

Schools Forum

Thursday, 28 March 2019

2.00 pm

Oak Room, County Buildings, Stafford

John Tradewell
Director of Corporate Services
20 March 2019

A G E N D A

Part One

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the meeting held on 13 February 2019** (Pages 1 - 8)
4. **Matters Arising and Decisions taken by the Chairman**
5. **Update to the Staffordshire Scheme for Financing of Schools** (Pages 9 - 50)

Report produced by Entrust on behalf of the Deputy Chief Executive and Director for Families and Communities
6. **Notices of Concern** (Pages 51 - 52)

Report produced by Entrust on behalf of the Deputy Chief Executive and Director for Families and Communities
7. **Schools Budget 2019/20** (Pages 53 - 66)

Report of the Section 151 Officer



8. **High Needs Block Update** (Pages 67 - 72)

Report of the Deputy Chief Executive and Director for Families and Communities

9. **SEND Local Area Inspection - Written Statement of Action** (Pages 73 - 88)

Report of the Deputy Chief Executive and Director for Families and Communities

10. **Work Programme** (Pages 89 - 92)

11. **Date of next meeting**

The next Schools Forum is scheduled for Thursday 4 July 2019, at 2.00 pm in the Oak Room, County Buildings, Stafford.

12. **Exclusion of the Public**

The Chairman to move:-

“That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

Part Two

(All reports in this section are exempt)

Membership

Jane Rutherford	Judy Wyman
Richard Osborne	Claire Evans
Wendy Whelan	Richard Hinton (Observer)
Philip Siddell	Liz Threlkeld
Richard Redgate	Nicky Crookshank
Claire Shaw	Richard Lane
Stuart Jones	Anita Rattan
Philip Tapp (Vice-Chairman)	Jennie Westley
Kirsty Rogers	Keith Hollins
Karen Dobson	Vicki Lewis
Ally Harvey	Julie Rudge
Sara Bailey	Wendy Keeble
Chris Wright	Anne Tapp
Steve Barr (Chairman)	
Kevin Allbutt	
Steve Swatton	

Local Authority Observers

Mark Sutton
Philip White

Core Officers

Sara Pitt
Alison Barnes
Will Wilkes
Julie Roberts

Andrew Marsden
Tim Moss
Michelle Williams

Minutes of the Schools Forum Meeting held on 13 February 2019

Present: Steve Barr (Chairman)

Attendance

Jane Rutherford	Nicky Crookshank
Richard Osborne	Richard Lane
Philip Siddell	Anita Rattan
Philip Tapp (Vice-Chairman)	Keith Hollins
Sara Bailey	Vicki Lewis
Kevin Allbutt	Julie Rudge
Steve Swatton	Wendy Keeble
Judy Wyman	Denise Haney (Substitute)
Liz Threlkeld	Tom Hutchinson (Substitute)

Observers: Mark Sutton, Philip White and Richard Hinton

Also in attendance: Alison Barnes, Julie Roberts, Andrew Marsden and Tim Moss

Apologies: Claire Shaw, Kirsty Rogers, Karen Dobson, Ally Harvey, Chris Wright, Claire Evans and Jennie Westley

PART ONE

27. Declarations of Interest

There were none at this meeting.

28. Minutes of the meeting held on 18 October 2018

RESOLVED – That the minutes of the Schools Forum meeting held on 18 October 2018 be confirmed and signed by the Chairman.

29. Matters arising and Decisions taken by the Chairman

The Chairman reported that an item on the Schools Forum meeting had been included in the schools' bag, in the interest of raising the profile of the Forum and making the papers more accessible.

In the consultation process there had been overwhelming support for the vision and principles in the Education and Skills Strategy, and the final document would be published in April.

A response was expected in the near future on the representations which had been made to the Secretary of State in relation to the 0.5% transfer of funding from the Schools Block to the High Needs Block.

Members were assured that the current County Council review of staffing would not have any effect on the areas of funding previously agreed under de-delegation.

30. High Needs Block Update

Members were informed that the current state of the High Needs Block across English local authorities was gaining public recognition. Lobbying by a number of groups including F40, the County Councils Network, the Society of County Treasurers along with others had been in the national headlines.

Schools Forum had received a paper at their October meeting indicating options for the recovery of the High Needs Block overspend. At that time the overspend was forecast to be £7.7m. This had since risen to in the region of £8.3m. This meant that there would be insufficient money in DSG balances to cover this overspend. The Forum had taken the decision not to support the transfer of 0.5% from the Schools Block to the High Needs Block. Subsequently the local authority had made representation to the Secretary of State for the switch to take place and was currently awaiting a response.

The DfE had confirmed that Staffordshire would receive £1.7m in 2018/19 and a further £1.7m in 2019/20 additional funding for the High Needs Block, following the announcement of the additional £250m for SEND in December 2018. This had the effect of reducing the forecast overspend to £6.6m. A number of the actions reported within the High Needs Block Recovery Plan had been implemented and would deliver £2.5m savings in 2019/20 and a further £1m in 2020/21. The table below illustrates the position of the High Needs Block:

	Forecast including additional DfE funding (£m)	Forecast including recovery action savings (£m)	Forecast including recovery action & 0.5% switch (£2.4m) (£m)
Opening DSG Balances	5.05	5.05	5.05
2018/19 Forecast overspend	-6.60	-6.60	-6.60
2018/19 Closing DSG Balances	-1.55	-1.55	-1.55
2019/20 Forecast overspend	-6.6	-4.1	-1.7
2019/20 Closing DSG balances	-8.15	-5.65	-3.25

It was queried whether a child who had funding via an EHCP would continue to receive this until they changed schools, it was confirmed that this would be the case as it was based on school and not key stage. A question was raised on special schools which provide residential education, but the response was that this was not a decision to be made by Schools Forum. Members were informed that the current financial pressures within the County Council meant that there would not be funding available from the local authority once current balances were exhausted. Whilst understanding the financial

pressures, if schools were unable to balance their budgets members expressed concern that the authority would not step in to support what were the most needy children. The Cabinet Members outlined the elements which had significantly increased the pressure on the budget, including increased spend on children’s services, increased numbers of Looked After Children and an increase in the number of children with EHCPs. The stark reality was that the authority could not continue to run on a deficit.

A member questioned what the County Council was doing to share this problem with the Government. The Cabinet Member for Learning and Employability responded that he had lobbied both publicly and privately, and that the issue was with the Treasury. Members were informed that there was a parliamentary petition to increase funding for schools and that there would be a debate in parliament on 4 March. They were urged to put pressure on their MPs.

RESOLVED – That the updates to the High Needs Block, including actions taken to reduce the overspend in the years 2018/19 and 2019/20 be noted.

a) High Needs Block Recovery

In order to achieve the recovery of the High Needs Block overspend a number of options had been brought forward to the Schools Forum for information in October. Since then further work had been undertaken to evaluate the extent to which these options could be implemented. Members were informed that this evaluation had concluded that some options were not possible to implement as alternative funding streams to replace these were not available. It was reiterated that a key component of the decisions which had been made to date had been to avoid any direct impact on pupils receiving support. The proposals were as follows:

SEND Learning Support	
Proposal	Saving
Decommissioning of SEND Learning Support	2018-19 - £512,000 2019-20 - £879,000

Note: This service was decommissioned in September 2018, savings for 2018-19 have been built into the latest forecast. This is provided as a traded offer to schools.

AEN Funding	
	Estimated Saving
From September 2019 to end AEN funding for new non EHCP pupil referrals	2019-20 - £29,000 2020-21 - £50,000
From September 2019 to reduce AEN allocation for new EHCP pupils by a reduction in hours allocated, term time only appointments or alternative inputs for pupils.	2019-20 - £240,000 2020 -21 - £800,000

Note: Schools will need to be consulted about the removal of funding for non-EHCP pupils and the reduction of AEN allocation for new EHCP pupils. It is intended that this consultation will take place during the summer term 2019 and implemented from September 2019. This will also be applied to EHCP reviews at the point of school change.

The estimated savings are being recalculated following the publication of the NJC pay spines which are currently under consultation locally. It is anticipated that this will significantly reduce the estimated savings.

Specialist Support Service	
Proposal	Estimated Saving
To remove the non-statutory element of the Autism Support Service from the High Needs Block	2019-20 - £87,500 2020-21 - £150,000

Note: Work is underway to examine how the non-statutory element of this service can be funded separately from the High Needs Block through a traded element. This does not include the Autism Resource Centres.

Early Years' SENCOs	
Proposal	Estimated Saving
To reconfigure the commission of this service	2019-20 - £855,000

Note: Work has been completed to design a reconfigured service. The focus of this service will be changed from supporting children to supporting settings.

Physical Difficulties Advice & Guidance	
Proposal	Saving
To de-commission the service from Entrust	2019-20 - £20,842

Note: As this service is mainly signposting to providers and resources, this will be made available within the Local Offer and Graduated Response.

Dyslexia Outreach	
Proposal	Saving
To de-commission the service from Entrust	2019-20 - £354,145

Note: This to be provided as a traded offer for schools.

Special Educational Needs Advisory	
Proposal	Saving
To de-commission the service from Entrust	2019-20 - £78,604

Note: This is a service that provided information to the LA about performance and monitoring of special schools and attendance at Ofsted feedback. This is reducing with the conversion of special schools to academies. Where required the quality assurance of LA maintained special schools will be funded through the school improvement grant.

Bespoke days	
Proposal	Saving
To de-commission the service from Entrust	2019-20 - £53,735

Note: This service is an agreed number of days that can be used by the LA and will no longer be utilised.

Total savings in 2018 -19 equates to £512k.

Total savings in 2019 -20 equates to approx. £2.5m.

Total Savings £3m

RESOLVED – That the above options in relation to the recovery of the High Needs Block overspend be noted.

b) Society of County Treasurers' Letter

RESOLVED - That the contents of the letter sent to the Secretary of State for Education by the Society of County Treasurers about the shortfalls in funding for pupils with Special Educational Needs and Disabilities, via the High Needs Block of DSG be noted.

c) Permanent Exclusion Cost Recovery Consultation Evaluation

Members were informed that Staffordshire had seen a continual rise in permanent exclusions and was 0.06% percentage points above the national published figure of 0.10% in 2016/17. With the increased demand on Pupil Referral Unit (PRU) placements following a permanent exclusion, and due to the small number of pupils who had been successfully reintegrated back into a mainstream education, Staffordshire had an unprecedented number of Key Stage 4 pupils whose needs were being met in a PRU, with their education being funded 100% from the High Needs Block. This had limited the PRUs ability to provide time limited intervention placements and had put an increased pressure on the High Needs Block. Further options had therefore been progressed in ensuring a sustainable funding system for subsequent years to support schools and academies to be inclusive when admitting a permanently excluded pupil and for the Local Authority to meet its statutory duties in providing education for permanently excluded pupils.

