover the position at the start of a new funding review period. We wish to ensure that, if there is a brought forward overspend on DSG, any funding of this from central DSG is properly considered by schools forum. We are therefore proposing a new regulation which

would state that, where there is an overspend on central Schools Budget expenditure from the 2010-11 and which reduces the DSG available in 2011-12, then the funding of this overspend must be approved by schools forum. The wording is at **Regulation 7 (4)**.

Exclusions

11. The Government is committed to giving headteachers greater powers in maintaining good behaviour. We back headteachers in excluding undisciplined pupils where necessary, and are seeking to remove barriers which limit their authority. We propose, therefore, to remove the ability to have a formula factor (**currently Schedule 3 paragraph 34**) which takes account of exclusions. LAs currently using such a factor would need to remove this from their formula from 2011-12.
12. The deductions of age-weighted pupil funding would continue (these are set out in Regulation 23). Any charges or payments resulting from local agreements outside the formula would also continue, though we are clear that these should be genuinely consensual and cannot bind schools which are in disagreement with such arrangements.

Federations

13. Schools are increasingly joining together in federations as a way of achieving efficiencies and sharing costs. The savings which schools and LAs can make from schools federating will vary according to decisions on staffing structures and the nature of the local formula respectively. LAs, in consultation with their schools forums, should consider the appropriate balance between allowing the savings to accrue to the individual school as against the overall Individual Schools Budget (ISB), while ensuring that federation is still an attractive option for the schools concerned.
14. Finance regulations still require separate budgets and accounts for schools within a federation. This can act as a barrier to reducing bureaucracy because of the extra administration involved when there is usually a single head and governing body, with many costs apportioned between the schools. Primary legislation is already in place to enable this to change. We are therefore proposing a new regulation (**regulation 22**) which would allow LAs to calculate a single budget share for schools in a federation with a single governing body within section 24 of the Education Act 2002. This would mean that the data would be entered into the formula as if they were a single school.
15. We are also proposing that LAs should be able to have a formula factor for federations. This could be used to support federations, for example as a temporary pump-priming measure. Alternatively, LAs could use a negative factor, to recognise that federations achieve savings which could in part be made available for redistribution within the ISB; this

would be more relevant where separate budget shares were still being issued. This is set out in **Schedule 3 paragraph 39**.

Carbon Reduction Commitment

16. We referred in last year's consultation on the regulations to the need to consider the effect of the Carbon Reduction Commitment (CRC), which is now in force. Depending on their position relative to other participating organisations in the league tables, LAs will either have to pay a penalty or will receive a bonus. Schools can typically account for half an LA's emissions, so there needs to be a mechanism for passing on the schools' share of any penalty or bonus. This could either be done at the level of the overall Schools Budget or at individual school level. In deciding what approach to take, LAs should as usual consult their schools forums and discuss with their energy officers how best to give schools incentives to reduce emissions.
17. We are proposing to allow a new class of expenditure within the central part of the Schools Budget should the LA decide to topslice the Schools Budget as a whole (**Schedule 2 paragraph 38**). There is no need to change regulations for bonuses because the Schools Budget can already be topped up from other sources.
18. We are also proposing that LAs would be allowed to have a formula factor if they wish to apportion penalties or bonuses at individual school level. The value of the formula factor would be negative if it related to penalties. (**Schedule 3 paragraph 37**).
19. Academies are included in the LA calculation for their area. Under the current funding system, their budgets would be equally affected by a DSG topslice as there would be less available to distribute through the ISB formula which is replicated for academies. Similarly, using a formula factor would ensure their funding was comparable. The extent to which any such topslice or deduction then found its way back to the LA would depend on the method of DSG recoupment and would need to be considered as part of the wider review of academies funding.

Service children

20. The school funding consultation document refers to support for schools with fluctuations in the numbers of service children. We already allow LAs to have a formula factor (**schedule 3 paragraph 27**) where armed forces movements lead to a reduction in pupil numbers of at least 20% within one year. We feel this is unduly restrictive and therefore propose to remove reference to a threshold, so that LAs can make provision as they see fit to support schools affected by this turbulence.

Academies

21. We are proposing to give a clearer definition of funding for individually assigned resources (IAR) for academy pupils with special educational

needs (SEN). Where these resources are delegated through formula budgets, then the allocations are not included in the General Annual Grant (GAG) calculated by the Young People's Learning Agency (YPLA) and recouped from the LA. Instead, the payments are made directly by the LA from the central part of the schools budget. The current wording in **Schedule 2 paragraph 7** only refers to expenditure which it would be "unreasonable" to be met from a school's budget share, and does not properly reflect the differences in funding of academies. We therefore propose to amend the wording to cover this.

Notification of budget shares

22. There is at present no formal requirement to notify schools and early years private, voluntary and independent (PVI) providers of their budget shares, only of the overall schools budget. While there is no evidence this is not being done, it makes sense to formalise this. We, therefore, propose to add a new regulation -**regulation 10(2)**.

Technical changes

23. There are various technical changes which are needed to ensure regulations are consistent with other proposals relating to school funding. References to funding periods 1, 2 and 3 will be replaced as the regulations will cover a single funding period (2011-12). The regulations for the MFG leave percentages blank as no decisions on levels can be made until after the spending review. The remainder of the MFG wording has been left broadly unchanged; this does not necessarily mean that the methodology will be unchanged though as we are still considering whether it is possible to simplify the calculation.
24. References to the Learning and Skills Council (LSC) have been removed as 2011-12 post-16 allocations will have been wholly determined by the YPLA.
25. Termination of employment costs can be charged to the schools budget if schools forum agree and provided that there is a saving to the schools budget greater than the annual costs. The previous wording did not adequately recognise that there may be ongoing costs approved in previous funding periods. Reference to a start date has, therefore, been removed. The wording has also been amended to clarify the need for schools forum approval at the time the costs are first incurred – in other words, costs cannot be charged to the schools budget retrospectively.

Community Facilities

Section 4 of the Children, Schools and Families Act 2010, which was passed just before the general election, enables schools to use their delegated budgets for community facilities. Schools have had powers to provide community facilities or services since the 2002 Education Act. There were, however, restrictions in place whereby the delegated budget could only fund services which directly supported the curriculum or were of direct educational benefit to pupils at maintained schools. Services outside this definition, such as adult learning or sports activities for the local community, could only be funded by certain grants including the School Standards Grant, charges or other external income.

The relevant sub-sections of the Act take effect from 1st April 2011, so schools will be able to take into account this power in planning their budgets from 2011-12 onwards.

The Act does allow for regulations to be produced to restrict the scope of spending, but we do not intend to make any at this stage. There is already a prohibition on schools using their community facilities power if this would interfere with their primary focus of raising standards, and we feel that existing accountability mechanisms are sufficient protection. We would reconsider this if there was evidence that the core functions of the school were suffering as a result.

We will be reviewing the narratives for Consistent Financial Reporting (CFR) categories to ensure that they are consistent with the legislation, and will also amend the statutory guidance on schemes for financing schools.

Academies Act

We have already informed LAs that, during the passage of the Academies Act, an amendment was made to the Bill in the Lords and now forms Section 2(5) of the Act. This states:

In Schedule 1 to the School Finance (England) Regulations 2008, after paragraph 8 insert—

“8A Where a child is a registered pupil at an Academy, expenditure in respect of services for making provision for pupils with low incidence special educational needs or disabilities.”

This means that where LAs incur expenditure on pupils who are in academies and have low incidence SEN or a disability, then this expenditure must be charged to the non-schools education budget and not the schools budget. The definition of “low incidence” includes severe multi-sensory impairments; severe visual impairments; severe/ profound hearing impairments; and profound and multiple learning difficulties.

This section of the Act took effect from 1 September 2010 and will apply until the current regulations expire on 31st March 2011. We have amended the terms and conditions of the Dedicated Schools Grant (DSG) for 2010-11 only so that it can be used in support of this expenditure.

The main reason for the passage of this amendment was concern over the way in which funding for SEN services is currently transferred from LAs to academies. We have committed to reviewing academy funding for the 2011-12 financial year onwards, to fairly reflect the respective responsibilities of LAs and academies, and therefore do not feel it is necessary to maintain these changes in the draft regulations for 2011-12.

ANNEX A – Early Years Provision

Definitions: revised definitions of early years provision, prescribed early years provision, and relevant early years provider to bring them in line with the Childcare Act 2006.

- **Part 2, reg 5(1);** addition of sub paragraph (d) to allow the Schools Budget to cover all expenditure on early years provision not in maintained schools or other specified providers (eg non maintained special schools, pupil referral units).
- **Part 2, current reg 7 (3);** amending the wording of the calculation of the Central Expenditure Limit given that the funding for early years will now all be part of the ISB. The change does not affect the calculation of the CEL because the current regulations add the centrally retained PVI funding to the ISB as part of the calculation, but the revision to where the funding is placed (in the ISB) means this adjustment will no longer be needed.
- **Part 2, reg 9 (3):** which requires a local authority to consult their schools forum about and decide upon an EYSFF which they must use in 2011-12.
- **Part 3, reg 16** provides a replacement regulation for current regulation 17 for 2011-12. This says that LAs:
 - must provide indicative budgets for early years provision using the most recently available data;
 - must review the data during or after the year using either attendance data collected during three sample weeks (census week for example) or total actual hours of attendance;
 - must recalculate the provider's budget as appropriate;
 - and must implement the redetermination when they consider it appropriate – which may be different for different providers;
 - They must notify providers within 28 days of recalculating the budget;
 - This regulation also removes the option for local authorities to provide funding based upon places, except where there are places specifically reserved for pupils with SEN in any setting or for children in need, (although there is a later option to provide an additional formula factor in support of maintaining sufficient places for children in an area in Part 2 of Schedule 3);
 - It does allow the LA to weight the hours depending upon whether pupils have been admitted in excess of the admission number, or for SEN.
 - As with sixth forms, authorities are allowed to reduce funding to affected schools within their main formula to avoid any overlap with the new EYSFF.
- **Part 3, reg 17 (4);** allows differential funding to types of providers to reflect unavoidable costs.
- **Part 3, reg 18 (1) (2) and (3);** Specify which parts of schedule 3 may be used for respectively the school funding formula and the EYSFF. It also

requires that the EYSFF must (as is currently the case for the schools funding formula) have a factor that takes the incidence of deprivation into account.

- **Schedule 2;** the schedule that specifies what may be centrally retained from the schools budget does not allow the retention of funding for the provision of early years funding for provision of the free entitlement, but does allow a contingency budget for that provision (to enable adjustments to funding to be made in year)
- **Schedule 3;** the schedule that provides the heading under which formula factors may be provided is split into two parts, part 1 applicable to all maintained schools and PVI providers and part 2 applicable to the EYSFF only. Part 2 allows factors for
 - the improvement of quality,
 - to take account of flexibility in hours of attendance the provider makes available and
 - to allow LAs to secure or sustain a sufficiency within an area

In general, we wish to give LAs flexibility in the factors used in the EYSFF, and propose to allow most factors which appear in the main school funding formula. The only exceptions would be the factors for infant class sizes and the factor protecting schools whose budget shares would otherwise be reduced by 3% or more; in the latter case the ability to have a sufficiency factor should cover this. There are other factors relevant only to schools and we would advise LAs to use these only where there is a clear justification in the cost analysis between different types of provider.

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