Other Local Authorities had a Cost Recovery option in place and therefore a consultation on recovering an element of the costs of permanent exclusions from excluding schools and academies had recently been concluded across all education sectors. Within this consultation, schools and academies were asked their views on the proposal that for education provider who permanently excluded a pupil, in addition to the portability/exclusion charge as detailed within the Schools and Early Years Financial Regulations, a further charge would be levied to recover a proportion of the cost of the education provision made for pupils who were permanently excluded. It was recommended that the charge would follow the excluded pupil and used to either support reintegration back into a mainstream school or to offset the cost of appropriate alternative education provision if applicable.

Members were informed that the costs for preventative placements would increase from April 2019 to bring them in line with the funding provided to them by the Local Authority for pupils who are on the PRU's single roll, but more importantly to bring them closer to the national funding levels attributed to placements within PRUs.

Members considered a detailed analysis of the responses which had been received by over 80 schools and academies to the consultation. Whilst the majority of these did not agree with the proposal it must be noted that this was not an option for the Local Authority to make a profit out of a permanent exclusion but to acknowledge the burden upon the High Needs Block following a pupil's permanent exclusion. They also considered funding forecasts based on three different values of cost recovery.

It was suggested that a task and finish group should be established from Schools Forum members across each sector and the Local Authority, including the Educational Psychologist Service, to consider funding options to promote inclusion and avoid permanent exclusions. However, members expressed concern that there were already a number of working groups looking at similar issues and agreed that it was important to be very clear about what the group wanted to achieve, with defined vision and direction. Members agreed that the Local Area Review Action Plan could provide a collective vision for direction for the group. Officers therefore suggested that they bring a written Statement of Action from the Local Area Review to the next meeting of the Forum in March.

RESOLVED – That:

- a) It be noted that the Local Authority is considering funding options available to reduce permanent exclusions across the County;
- b) A written Statement of Action from the Local Area Review be brought to the March meeting of Schools Forum; and
- c) The increase in the cost for preventative placements in PRUs from April 2019 to align the costs of dual roll and single roll placements be noted.

31. Revised Constitution

The Chairman informed members that this was not the final version of the revised Constitution. Further work would be done on the wording to ensure that it was fit for purpose. Members were invited to send any comments to the Clerk to the Forum over the next two to three weeks and a final version would be taken to the meeting of the Forum in March.

RESOLVED – That a final version of the revised Constitution be taken to the next meeting of the Forum on 28 March 2019.

32. Update to the Staffordshire Scheme for Financing of Schools and Financial Regulations for Schools

Members were informed that the Staffordshire Scheme for Financing Schools had been expanded to include an additional number of reasons why a Notice of Concern should be issued to an individual school. These were:

- Failure to set an in year balanced budget by 31 May;
- When a school is considered to be in financial difficulty as a result of the five-year budget plan submission as at 31 December; and
- When a school causes any concern to the monitoring organisation.

It was intended that these additional factors would ensure that Notices of Concern were issued as early as possible to allow early, effective remedial action which would be proactive rather than reactive.

The Scheme had also been amended to reflect a change in organisational structure at the County Council, the post of Director of Finance and Resources had been replaced by the Section 151 Officer.

Amendments had been made to the Financial Regulations for Schools to reflect the most up to date version of the County-wide Financial Regulations.

Members expressed concern over the proposal around the five-year budget plan submission and in particular the uncertainty over financial positions in years four and five. It was suggested that the wording of this proposal should be amended to reflect these concerns.

RESOLVED – That:

- a) The revised Staffordshire Scheme for Financing Schools and Financial Regulations be approved, except for the proposal on the five-year budget plan; and
- b) The wording on the budget plan proposal be rephrased by officers and brought back to the Schools Forum for approval.

33. Notices of Concern

Members noted that there had been no new Notices of Concern issued since the last meeting.

34. Work Programme

Members agreed that a written Statement of Action from the Local Area Review should be considered at the next meeting on 28 March 2019.

RESOLVED – That this addition to the Work Programme be noted.

35. Date of next meeting

RESOLVED – That the next Schools Forum meeting be scheduled for Thursday 28 March 2019, at 2.00 pm in the Oak Room, County Buildings, Stafford.

Chairman

Schools Forum – 28 March 2019

Update to the Staffordshire Scheme for Financing of Schools & Financial Regulations for Schools

Recommendation

1. The Schools Forum approves the revised Staffordshire Scheme for Financing Schools (SSFS).

Report of the Deputy Chief Executive and Director for Families and Communities:

PART A

Why is it coming here – what decision is required?

2. Any amendments to the SSFS require approval from Schools Forum.

Reasons for recommendation

2.15 Additional reasons for the issue of a Notice of Concern:

- Failure to set an in year balanced budget by 31st May
- When the first two years of the school's published multi year modeller indicate the school can not operate within their in-year funding, and reserves are not sustainable
- Following a visit from the monitoring organisation, the school continues to cause sufficient concern to the local authority

PART B

Background:

3. The SSFS sets out the financial relationship between the authority and each of the maintained schools in Staffordshire. The SSFS is based on the DfE Statutory guidance for the scheme for financing schools. The scheme was last presented for updates in February 2019.
4. Section 2.15 has been expanded to include an additional number of reasons why a Notice of Concern should be issued to an individual school. These reasons include failure to set an in year balanced budget by 31st during a particular year, when a school's first two years are considered to be in financial difficulty as a result of their multi year budget submission as at 31st December or when a school causes sufficient concern to the local authority. These additional factors will ensure Notices of Concern are issued as early as possible to allow early, effective remedial action.
5. The scheme has also been amended in line with the DfE's issue 10 of statutory guidance for local authorities on schemes for financing schools.

Report author:

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Annex A Applicable Schools

ANNEX A

Total 197 Maintained Schools as at 01/03/19

STAFFORDSHIRE COUNTY COUNCIL

SCHEME FOR FINANCING SCHOOLS

Approved 28th March 2019

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Annex A Applicable Schools

References throughout this scheme to:

“the Act” are to the School Standards and Framework Act 1998

“the authority” means the local authority

“the Regulations” are to the School and Early Years Finance (England) Regulations 2018.

SECTION 1: INTRODUCTION

1.1 The Funding Framework

The funding framework which replaces Local Management of Schools is based on the legislative provisions in sections 45-53 of the Act.

Under this legislation, local authorities determine for themselves the size of their schools budget and their non-schools education budget – although at a minimum an authority must appropriate its entire Dedicated Schools Grant to their schools budgets. The categories of expenditure which fall within the two budgets are prescribed under regulations made by the Secretary of State, but included within the two, taken together, is all expenditure, direct and indirect, on an authority's maintained schools except for capital and certain miscellaneous items. Authorities may deduct funds from their schools budget for purposes defined in regulations made by the Secretary of State under s.45A of the Act (the centrally retained expenditure). The amounts to be deducted for these purposes are decided by the authority concerned, subject to any limits or conditions prescribed (including gaining the approval of their schools forum or the Secretary of State in certain instances) as prescribed by the Secretary of State. The balance of the schools budget left after deduction of centrally retained funds is termed the Individual Schools Budget (ISB). Expenditure items in the non-schools education budget must be retained centrally (although earmarked allocations may be made to schools).

Local authorities must distribute the ISB amongst their maintained schools using a formula which accords with regulations made by the Secretary of State, and enables the calculation of a budget share for each maintained school. This budget share is then delegated to the governing body of the school concerned, unless the school is a new school that has not yet received a delegated budget, or the right to a delegated budget has been suspended in accordance with s.51 of the Act. The financial controls within which delegation works are set out in a scheme made by the authority in accordance with s.48 of the Act and regulations made under that section. All proposals to revise the scheme must be approved by the schools forum, though the authority may apply to the Secretary of State for approval in the event of the forum rejecting a proposal or approving it subject to modifications that are not acceptable to the authority.

Subject to provisions made by or under the scheme, governing bodies of schools may spend such amounts of their budget shares as they see fit for any purposes of their school and for any additional purposes prescribed by the Secretary of State in regulations made under s.50 of the Act.

An authority may suspend a school's right to a delegated budget if the provisions of the authority's financial scheme (or rules applied by the scheme) have been substantially or persistently breached, or if the budget share has not been managed satisfactorily. A school's right to a delegated budget share may also be suspended for other reasons (schedule 17 to the Act).

Each authority is obliged to publish a statement each year setting out details of its planned schools budget and other expenditure on children's services, showing the

amounts to be centrally retained, the budget share for each school and the formula used to calculate those budget shares. Detailed calculations for each school are no longer required to be published in S251 collection.

The detailed publication requirements for financial statements are set out in directions issued by the Secretary of State.

1.2 The role of the scheme

This scheme sets out the financial relationship between the authority and the maintained schools that it funds. It contains requirements relating to financial management and associated issues, which are binding on both the authority and on the schools.

1.2.1 Application of the scheme to the authority and maintained schools

This scheme applies to all community, nursery, voluntary, foundation, community special, foundation special schools or pupil referral units (PRU's) maintained by the authority. The names of the schools to which this scheme applies are contained in Annex A.

1.3 Publication of the scheme

Regulations require an authority to publish their scheme and any revisions to it on a website accessible to the general public, by the date that any revisions come into force, together with a statement that the revised scheme comes into force on that date.

1.4 Revision of the scheme

Any proposed revisions to the scheme will be the subject of consultation with the governing body and the headteacher of every school maintained by the authority before they are submitted to schools forum for their approval. All proposed revisions must be submitted to the schools forum for their approval by members of the forum representing maintained schools. Where the schools forum does not approve them or approves them subject to modifications which are not acceptable to the authority, the authority may apply to the Secretary of State for approval. It is also possible for the Secretary of State to make directed revisions to the scheme after consultation. Such revisions become part of the scheme from the date of direction.

1.5 Delegation of powers to the headteacher

Each governing body must consider the extent to which it wishes to delegate its financial powers to the headteacher, other members of staff, governing body committees or individual governors and to record such decisions (and any revisions) in the minutes of the governing body in accordance with Financial Regulations for Schools.

Under normal circumstances the headteacher would act as the focal point for ensuring proper administration and control of financial procedures. The first formal budget plan

of each financial year must be approved by the governing body or by a committee of the governing body.

1.6 Maintenance of schools

The authority is responsible for maintaining the schools covered by the scheme, and this includes the duty of defraying all the expenses of maintaining them (except in the case of a voluntary aided school where some of the expenses are, by statute, payable by the governing body). Part of the way an authority maintains schools is through the funding system put in place under sections 45 to 53 of the Act.

SECTION 2: FINANCIAL CONTROLS

2.1 General Procedures

2.1.1. Application of financial controls to schools

In managing their delegated budgets schools must abide by the authority's requirements on financial controls, systems and monitoring. Some of these are directly referred to in this scheme while others are included in the following documents:-

- Financial Regulations for Schools
- Procurement Regulations for Schools
- The Disclosure of Pecuniary Interests
- VAT for Schools
- Deferred Capital Payments Scheme
- Integrity in Staffordshire
- Public Interest Disclosures – Policy Guidance and Procedures
- Computer Security Policy
- Guidance on the Administration of Imprest Accounts
- Insurance Delegation Scheme
- Licensed Deficit Scheme

2.1.2 Provision of financial information and reports

The Section 151 Officer is required to produce the authority's accounts in accordance with statutory requirements and statements of standard accounting practice. Schools must keep sets of accounts in the format prescribed by the authority and maintain internal budgetary control systems and controls, in order to produce accounts that will integrate with those for the authority as a whole. Accounts, financial records and prime documents must be kept in a suitable place and condition for the statutory period of six years after the end of the financial year to which the records relate.

The authority also has a monitoring role to ensure that schools are effectively managing the resources delegated to them. All schools will be required to provide the authority with details of expected and actual expenditure and income in a form determined by the authority, but which as far as possible will take account of the Consistent Financial Reporting framework. This information will be required on a quarterly basis, unless the

authority notifies the school in writing that in its view the school's financial position requires more frequent submission, the school is in its first year of operation or the school is part of an on-line financial accounting system operated by the authority.

These provisions apply equally to earmarked funds devolved to schools from time to time. The Section 151 Officer's accounts will be the prime accounting records of the authority.

2.1.3 Payment of bills

The procedures for these will vary according to the choices schools make about the holding of bank accounts and the buying back of the authority's creditor payment facilities. The procedures that apply to the different choices made by schools are set out in the Financial Regulations for Schools.

The authority places a heavy reliance upon the headteacher, or nominated officer, to ensure that relevant information is passed on in a timely, accurate manner for creditor payments. In the case of creditor payments, greater emphasis is now placed upon schools as a result of the Late Payment of Commercial Debts (Interest) Act 1998, which introduced a statutory right for businesses to claim interest on the late payment of commercial debts.

2.1.4 Control of assets

Each school must maintain an inventory of its moveable assets and set out the basic authorisation procedures for the disposal of assets. The format of the inventory for items over £1,000 and the basic authorisation procedures for the disposal of assets is as set out in the Financial Regulations for Schools. Schools are free to determine the format of their inventory for items below £1,000, but the format set out in Financial Regulations for Schools should be viewed as recommended guidance. **Schools should register anything that is portable and attractive, such as a camera.**

2.1.5 Accounting Policies (including year-end procedures)

Schools must abide by procedures issued by the authority from time to time in relation to accounting policies and year-end procedures.

The financial year for schools will operate from the 1st April to the 31st March.

Schools will be notified of the year-end accounting procedures as part of the closure of accounts programme in accordance with Financial Regulations for Schools.

2.1.6 Writing off of debts

Governing bodies are authorised to write off debts in respect of individual debtors provided such decisions are minuted in the meeting of the full governing body. Governing bodies will be required to follow the debt recovery procedures as outlined in the Financial Regulations. Where an individual debt exceeds £1,500 then the school must consult the Section 151 Officer before taking action to write off such a debt.

2.2 Basis of accounting

Reports and accounts furnished to the authority must be in accordance with the accounting rules adopted by the authority.

2.3 Submission of budget plans

The authority will provide each school with notification of its budget share for the forthcoming year as determined in accordance with the agreed formula by no later than 31st March. In-year adjustments to the budget share may be effected where: -

- (a) incorrect data has been used by, or submitted to, the authority; or
- (b) where unforeseen events result in significant additional costs being incurred by the school,

Each school is required to submit a budget plan to the authority as soon as possible, but by no later than the 31st May each year. The format of the budget plan will be set out in the budget notification form and will be determined by the authority, but will as far as possible take account of the Consistent Financial Reporting Framework. The budget plan must show the school's intentions for expenditure in the current financial year and the key assumptions underpinning the budget plan, including the use of estimated balances. The budget plan must be approved by the governing body or a committee of the governing body before submission.

The authority may also require the submission of revised plans where the authority deems it necessary. Such revised plans shall not be required at intervals of less than three months.

The authority will supply those schools using the authority's financial systems with all income and expenditure data that it holds and which is necessary to support efficient planning by schools. Schools will be provided with an annual statement advising when this data will be available through the year.

2.4 School Resource Management

Schools must seek to achieve effective management of resources and value for money, to optimise the use of their resources and to invest in teaching and learning, taking into account the authority's purchasing, tendering and contracting requirements.

It is for the headteacher and governors to determine at school level how to secure better value for money.

2.5 Virement

Schools are free to vire between non-earmarked budget heads for expenditure and income within their budget shares. Schools will be required to notify the authority of all virement within one month of the decision being made in a format that will be determined by the authority in accordance with Financial Regulations for Schools.

Governors will be required to establish criteria for virement and the authorisation procedures should be formally set out in accordance with section 1.5 of this scheme.

2.6 Audit: General

Schools are required to co-operate with auditors appointed by the authority (**internal audit**) and to co-operate with the authority itself (**external audit**) and to provide access to the school's financial records.

With regards to **internal audit**, all schools come within the audit regime determined by the Section 151 Officer.

2.7 Separate external audits

In instances where a school wishes to seek an additional source of assurance at its own expense, a governing body is permitted to spend funds from its budget share to obtain external audit certification of its accounts, separate from any internal or external audit process. Notwithstanding this provision, the Section 151 Officer's financial records and accounts will be deemed to represent the prime accounting record. Where a school chooses to seek such an additional audit it does not remove the requirement that the school must also co-operate with the authority's internal and external auditors.

2.8 Audit of voluntary and private funds

In addition to the normal internal and external audits, schools must provide on request evidence of independent examination or audited certificate in respect of any voluntary and private funds they hold and of the accounts of any trading organisations controlled by the school. In addition, schools will be required to demonstrate that they have submitted copies of the annual accounts of such funds to the governing body in accordance with Financial Regulations for Schools. Any other requirement as to the audit of such funds is a matter for those making the funds available, and any Charity Commission requirements.

2.9 Register of business and pecuniary Interests

The governing body of each school is required to establish a register that lists for each member of the governing body, the headteacher, and other school staff any business interests they or any member of their immediate family have; to keep the register up to date with notification of changes and through annual review of entries, and to make the register available for inspection by governors, staff and parents, the authority and internal and external auditors.

More detailed guidance on the declaration of pecuniary interests is found in the authority's Disclosure of Pecuniary Interest booklet.

2.10 Purchasing, tendering, sales and contracting requirements

Schools are required to abide by the authority's Financial Regulations and Procurement Regulations for Schools in respect of purchasing, tendering, sales and contracting

matters. However, any section of the authority's Financial Regulations and Procurement Regulations for Schools shall not apply if it requires schools:

- (a) to do anything incompatible with any of the provisions of the scheme, or any statutory provision, or any EU Procurement Directive;
- (b) to seek Local Authority officer countersignature for any contracts for good or services for a value below £60,000 in any one year;
- (c) to select suppliers only from an approved list; or
- (d) to seek fewer than three tenders or quotations in respect of any contract with a value exceeding £10,000 in any one year.

In addition to the above, schools are required to: -

- a) have due regard to duties placed on the authority in relation to health and safety; and
- b) assess in advance, where relevant, the health and safety competence of contractors, taking account of the authority's policies and procedures.

2.11 Application of contracts to schools

Schools have the right to opt out of authority-arranged contracts

Although governing bodies are empowered under paragraph 3 of schedule 1 to the Education Act 2002 to enter into contracts, in most cases they do so on behalf of the authority as maintainer of the school and the owner of funds in the budget share. But other contracts may be made solely on behalf of the governing body, when the governing body has clear statutory obligations, e.g. contracts made by aided or foundation schools for the employment of staff.

2.12 Central funds and earmarking

The authority is authorised to make sums available to schools from central funds, in the form of allocations that are additional to and separate from the schools' budget shares. Such earmarked funding from centrally retained funds is to be spent only on the purposes for which it is given, or on other budget heads for which earmarked funding is given, and is not to be vired into the school's budget share.

The authority will provide guidance on the financial administration and accounting procedures in respect of earmarked funding from time to time. Schools are required to maintain accounting procedures that demonstrate that these requirements have been complied with. The authority may require that earmarked funds must be returned to the authority if they are not spent in-year or in accordance with any other agreed timetable.

The authority will not make any deduction in respect of interest costs to the authority, from payments to schools in respect of devolved specific or special grants forwarded to the authority on behalf of schools.

2.13 Spending for the purposes of the school

The governing body is free to spend budget shares “for the purposes of the school”, subject to regulations made by the Secretary of State and any provisions of this scheme. In addition, the following restriction shall apply:

- (a) The governing body may not enter into any hire purchase or other credit arrangement that falls within the definition of Capital Related Expenditure as determined by the Department of the Environment, Transport and Regions.

Amounts spent by the governing body on community facilities or services under s.27 of the Education Act 2002 will be treated as if spent for any purposes of the school. This allows the school to spend its budget on pupils who are on the roll or another maintained school or where the service provided does not have an educational benefit.

2.14 Capital spending from budget shares

The governing body is permitted to use their budget shares to meet the cost of expenditure of a capital nature on the school premises or equipment. This includes expenditure by the governing body of a voluntary aided school on work that is their responsibility under paragraph 3 of schedule 3 of the Act. However, the governing body must notify the authority in its Budget Notification Form submission of any capital expenditure exceeding £15,000 to be met from its budget share and it must take into account any advice given by the authority as to the merits of the proposed expenditure, which will reflect school based AMP priorities and other guidance contained in the “Property Handbook for Schools”.

Where the authority owns the premises or the school has voluntary controlled status then the governing body must seek the consent of the authority to the proposed works to ensure compliance with current **School Premises Regulations and DfE Construction Standards and health and safety legislation**, but such consent will only be withheld if the proposals do not comply with current health and safety requirements.

In voluntary aided schools, grant aid returned to governors for projects financed from delegated budgets, must be transferred back to the budget share.

2.15 Notice of concern

The authority may issue a notice of concern to the governing body of any school it maintains where, in the opinion of the Section 151 Officer and the Deputy Chief Executive and Director for Families and Communities, the school has failed to comply with any provisions of the scheme, or where actions need to be taken to safeguard the financial position of the authority or the school.

Such a notice will set out the reasons and evidence for it being made and may place on the governing body restrictions, limitations or prohibitions in relation to the management of funds delegated to it. These may include: -

- Revenue deficits where there is no recovery plan

- An internal audit report which assesses the school financial procedures as giving only limited assurance
- When a school is scheduled for closure, amalgamation or to become a sponsored academy
- Breach of Procurement Regulation for Schools
- When a school is judged to be Special Measures by Ofsted
- When a school is judged to be Requires Improvement (RI) by Ofsted and there is a genuine financial concern
- Failure to comply with provisions of the scheme
- Licensed deficit in excess of £200k
- Failure to set an in year balanced budget by 31st May
- When the first two years of the school's published multi year modeller indicate the school can not operate within their in-year funding, and reserves are not sustainable
- When a school causes any concern to the monitoring organisation

The notice will clearly state what these requirements are and the way in which and the time by when such requirements must be complied with in order for the notice to be withdrawn. It will also state the actions that the authority may take where the governing body fails to comply with the notice.

The schools forum (or committee thereof) will act as arbitrator in relation to any dispute relating to an issued notice.

2.16 Schools Financial Value Standard (SFVS)

All authority maintained schools (including nursery schools and Pupil Referral Units (PRUs) that have a delegated budget) must demonstrate compliance with the Schools Financial Value Standard (SFVS) and complete the assessment form on an annual basis. It is for the school to determine at what time in the year they wish to complete the form.

Governors must demonstrate compliance through the submission of the SFVS assessment form signed by the Chair of Governors. This form must include a summary of remedial actions with a clear timetable, ensuring that each action has a specified deadline and an agreed owner. Governors must monitor the progress of these actions to ensure that all actions are cleared within specified deadlines.

All other maintained schools with a delegated budget must submit the form to the local authority **by the end of the financial year.**

The only exception being those maintained schools that are in receipt of an Academy Order who are not required to submit the form.

2.16 Fraud

All schools must have a robust system of controls to safeguard themselves against fraudulent or improper use of public money and assets.

The governing body and headteacher must inform all staff of school policies and procedures related to fraud and theft, the controls in place to prevent them; and the consequences of breaching these controls. This information must also be included in induction for new school staff and governors.

SECTION 3: INSTALMENTS OF THE BUDGET SHARE; BANKING ARRANGEMNTS

3.1 Frequency of instalments

Schools entire budget is issued at the start of the financial year subject to the provision that there is no significant change in the traditional spending profile of the school.

3.2 Interest clawback

The authority shall charge school budgets an amount equal to the estimated interest it has lost in making the budget share available in advance of the date it would otherwise have incurred expenditure. The charge, which will only be made in respect of employee related costs, will be calculated on a daily basis using the prevailing Bank of England base rate from the date of the advance to the date the authority would have otherwise incurred expenditure.

For non-employee costs, expenditure will be deemed to have been incurred evenly throughout the financial year. In recognition of this, save for the first instalment, advances are made mid-month, thus negating the need for interest claw back.

Schools opting for the full scheme may agree with the authority an alternative pattern of advances, which negates the need for an interest surcharge calculation.

3.2.1 Interest on late budget share payments

Where instalments of budget share are delayed through an error of the authority, then a calculation will be made in respect of loss of interest taking into account the full extent of the delay and applying the prevailing Bank of England base rate.

3.3 Budget shares for closing schools

Where approval to the discontinuation of a school has been secured, the budget share will be made available until closure, on a monthly basis net of estimated pay costs, even where some different basis was previously used.

3.4 Bank and building society accounts

Schools can choose to operate a full scheme covering all expenditure delegated or devolved to them through the budget share or other means. Alternatively, they may opt for a reduced scheme covering non-employee costs only.

If a school opens an external bank account, the authority will at the request of the school, transfer immediately to the account an amount agreed by both the school and the authority as the estimated surplus balance held by the authority in respect of the

school's budget share, on the basis that there will be a subsequent correction when accounts for the relevant period are closed.

New bank account arrangements may only become operative from the 1st April or 1st September in any financial year, owing to the need to establish appropriate systems and procedures that satisfy the authority's internal auditors.

Schools without bank accounts at the start of the scheme cannot have one until any deficit balance is cleared; and any school requesting a bank account at a later date shall not be able to have one until any deficit is cleared.

3.4.1 Restrictions on accounts

Accounts may only be held for the purpose of receiving budget share payments at those banks and building societies which are consistent with the authority's Treasury Management policy. Schools must not place any monies in any account that involves any element of speculation, which could result in an actual loss of funds, however small.

All bank and building society accounts must be opened in the name of the school. Money held in accounts remains authority property until spent (S 49 (5) of the Act). The account mandate must provide that the authority is the owner of the funds in the account; the authority is entitled to receive statements; the authority may take control of the account if the school's right to a delegated budget is suspended by the authority.

Any school closing an account used to receive its budget share and opening another is free to choose the new bank or building society subject to prior confirmation from the Section 151 Officer.

3.5 Borrowing by schools

Governing bodies may only borrow money only (including finance leases) with the written permission of the Secretary of State, however the scheme allows schools to use any scheme that the Secretary of State has said is available to schools without specific approval, currently including the Salix scheme, which is designed to support energy saving. This provision does not apply to loan schemes run by the authority (see section 4.10).

Schools cannot use credit cards as they are regarded as a form of borrowing. However, schools are encouraged to use procurement cards as these are a useful means of facilitating electronic purchases.

SECTION 4: THE TREATMENT OF SURPLUS AND DEFICIT BALANCES ARISING IN RELATION TO BUDGET SHARES

4.1 The right to carry forward surplus balances

Schools may carry forward from one financial year to the next any surplus or deficit in net expenditure relative to the school's budget share for the year plus or minus any balance brought forward from the previous year. For new accounts opened from 1st

April, any carry forward balance will be paid or re-paid on 1st July or closest banking day.

4.2 Controls on surplus balances

Surplus balances held by schools as permitted under this scheme are subject to the following restrictions:-

- a. the authority shall calculate by 31 May each year the surplus balance, if any, held by each school as at the preceding 31 March. For this purpose the balance will be the recurrent balance as defined in the Consistent Financial Reporting Framework;
- b. the authority shall then deduct from the resulting sum any amounts which the governing body of the school has declared to be assigned for specific purposes permitted by the authority as listed below and which the authority is satisfied are properly assigned. To count as properly assigned, amounts must not be retained beyond the period stipulated for the purpose in question, without the consent of the authority. In considering whether any sums are properly assigned the authority may also take into account any previously declared assignment of such sums, but may not make any change in planned assignments to be the sole reason for considering that a sum is not properly assigned.
- c. if the result of steps a and b is a sum greater than 8% of the previous year's budget share (primary and special schools) or 6.5% (middle schools) or 5% (high schools), or £25,000 (where that is greater than any percentage threshold), then the authority shall deduct from the current year's budget share an amount equal to the excess. The previous year's budget share is defined as the Total Revenue Resources Allocation as initially allocated less any earmarked amounts.

Funds deriving from sources other than the authority will be taken into account in this calculation if paid into the budget share of the school, whether under provisions of this scheme or otherwise.

Funds held in relation to a school's powers under section 27 of the Education Act 2002 (community facilities) will not be taken into account, unless added to the budget share surplus by the school as permitted by the authority.

The total of any amounts deducted from schools' budget shares by the authority under this provision are to be applied to the schools' budget of the authority.

Appeals to any amount clawed back under this scheme will be heard by a sub-committee of the schools forum. Appeals will only be heard on the grounds that schools hold balances in accordance with one of the approved reasons under the scheme.

Approved List of Reasons for holding large balances:

- Where there is expenditure that has been committed by the end of the previous financial year by placing orders or employing staff prior to that date, but has not been charged to the previous financial year.

- Where a balance relates to earmarked external funding that has been received, but not yet spent, including parental contributions for a trip.
- Where a balance refers to monies held by a school on behalf of a cluster or group of schools.
- Where a balance refers to an allocation made late in the financial year and it has not been possible to spend the monies on the project identified by 31 March. A late allocation will generally be defined as after 1 January, but earlier allocations can be accepted in exceptional circumstances and with appropriate evidence as to the reason that the money has not been spent.

All such balances are held with the expectation that the amounts will be spent within 1 year.

4.3 Interest on surplus balances

Balances held in the authority's bank accounts on behalf of schools will attract interest in accordance with the authority's scheme for interest on balances. The arrangements made for the payment of interest will seek to ensure that the funds allocated to schools attract the most beneficial rate.

4.4 Obligation to carry forward deficit balances

Deficit balances will be carried forward by the deduction of the relevant amounts from the following year's budget share (see also 4.9) except where a licensed deficit agreement exists.

The authority has the power to schedule repayments of deficits under the terms of the licensed deficit scheme.

4.5 Planning for deficit budgets

Schools may only plan for a deficit budget in accordance with the terms of paragraph 4.9 below.

4.6 Charging of interest on deficit balances

The authority may charge interest on any deficit balances. Where a deficit arises during the course of a year it will be deemed to have accrued evenly throughout the year and, therefore, ½ years' interest will be applied to the final deficit balance using the bank base interest rate. A full year's charge will be made in respect of deficit balances brought forward that are not cleared during the course of the year. Further details of the calculation of interest on deficit balances are set out in the authority's scheme for Interest on Balances.

4.7 Writing off deficits

The authority has no power to write off the deficit balance of any school.

If an authority wishes to give assistance towards elimination of a deficit balance this should be through the allocation of a cash sum, from the authority's schools budget (from a centrally held budget specified for the purpose of expenditure on special schools and pupil referral units in financial difficulty or, in respect of mainstream schools, from a de-delegated contingency budget where this has been agreed by Schools Forum).

4.8 Balances of closing and replacement schools

Where in the funding period, a school has been established or is subject to a prescribed alteration as a result of the closure of a school, a local authority may add an amount to the budget share of the new or enlarged school to reflect all or part of the unspent budget share (including any surplus carried over from previous funding periods) of the closing school for the funding period in which it closes.

4.9 Licensed deficit scheme

The authority will require schools to enter into a licensed deficit agreement in particular circumstances in accordance with the Licensed Deficit Scheme. The main features of the scheme are set out below: -

- (a) The maximum period over which schools will be expected to make good any deficit is three financial years, with the option to increase to 5 years with the agreement of the LA
- (b) A licensed deficit arrangement may only be agreed in consultation with the Deputy Chief Executive and Director for Families and Communities where variations in pupil numbers have adversely affected the resources available to the school, or a significant (unexpected) charge has been made against the budget share of the school.
- (c) The maximum budget deficit that can be covered by the scheme is £200,000 or 10% of the budget share; whichever is the lesser sum.
- (d) The maximum proportion of the collective balances that can be used to back the Licensed Deficit Scheme is 20%.
- (e) The role of the Deputy Chief Executive and Director for Families and Communities and the Section 151 Officer is set out in the Licensed Deficit Scheme.

Full details of the procedures for arranging a licensed deficit are set out in the Licensed Deficit Scheme.

4.10 Deferred capital payments scheme

It is open to an authority to include in its scheme a form of loan arrangement for schools that does not operate by way of a licensed deficit, but rather by way of actual payments to schools or expenditure by the authority in respect of a particular school on condition that a corresponding sum is repaid from the budget share. If so, the same parameters for the arrangement should appear in the scheme as listed at 4.9 above for licensed deficits.

Again, an authority may wish to invite schools with balances in external accounts to use some or all of those balances to back a loan scheme, and the scheme should make clear on what basis this would occur.

If there is a loan scheme on this basis the authority must show in its budget statements the amount centrally retained for what would be a devolved payment to schools, and the payment should appear in the out-turn statements.

Loans must only be used to assist schools in spreading the cost over more than one year of large one-off individual items of a capital nature that have a benefit to the school lasting more than one financial or academic year. Loans must not be used as a means of funding a deficit that has arisen because a school's recurrent costs exceed its current income. If loans are made to fund a deficit, the Secretary of State will consider using the power under paragraph 13(4) (d) of Schedule 1 to the Academies Act 2010 to make a direction to the effect that such a loan does not transfer, either in full or part, to the new Academy school in individual cases.

4.10.1 Independent credit unions

Schools that hold external balances may group together to form a credit union approach to loans. These arrangements may be multi- or bi-lateral agreements between schools and may be administered independently of the authority.

Where the authority does not itself act as the administrator of the arrangement it will require audit certification.

Schools entering into such agreements are required to inform the authority prior to entering such agreements and give regard to the advice given by the authority whether or not it acts as the administrator of the arrangement. The authority will not underwrite any independent arrangements.

4.10.2 Following changes to the statutory guidance loans must only be used to assist schools in spreading the cost over more than one year of large one-off individual items of a capital nature that have a benefit to the school lasting more than one financial or academic year. Loans must not be used as a means of funding a deficit that has arisen because a school's recurrent costs exceed its current income.

SECTION 5: INCOME

5.1 Income from lettings

Schools may retain income from lettings of the school premises, which would otherwise accrue to the authority, subject to alternative provisions arising from any joint use or PFI agreements. Schools are permitted to cross-subsidise lettings for community and voluntary use with income from other lettings, provided there is no net cost to the budget share. However, schools whose premises are owned by the authority shall be required to have regard to directions issued by the authority or, in the case of voluntary aided schools, the diocesan authorities or trustees, as to the use of school premises.

However, where land is held by a charitable trust, it will be for the school's trustees to determine the use of any income generated by the land.

5.2 Income from fees and charges

Schools may retain income from fees and charges except where a service is provided by the authority from centrally retained funds. However, schools are required to have regard to any policy statements on charging produced by the authority. Any income from boarding charges is collected on behalf of the authority and shall not exceed that needed to provide board and lodging for the pupils concerned.

5.3 Income from fund-raising activities

Schools may retain income from fund-raising activities.

5.4 Income from the sale of assets

Schools wishing to sell school assets must comply with the requirements of the Procurement Regulations for Schools.

Schools may retain the proceeds from the sale of assets except in cases where the asset was purchased with non-delegated funds (in which case it will be for the authority to decide whether the school should retain all or part of the proceeds), or the asset concerned is land or buildings forming part of the school premises and is owned by the authority. Where the disposal of authority owned property generates a capital receipt, a proportion of the receipt may be made available to the school in accordance with the authority's capital receipts policy.

5.5 Administrative procedures for the collection of income

The Authority has established administrative procedures for the collection and banking of income, which are set out in the authority's Financial Regulations for Schools. In addition, schools will be required to account for VAT where applicable.

5.6 Purposes for which income may be used

Income from the sale of assets purchased with delegated funds may only be spent for the purposes of the school.

SECTION 6: THE CHARGING OF SCHOOL BUDGET SHARES

6.1 General provision

The budget share of a school may be charged by the authority without the consent of the governing body only in circumstances set out in 6.2 below.

The authority shall consult a school as to the intention to so charge, and shall notify a school when it has been done.

Schools are reminded that the authority cannot act unreasonably in the exercise of any power given by this scheme, or it may be the subject of a direction under s.496 of the Education Act 1996.

The authority shall make arrangements for a disputes procedure for such charges.

6.1.2 Charging of salaries at actual cost

The authority will charge salaries of school-based staff to school budget shares at actual cost.

6.2 Circumstances in which charges may be made (without prior consent of the governing body)

Where premature retirement costs or other expenditure incurred to secure resignation is incurred without the prior written agreement of the authority that it will bear such costs (the amount chargeable being only the excess over any amount agreed by the authority).

Other expenditure incurred to secure resignations where there is good reason to charge this to the school.

Awards by courts and industrial tribunals against the authority, or out of court settlements, arising from action or inaction by the governing body contrary to the authority's advice or by the governing body's failure to seek advice.

Expenditure by the authority in carrying out health and safety work or capital expenditure for which the authority is liable where funds have been delegated to the governing body for such work, but the governing body has failed to carry out the required work.

Expenditure by the authority incurred in making good defects in building work funded by capital spending from budget shares, where the authority owns the premises or the school has voluntary controlled status.

Expenditure incurred by the authority in insuring its own interests in a school where funding has been delegated, but the school has failed to demonstrate that it has arranged cover at a level as good as that which would be arranged by the authority

Recovery of monies due from a school for services provided to the school, where a dispute over the monies due has been referred to a disputes procedure set out in a service level agreement and the result is that monies are owed by the school to the authority.

Recovery of penalties imposed on the authority by the Board of Inland Revenue, the Contributions Agency, HM Revenue and Customs, Teachers' Pensions, the Environment Agency or other regulatory authorities as a result of school negligence.

Correction of authority errors in calculating charges to a budget share (e.g. pension deductions).

Additional transport costs incurred by the authority arising from decisions by the governing body on the length of the school day, and failure to notify the authority of non-pupil days resulting in unnecessary transport costs.

Legal costs that are incurred by the authority because the governing body did not accept the advice of the authority (see also section 11).

Costs of necessary health and safety training for staff employed by the authority, where funding for training has been delegated, but the necessary training not carried out.

Compensation paid to a lender where a school enters into a contract for borrowing beyond its legal powers, and the contract is of no effect.

The cost of work done in respect of teacher pension remittance and records for schools using non-authority payroll contractors, the charge to be the minimum needed to meet the cost of the authority's compliance with its statutory obligations.

Costs incurred by the authority in securing provision specified in an Education Health and care Plan (EHCP) where the governing body of a school fails to secure such provision.

Costs incurred by the authority due to submission by the school of incorrect data.

Recovery of amounts spent from specific grants on ineligible purposes.

Costs incurred by the authority as a result of the governing body being in breach of the terms of a contract.

Additional administrative or other expenditure incurred by the authority in connection with a governing body's failure to exercise their delegated responsibilities satisfactorily, e.g. costs associated with advising on or correcting schools financial procedures which are deemed necessary in order to safeguard their delegated budget.

Amounts agreed under a PFI/PPP agreement entered into by the governing body of a school.

For any schools created through amalgamation, the one off compensation back pay costs relating to the implementation of job evaluation at the predecessor schools.

For any schools created through amalgamation, any outstanding contractual liabilities relating to any of the predecessor schools.

Where costs are incurred by the authority as a result of the governing body failing to comply with the provisions of "Contract Standing Orders for Schools", including timely compliance with TUPE legislation or any requirement for a contract to be advertised in the Official Journal of the European Union (OJEU).

Costs incurred by the authority or another school as a result of a school withdrawing from a cluster arrangement, for example where this has funded staff providing services across a cluster.

Costs incurred by the authority in administering admissions appeals, where the local authority is the admissions authority and the funding for admission appeals has been delegated to all schools as part of their formula allocation.

SECTION 7: TAXATION

7.1 VAT (Value Added Tax)

Except for grant-aided capital projects, the authority has established procedures to enable schools to utilise the authority's ability to reclaim VAT on expenditure relating to non-business activity where appropriate.

Amounts reclaimed through these procedures will be passed back to the school subject to any amendments as may be imposed or requested by HM Revenue and Customs.

These procedures are set out in the VAT Guide for Schools.

7.2 CIS (Construction Industry Scheme)

Schools are required to abide by procedures issued by the authority in connection with CIS.

SECTION 8: THE PROVISION OF SERVICES AND FACILITIES BY THE AUTHORITY

8.1 Provision of services from centrally retained budgets

The authority shall determine on what basis services (including premature retirement costs and redundancy payments, but excluding centrally funded premises and liability insurance) from centrally retained funds will be provided to schools, but the authority is barred from discriminating in its provision of services on the basis of categories of schools except where this would be allowable under the school and early years finance regulations or the dedicated schools grant (DSG) conditions of grant.

8.2 Timescales for the provision of services bought back from the authority using delegated budgets

The term of any arrangement with a school to buy services or facilities from the authority shall be limited to a maximum of three years from the date of the agreement and periods not exceeding five years for any subsequent agreement relating to the same services. However, where the contract relates to the supply of catering services the relevant periods will be five years and seven years respectively. This provision excludes centrally funded premises and liability insurance.

Authority services for which expenditure is not retainable centrally by the authority under the Regulations made under section 45A of the Act must be offered at prices that are intended to generate income that is no less than the cost of providing these services. The total cost of the service must be met by total income, although schools may be charged differently.

8.3 Packaging of authority services

The authority may provide any services for which funding has been delegated. But where the authority is offering the service on a buyback basis, it must do so in a way that does not unreasonably restrict schools' freedom of choice among the services available, and where practicable, this will include provision on a service by service basis as well as in packages of services.

8.4 Service level agreements

Service level agreements must be in place by the time specified by the authority in the agreements. Details of the terms and conditions of each SLA will be available at least one month prior to the specified effective date.

If services or facilities are provided under a service level agreement - whether free or on a buyback basis - the terms of any such agreement starting on or after the inception of the scheme will be reviewed at least every three years if the agreement lasts longer than that.

Services, if offered at all by the authority, shall be available on a basis that is not related to an extended agreement, as well as on the basis of such agreements.

This provision excludes centrally funded premises and liability insurance.

8.5 Teachers' Pensions

In order to ensure that the performance of the duty on the authority to supply Teachers Pensions with information under the Teachers' Pensions Regulations 1997, the following conditions are imposed on the authority and governing bodies of all maintained schools covered by this Scheme in relation to their budget shares.

The conditions only apply to governing bodies of maintained schools that have not entered into an arrangement with the authority to provide payroll services.

A governing body of any maintained school, whether or not the employer of the teachers at such a school, which has entered into any arrangement or agreement with a person other than the authority to provide payroll services, shall ensure that any such arrangement or agreement is varied to require that person to supply salary, service and pensions data to the authority which the authority requires to submit its annual return of salary and service to Teachers' Pensions and to produce its audited contributions certificate. The authority will advise schools each year of the timing, format and specification of the information required. A governing body shall also ensure that any such arrangement or agreement is varied to require that Additional Voluntary

Contributions (AVCs) are passed to the authority within the time limit specified in the AVC scheme. The governing body shall meet any consequential costs from the school's budget share.

A governing body of any maintained school which directly administers its payroll shall supply salary, service and pensions data to the authority which the authority requires to submit its annual return of salary and service to Teachers' Pensions and to produce its audited contributions certificate. The authority will advise schools each year of the timing, format and specification of the information required from each school. A governing body shall also ensure that Additional Voluntary Contributions (AVCs) are passed to the authority within the time limit specified in the AVC scheme. The governing body shall meet any consequential costs from the school's budget share.

SECTION 9: Private Finance Initiative / Public Private Partnerships

9.1 General Provision

The authority shall have the power (subject, where necessary to consultation and the approval of the DfE) to issue regulations from time to time relating to PFI/PPP projects. Amongst other issues these may deal with the reaching of agreements with the governing bodies of schools as to the basis of charges relating to such schemes; and the treatment of monies withheld from contractors due to poor performance.

SECTION 10: INSURANCE

10.1 Insurance cover

If funds for insurance are delegated to a school, the authority will require the school to demonstrate in advance of any contract(s) being entered into, that the level of cover satisfies the authority's minimum insurance requirements for schools, which can be obtained from the Insurance Manager. Due regard has been given to the actual risks which might reasonably be expected to arise at a school in determining the minimum cover required. The evidence required to demonstrate the parity of cover should be reasonable, not place an undue burden upon the school, nor act as a barrier to the school exercising their choice of supplier.

SECTION 11: MISCELLANEOUS

11.1 Right of access to information

Governing bodies shall supply to the authority all financial and other information which might reasonably be required to enable the authority to satisfy itself as to the school's management of its delegated budget share, or the use made of any central expenditure by the authority (e.g. earmarked funds) on the school.

11.2 Liability of governors

Because the governing body is a corporate body and because of the terms of section 50(7) of the Act, governors of maintained schools will not incur personal liability in the exercise of their power to spend the delegated budget share provided they act in good faith.

11.3 Governors' expenses

Under section 50(5) of the Act, only allowances in respect of purposes specified in the regulations made under section 19 of the Education Act 2002 may be paid to governors from a school's delegated budget share. Schools are expressly forbidden from paying any other allowances to governors.

Schools are also barred from payment of expenses duplicating those paid by the Secretary of State to additional governors appointed by him to schools under special measures.

The authority may delegate to the governing body of a school yet to receive a delegated budget, funds to meet governors' expenses.

11.4 Responsibility for legal costs

The governing body may finance from the school's budget share expenditure on obtaining legal advice about matters falling within the scope of their functions or the conduct of legal proceedings relating to those functions. Legal proceedings (mainly relating to employment matters) may be brought against the governing body, rather than the authority. Though there is no obligation to seek advice from the authority's solicitors, the governing body may find it prudent to do so, since costs on some legal issues may be financed centrally. If there is any conflict of interest (as where the governing body is in dispute with the authority), the authority solicitors will decline to act for the governing body.

The above paragraph does not cover the statutory responsibility of the governors of aided schools for their school buildings. These governors would be expected to meet any legal costs from funds not derived from the authority.

11.5 Health and Safety

Governing bodies are required in expending the school's budget share to have due regard to duties placed on the authority in relation to health and safety, and the authority's policy on health and safety matters in the management of the budget share.

11.6 Right of attendance for Section 151 Officer

Governing bodies are required to permit the Section 151 Officer of the authority or any officer of the authority nominated by the Section 151 Officer, to attend meetings of the governing body at which any agenda items are relevant to the exercise of his or her

responsibilities. Attendance shall normally be limited to items that relate to issues of probity or overall financial management and shall not be regarded as routine.

11.7 Special Educational Needs

Budget shares include resources to meet all the needs of all children with special educational needs. Schools are required to use their best endeavours, in allocating these resources, to ensure that the needs of these children are met

11.8 Whistleblowing'

The authority's procedures relating to "whistleblowing" are contained its publications "Public Interest Disclosures - Policy Guidance and Procedures" and "Integrity in Staffordshire".

11.9 Child protection

Schools should release staff and provide reports as required for the purposes of child protection. These include the training of the designated teacher and other staff, and attendance at case conferences. Schools may also make payments to staff for any out of hours work. There is no earmarked or additional funding for child protection.

Redundancy / Early Retirement costs

Section 37 of the Education Act 2002 states:

In sub-section 4:

Costs incurred by the local education authority in respect of any premature retirement of a member of the staff of a maintained school shall be met from the school's budget share for one or more financial years except in so far as the authority agree with the governing body in writing (whether before or after the retirement occurs) that they shall not be so met.

In other words pension related costs should be paid by schools unless otherwise agreed.

For redundancy costs the local authority deems the following to be good reasons for charging costs to the school's budget share:

- Where there is sufficient funding in the individual school's budget for redundancy costs to be paid without the school experiencing financial difficulties
- Where there is uncommitted DSG carried forward (originating from previous years' unused contingency funds) available.
- Where a school has decided to offer more generous terms than the local authority's policy.
- Where a school is otherwise acting outside the local authority's policy
- Where a school is making a change to staffing which the local authority does not believe is necessary to either set a balanced budget or to meet the conditions of a licenced deficit.
- Where the school has excess surplus balances and no agreed plan to use these.

Fixed term contracts – where a school has direct control over the circumstances leading to the redundancy requirement. For example the decision to appoint an employee on a fixed term contract and the contract ends for reasons other than immediate financial deficit. Also the school budget shall meet the cost of termination where the school has allowed the fixed term contract to become permanent

As the revenue savings achieved by termination of employment are equal to or greater than the costs incurred, the following cost sharing arrangements are in place where redundancies are made in a school that remains open:

- a. Schools are charged with 70% of the one-off costs of severance
- b. 30% of the one-off costs of severance are charged to a central budget within the Schools Budget
- c. The authority will meet all of the ongoing pension costs

Where termination costs are incurred in respect of closing and merging schools then 30% of the one-off costs of severance are charged to a central budget within the Schools Budget with the authority meeting the remaining costs.

Termination of employment costs funded from central schools budget is restricted to existing commitments only up to the value within the current year's budget

SECTION 12: RESPONSIBILITY FOR REPAIRS AND MAINTENANCE

12.1 Responsibility for repairs and maintenance

The governing body is responsible for repairs and maintenance to the school and funding is delegated to schools by the authority for this purpose.

12.2 Community and Voluntary Controlled Schools

For a purchase to be considered to potentially be capital in nature the authority has a de minimus limit of £500. Capital expenditure over £500 may be charged to the school's Devolved Formula Capital (DFC) grant. However, purchases of over £500 are not necessarily capital in nature and should be considered in conjunction with guidance issued by CIPFA and generally accepted accounting principles.

The authority's capital allocation is targeted to support the areas of most urgent need, in line with agreed prioritisation strategies. When such capital monies are allocated, the school may be asked to make a financial contribution to ensure the project can be completed.

12.3 Voluntary Aided Schools

Guidance on responsibilities for repairs and maintenance at Voluntary Aided Schools is given in the DfE Publication *Capital Funding for Voluntary Aided Schools (VA) in England*. The DfE apply a minimum limit for capital works at voluntary aided schools of £2,000. Capital expenditure over £2,000 may be charged to the school's Devolved Formula Capital (DFC) grant. However, purchases of over £2,000 are not necessarily capital in

nature and should be considered in conjunction with guidance issued by CIPFA and generally accepted accounting principles.

The authority's capital allocation is targeted to support the areas of most urgent need, in line with agreed prioritisation strategies. When such capital monies are allocated, the school may be asked to make a financial contribution to ensure the project can be completed.

SECTION 13: COMMUNITY FACILITIES

13.1 Introduction

As per the Children and Families Act 2014, a school is no longer required to consult before establishing community facilities, and there is no longer a need for a school to be mindful of a local authority's advice, under section 27 of the Education Act 2002.

However, under s.28(1), the main limitations and restrictions on the power will be those contained in the authority's Scheme for Financing Schools made under s.48 of the School Standards and Framework Act 1998 as amended by paragraph 2 of Schedule 3 to the Education Act 2002. This amendment extended the coverage of schemes to include the exercise of the powers of governing bodies to provide community facilities.

Schools are therefore subject to prohibitions, restrictions and limitations in the Scheme for Financing Schools.

This section of the scheme does not extend to joint-use agreements; transfer of control agreements, or agreements between the authority and schools to secure the provision of adult and community learning.

13.2 Mismanagement of community facilities funds

Any mismanagement of community facilities funds can be grounds for suspension of the right to a delegated budget.

13.3 Consultation with the authority

Before introducing any community facilities, governing bodies must consult the authority and have regard to any advice given.

13.4 Requirement for the school to seek advice

In order that both schools and the authority are alerted to any potential financial and operational liabilities, the authority has adopted a formal procedure for considering schools' proposals. This should ensure that both parties are aware of all relevant issues before any resources are committed. This procedure includes reasonable requirements as to timeliness and the amount of information that schools must supply in seeking authority advice. This procedure will be published to all schools and schools will be advised of any revisions that may be necessary.

13.5 Provision of advice by the authority

The authority will provide its advice within six weeks of being consulted. Schools are required to inform the authority of any action taken in response to its advice.

13.6 Funding agreements with third parties

The provision of community facilities in many schools may be dependent on the conclusion of a funding agreement with a third party which will either be supplying funding or supplying funding and taking part on the provision. A very wide range of bodies and organisations are potentially involved.

13.7 Review of funding agreements by the authority

Any such proposed agreement with a third party (as opposed to funding agreements with the authority itself) should be submitted to the authority for its comments at least six weeks prior to the start date of the agreement in order that the authority has sufficient time to review and advise upon the proposal.

However, the authority does not have a right of veto on such agreements, either directly or through requiring a right to countersign the agreement. If the third party requires authority consent to the agreement for it to proceed, such a requirement and the method by which the authority's consent is to be signified shall be a matter of consultation between the authority and the third party, not for the scheme.

Schools should be aware that if an agreement has been or is to be concluded against the wishes of the authority, or has been concluded without consulting the authority, which in the view of the authority is seriously prejudicial to the interests of the school or the authority, that may constitute grounds for suspension of the right to a delegated budget.

13.8 Use of a limited company or imposition of indemnity insurance

Although the authority does not have a right of veto either to funding agreements with third parties, or for other proposed uses of the community facilities power, it may reasonably direct the governing body to make arrangements to protect the financial interests of the authority by either carrying out the activity concerned through the vehicle of a limited company formed for the purpose, or by obtaining indemnity insurance for risks associated with the project in question, as specified by the authority.

13.9 Other prohibition, restrictions and limitations

Section 28 provides that the exercise of the community facilities power is subject to prohibitions, restrictions and limitations in the Scheme for Financing Schools. The authority may, if it wishes, propose other scheme provisions that it believes are necessary. This option will be kept under review and where the authority considers additional provisions are required to safeguard the financial position of the authority or school, or to protect pupil welfare or education, it will apply to the schools forum for this scheme to be duly amended.

13.10 Supply of financial information

Schools shall provide the authority every six months with a summary statement, in a form determined by the authority, showing the income and expenditure for the school arising from the community facilities in question for the previous six months and on an estimated basis, for the next six months.

This provision does not preclude the insertion of other provisions in specific funding agreements between the school and the authority as to the financial reporting requirements arising from the funding in question.

13.11 Cause for concern

The authority may, on giving notice to the school that it believes there to be cause for concern as to the school's financial management of the community facilities project, require such financial statements to be supplied every three months. If the authority sees fit, it may also require the submission of a recovery plan for the project in order that it may advise the school.

13.12 Audit

Schools must grant access to their records connected with community facility projects, in order to facilitate internal and external audit of relevant income and expenditure.

13.13 Access to records

Schools, in concluding funding agreements with third parties pursuant to community facility projects, must ensure that such agreements contain adequate provision for access by the authority to the records and other property of third parties held on the school premises or elsewhere insofar as they relate to the project, in order for the authority to satisfy itself as to the propriety of income and expenditure on the project.

13.14 Treatment of income

Schools may retain all net income derived from community facilities, except where otherwise agreed with a funding provider, whether that be the authority or a third party.

13.15 Treatment of surpluses and deficits

Schools may carry such retained net income over from one financial year to the next as a separate community facilities surplus, or, subject to the agreement of the authority at the end of each financial year, transfer all or part of it to the budget share balance.

If the school is a community or community special school, and the authority ceases to maintain the school, any accumulated retained income obtained from a community facilities project reverts to the authority, unless otherwise agreed with a funding provider.

If there is a deficit on community facilities and the authority needs to recover funds to meet third party liabilities it may do so from any budget surplus, including future budget allocations.

13.16 Health and Safety matters

All health and safety provisions in the Scheme for Financing Schools apply to community facilities projects.

13.17 Disclosure Barring Service clearance

The governing body is responsible for the costs of securing Disclosure Barring Service clearance for all adults involved in community activities taking place during the school day, but are free to pass on such costs to a funding partner as part of an agreement with that partner.

13.18 Insurance

It is the responsibility of the governing body to ensure adequate arrangements are made for insurance against risks arising from a community facilities project. Such insurance should not be funded from the school budget share.

In principle, the insurance issues arising from use of the community facilities power are the same as those that already arise from non-school use of school premises. However, a school proposing to provide community facilities should undertake an assessment of the insurance implications and costs. All schools are required to seek the authority's advice before finalising and insurance arrangements for community facilities.

13.19 Authority assessment of insurance arrangements

The authority can undertake its own assessment of the insurance arrangements made by a school in respect of community facilities, and if it judges the arrangements to be inadequate, make arrangements itself and charge the resultant cost to the school.

13.20 Taxation - VAT

Schools should seek the advice of the authority and the local VAT office on any issues relating to the possible imposition of Value Added Tax on expenditure in connection with community facilities; including the use of the local authority VAT reclaim facility.

13.21 Taxation – payroll taxes

If any member of staff employed by the school or authority in connection with community facilities at the school is paid from funds held in a school's own bank account (whether a separate account is used for community facilities or not), the school is likely to be held liable for payment of Income Tax and National Insurance, in line with HM Revenue and Customs rules.

13.22 Taxation – CIS

Schools should follow authority advice in relation to the Construction Industry Scheme where this is relevant to the community facilities project.

13.23 Banking

Schools can utilise the authority's banking arrangements, which will allow an adequate separation of community facilities funds from the school budget share and other authority funds. Alternatively, schools can maintain a separate bank account for community facilities.

Community facilities balances held in the authority's bank accounts will attract interest in accordance with the authority's scheme. The arrangements made for the payment of interest will seek to ensure that the funds allocated to schools attract the most beneficial rate.

13.24 Operation of bank accounts

The arrangements in regards of the banks / building societies that may be used, the titles of bank accounts, the contents of bank mandates and similar matters are issues by the local authority.

13.25 Borrowing

Schools may not borrow money without the written consent of the Secretary of State. This requirement does not extend to monies lent to schools by the authority.

ANNEX A**APPLICABLE SCHOOLS**

4500	Abbot Beyne School, Burton
3443	All Saints CE(A) First School, Leek
3427	All Saints CE(A) Primary School, Bednall
3110	All Saints CE(C) First School, Standon
3152	All Saints CE(C) Infants School, Ranton
3025	All Saint's CE(C) Primary School, Alrewas
3118	All Saints CE(C) Primary School, Trysull
2370	Amington Heath Primary School, Tamworth
3488	Anson CE(A) Primary School
2322	Ashcroft Infants School
3137	Baldwin's Gate CE(C) Primary School
3027	Barlaston CE(C) First School
3442	Beresford Memorial CE(A) First School
3028	Berkswich CE(C) Primary School
3029	Betley CE(C) Primary School
2306	Bhylls Acre Primary School
4517	Bilbrook CE(C) Middle School
3134	Blackshaw Moor CE(C) First School
2396	Blakeley Heath Primary School
4067	Blythe Bridge High School
4516	Brewood CE(C) Middle School
1105	Bridge PRU
2177	Bridgtown Primary School
2223	Brindley Heath Junior School
2406	Burton Manor Primary School
1111	Burton PRU
5403	Cardinal Griffin Catholic High School
2407	Castlechurch Primary School
3040	Chadsmoor CE(C) Junior School
2178	Chadsmoor Infants School
2355	Chancel CE Primary
2411	Chase Terrace Primary School
3494	Chase View Primary School
1110	Chaselea Short Stay School
7000	Chasetown Community School
2191	Cheadle Primary School
2393	Cheslyn Hay Primary School
3076	Christ Church CE(C) Primary School
2123	Christ Church Infants School
3433	Church Eaton End(A) Primary School
4075	Codsall Community High School
2399	Cooper Perry Primary School
5202	Corbett Primary School

2297	Coton Green Primary School
2153	Croft Primary School
2218	Dove Bank Primary School
2021	Dove First
2404	Doxey Primary School
2138	Edge Hill Junior School
2321	Endon Hall Primary School
4077	Endon High School
3141	Etching Hill CE(C) Primary School
2180	Five Ways Primary School
2409	Flash Ley Primary School
2332	Florendine Primary School
2224	Foley Infants School
3000	Forsbrook Primary School
2413	Fulfen Primary School
2208	Fulford Primary School
2342	Glenthorne Primary School
2386	Gorsemoor Primary School
2240	Green Lea First School
7750	Greenhall Nursery Special School
2276	Greysbrooke Primary School
2346	Hanbury's Farm Primary School
2251	Hassell Primary School
2327	Hayes Meadow Primary School
2335	Heathfields Infants School
1022	Hednesford Nursery School
7023	Hednesford Valley High School
2238	Henry Chadwick Primary School
2415	Highfields Primary School
3139	Hob Hill CE/Meth(C) Primary School
2416	Holly Grove Primary School
3144	Holy Trinity CE(C) Primary School
7003	Horton Lodge Special School
3026	Hugo Meynell CE (C) Primary School
3438	Ilam CE(A) Primary School
4144	James Bateman Junior High
2369	Jerome Primary School
2360	John Bamford Primary School
1109	Kettlebrook PRU
4181	King Edward VI High School
4087	King Edward VI School
2161	Kingsfield First School
2163	Knypersley First School
2394	Landywood Primary School
2368	Lane Green First School
3499	Langdale Primary School
2228	Leek First School

2277	Little Aston Primary School
2239	Longwood Primary School
2294	Manor Hill First School
2198	Manor Primary School
7037	Marshlands Special School
3051	Mary Howard CE(C) Primary School
2256	May Bank Infants School
2203	Millfield Primary School
2395	Moat Hall Primary School
2164	Moor First School
2424	Moorhill Primary School
4072	Moorside High School
1106	Newcastle Teaching Unit (CEDARS)
4066	Norton Canes High School
2348	Oakhill Primary School
1028	Oaklands Nursery School
2293	Oakridge Primary School
2325	Oxhey First School
4055	Paget High School
4051	Paulet High School
2372	Perton First School
4170	Perton Middle School
2345	Pirehill First School
7041	Queen's Croft High School
2157	Ravensmead Primary School
3493	Redbrook Hayes Community Primary School
2185	Redhill Community Primary School
2219	Reginald Mitchell Primary School
2150	Richard Clarke First School
2418	Ridgeway Primary School
3500	RiverView Primary & Nursery School
3103	Rushton CE(C) Primary School
7032	Sherbrook Special School
3136	Sir John Offley CE(C) Primary School
2344	Springcroft Primary School
2315	Springfields First School
2226	Springhead Primary School
2166	Squirrel Hayes First School
3484	SS Peter & Paul RC(A) Primary School
3035	St Anne's CE(C) Primary School
3082	St Bartholomew's CE(C) Primary School
3481	St Bernadette's RC(A) Primary School
3080	St Chad's CE(C) Primary School
3091	St Chad's CE(C) Primary School
3098	St Chad's CE(C) Primary School
3483	St Christopher's RC(A) Primary School
3478	St Elizabeth's RC(A) Primary School

3482	St Gabriel's RC(A) Primary School
3069	St John's CE(C) Primary School, Keele
3116	St John's CE(C) Primary School, Swindon
3128	St John's CE(C) Primary School, Wetley Rocks
3458	St Joseph & St Teresa RC(A) Primary School
3461	St Joseph's RC(A) Primary School, Hednesford
3464	St Joseph's RC(A) Primary School, Lichfield
3467	St Joseph's RC(A) Primary School, Rugeley
3490	St Leonard's CE(A) First School
3450	St Leonard's CE(A) Primary School
3050	St Leonard's CE(C) First School
2403	St Leonard's Primary School
3093	St Luke's CE(C) Primary School
3492	St Luke's CE(C) Primary School
3094	St Margaret's CE(C) Junior School
3034	St Mary's & St Chad's CE(C) First School
3449	St Mary's CE(A) First School
3446	St Mary's CE(A) Primary School
3130	St Mary's CE(C) First School
3456	St Mary's RC(A) Primary School
3447	St Michael's CE(A) First School
3112	St Michael's CE(C) First School
3079	St Michael's CE(C) Primary School
3420	St Modwen's RC(A) Primary School
3046	St Paul's CE(C) First School
3149	St Paul's CE(C) Primary School
3430	St Peter's CE (VA) Primary
3084	St Peter's CE(C) First School
2207	St Stephen's Primary School
3489	St Thomas' CE(A) Primary School
3485	St Thomas More RC(A) Primary School
5402	Stafford Sports College
2222	Talbot First School
4126	The Friary School
3086	The Henry Prince CE(C) First School
1107	The Hollies (formerly Stafford PRU)
4012	The Kings CE School
2000	The Richard Heathcote Primary School
3497	The William Amory Primary School
2216	Thomas Barnes Primary School
2326	Thomas Russell Junior School
2400	Tillington Manor Primary School
3117	Tittensor CE(C) First School
2140	Tower View Primary School
7030	Two Rivers High
7042	Two Rivers Primary
2132	Victoria Community School

4142	Walton Priory Middle School
2190	Werrington C Primary School
2184	West Hill Primary School
2273	Western Springs Primary School
2397	Westfield Primary School
2263	Westlands Primary School
2229	Westwood First School
2309	Whittington Primary School
2340	Willows Primary School
2334	Wilnecote Junior School
2158	Wood Lane Primary School
2328	Woodcroft First School
2336	Woodlands Primary School

Schools Forum – 28 March 2019

Notices of Concern

Recommendation

1. Members note the issue and withdrawal of a Notice of Concern to the schools identified below.

Report of the Deputy Chief Executive and Director for Families and Communities:

PART A

Why is it coming here – what decision is required?

2. No decision required.

Reasons for recommendation

3. The agreed protocol for issuing a Notice of Concern includes the provision that information on the issue and withdrawal of a notice of concern will be provided to the Schools Forum on a termly basis.

PART B

Background:

4. There have been no new Notice of Concerns issued or withdrawn since the last meeting.

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List of background papers:

Schools Forum 7 December 2016 – Item 6 - Notices of Concern: revised protocol
School Forum

Schools Forum – 28 March 2019

Schools Budget 2019-20

Recommendation

1. That the Schools Forum notes the content of this report.

Report of the Deputy Director of Finance (S151 Officer)

PART A

Why is it coming here – what decision is required?

2. The Schools Forum has a key role in the oversight of the Schools Budget.

Reasons for recommendation

3. To update the Schools Forum on the Schools Budget for 2019-20.

PART B

Central Provisions

4. The Schools Forum considered the indicative level of planned central expenditure for 2019-20 at its October meeting, giving approval to the budget provision for a range of areas, to enable the local authority to meet the DfE timescale of submitting individual school budgets to ESFA in mid-January. This section of this report updates the Schools Forum with the final figures used within that approval.
5. There are four categories of centrally retained budgets within the Schools Budget:
 - De-delegated items
 - Central School Services Block (CSSB)
 - Central Schools Expenditure
 - Education Functions (previously funded by the Education Services Grant)
6. De-delegated items are those which have been retained centrally to be managed by the local authority on behalf of its maintained schools following the vote of the Schools Forum. These amounts are transferred from the local authority to academies through the ESFA and academies meet the related costs directly. In its annual vote on 18 October the Schools Forum voted to de-delegate for the same services in 2019-20 as in 2018-19. Therefore, this funding will continue to be held centrally to meet these costs on behalf of maintained schools.
7. Expenditure within the Central School Service Block (CSSB) was also considered at the October 2018 Schools Forum meeting. Members agreed that funding allocated within this block should be retained centrally for the purposes outlined in the report. The total retained for 2019-20 is £5.759m

8. Central Schools Expenditure areas are relatively limited and include:

	2018-19 £	Indicative 2019-20 £	Final 2019-20 £
Infant Class Size	95,000	95,000	95,000
Significant Pupil Growth / New school funding	500,000	500,000	500,000
Falling rolls fund	n/a	n/a	n/a
	595,000	595,000	595,000

Individual School Budgets

9. This element of the schools' budget represents by far the largest part of the funding for the majority of schools. Formula Budgets are now based on the National Funding Formula (NFF) as approved by Schools Forum in December 2017 and Cabinet in January 2018.
10. With the approval of the Secretary of State, 0.5% of Schools Block funding has been transferred to the High Needs Block for 2019-20. This is a transfer of £2.4m.
11. Within the school's block DSG allocation, there is an allocation for pupil growth. From 2019-20 this allocation is based upon actual growth in pupil numbers between censuses rather than historical spend on growth funding. For 2019-20 there has been an increase in growth funding, which has been passed onto schools through the formula. However, growth in pupil numbers is likely to fluctuate and schools should be aware this will lead to fluctuations in the amount allocated through the formula in future years.
12. The NFF includes two transitional protections: a minimum per pupil funding level, and a 1% per pupil uplift from the 2017-18 baseline. For 2019-20 the minimum funding levels per pupil are £3,500 for primary, £4,050 for middle schools and £4,800 for secondary.
13. The budget also includes a Minimum Funding Guarantee (MFG) of +0.5% per pupil from the 2018-19 baseline. This ensures schools are protected from excessive year on year changes due to changes in their pupil characteristics.
14. In order to ensure that individual schools budgets are affordable within the schools' block DSG, gains have been capped at 0.7% except where the gain is greater than 15%. In this case the alternative gains cap has been applied and schools also receive 20% of the gains above the cap. This methodology is outlined in the NFF and ensures very small schools do not receive very small cash increases.
15. At the October Schools Forum meeting, Maintained School members agreed to a levy of £51.78 to fund Education Functions previously funded by the general duties element of ESG. The actual levy per pupil for 2019-20 has been set at £48.49. This is lower than anticipated in October due to a higher number of pupils on roll at maintained schools.
16. A summary of School Budgets for 2019-20 with a comparison to 2018-19 budgets has been included in Appendix 1. Sixth form funding has been excluded.

Early Years Funding

17. The funding for Early Years continues to follow the national Early Years Funding Formula.
18. The Early Years budget consists of the following areas of expenditure:
 - Pupils in Private, Voluntary and Independent (PVI) providers
 - Pupils in Nursery schools
 - 2 year olds
 - Central expenditure
19. The early years national funding formula allocates funding to local authorities for the existing 15-hour entitlement for all three and four year olds and the additional 15 hours for three and four year children of eligible working parents. The rate consists of a base rate and an uplift for additional needs, based on measures of free school meals; Disability Living Allowance and English as an additional language.
20. For 2019-20 Staffordshire County Council has been awarded the minimum national funding rate of £4.30 per hour for 3 and 4 year olds and £5.20 per hour for 2 year olds, this is the same rate received as in 2017-18 when the NFF was first introduced.
21. The Disability Access Fund (DAF) continues at a rate equivalent to £615 per child per year to support access to the free entitlements. This Fund will be for three- and four-year olds who are taking up their free entitlement and are in receipt of Disability Living Allowance. The Early Years Pupil Premium (EYPP) continues.
22. From 2019-20, Local authorities are required to pass 95% of early years funding to providers. The early years funding central expenditure was approved by School Forum on 3 October 2017.
23. The rate for 3 and 4 year olds has been set at £3.97 per hour per child and this rate will also apply for 30 hour entitlements. This represents an increase of 4p (1%) per hour per child. The rate for 2 year olds has been set at £5.08 per hour per child. This represents an increase of 8p (1.6%) per hour per child.
24. The deprivation supplement allocates approximately 1.5% for deprivation. The rates for deprivation have been set at:
 - a. An additional £0.20 (per hour/per child for every funded 3 and 4 year old in attendance) if between 10-32% of funded children reside in areas of disadvantage.
 - b. An additional £0.30 (per hour/per child for every funded 3 and 4 year old in attendance) if between 33-100% of funded children reside in areas of disadvantage.
25. A contingency fund has also been set up to manage fluctuations in census figures from year to year of 1% for 3 and 4 year olds and 2.3% for 2 year olds.

High Needs Funding

26. The Schools Forum has a consultative role in the financial arrangements for pupils with Special Education Needs (SEN). The amount of funding that Staffordshire receives is determined by the high needs national funding formula (NFF). The funding floor factor in the high needs NFF for 2019-20 provides for every local authority to receive an underlying increase of at least 1.0% per head of 2-18 population, compared to the amount of its DSG that it had planned to spend on high needs in 2017 to 2018, i.e. the 2017 to 2018 baseline.
27. As in previous years, the schools block will be ring-fenced in 2019-20, with the option to transfer 0.5% of the schools block funding into the central school services, high needs or early years budgets, subject to the approval of schools forum. Staffordshire's request to transfer 0.5% from the schools block to the high needs block was refused by schools forum and consequently a request was made to the Secretary of State who approved the transfer. This transfer amounts to an additional £2.4m.
28. Work on the High Needs transformation programme is continuing, however a further overspend on the High Needs Block is projected in 2018-19. DSG balances are reducing at a considerable rate and cannot be relied upon to fund the shortfall if this trend continues into 2019-20 and beyond. In line with the recent OFSTED report, a strategic approach including schools is required to tackle this financial problem.
29. In addition to paragraph 27 above, further additional funding has been included in the 2019-20 high needs block allocation amounting to £1.774m. This was announced by the Education Secretary Damian Hinds in December 2018 in acknowledgement of the pressures facing local authorities with children with SEND.
30. Special Schools continue to be funded on a place plus top-up basis, the value of which is £10,000. Staffordshire County Council has commissioned 2,360 places at Staffordshire Special Schools, of which, 1,358 places are at academies (at the time of writing the report).
31. The Minimum Funding Guarantee continues to apply to special schools and prevents the top-up element of a schools' budget from reducing by more than 1.5% based on the same pupil numbers and profile of needs. Special school gains have been capped by 0.7%.
32. Pupil Referral Units (PRUs) continue to be funded as school-like entities on a place plus top-up basis, the value of which is £10,000. Staffordshire County Council has commissioned 328 places at Staffordshire PRUs. One pupil referral unit provides hospital-based tuition and receives a set payment to reflect these costs. The total budget allocation for hospital-based tuition at this PRU setting is £184,000.
33. The Post-16 high needs budgets for colleges and independent providers has been adjusted to reflect a transfer of post-16 provision between providers. In addition to this, a further 105 places have been commissioned at FE colleges for the academic year 2019-20.
34. Staffordshire currently has one primary school (Victoria Community School) which has a speech and language centre attached and it receives a devolved budget to manage the costs. The funding is based on an agreed number of places at £10,000 per place. The number of places for 2019-20 at this school is 20.

35. There is an on-going transformation programme, which is exploring new ways of working to optimise outcomes within the levels of funding currently available.

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Schools Forum 18 October 2018: Item 9 - Schools Budget 2019-20: De-delegation Central Expenditure and Education Functions

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
MAINTAINED SCHOOLS											
2000	8602000	The Richard Heathcote Community Primary School	Primary	162	147	-15	-9%	638,551	593,447	-45,104	-7.06%
2021	8602021	Dove CofE (VC) First School	Primary	93	95	2	2%	443,796	446,071	2,275	0.51%
2123	8602123	Christ Church Primary School	Primary	314	312	-2	-1%	1,348,007	1,351,596	3,589	0.27%
2132	8602132	Victoria Community School	Primary	353	364	11	3%	1,592,600	1,646,761	54,161	3.40%
2138	8602138	Edge Hill Junior School	Primary	339	341	2	1%	1,271,785	1,287,106	15,321	1.20%
2140	8602140	Tower View Primary School	Primary	362	385	23	6%	1,482,378	1,576,844	94,466	6.37%
2150	8602150	The Richard Clarke First School	Primary	134	132	-2	-1%	531,859	529,999	-1,860	-0.35%
2153	8602153	The Croft Primary School	Primary	202	208	6	3%	760,171	784,615	24,444	3.22%
2157	8602157	Ravensmead Primary School	Primary	341	367	26	8%	1,258,996	1,349,194	90,198	7.16%
2158	8602158	Wood Lane Primary School	Primary	103	98	-5	-5%	475,414	453,162	-22,252	-4.68%
2161	8602161	Kingsfield First School	Primary	247	239	-8	-3%	962,642	926,691	-35,951	-3.73%
2163	8602163	Knipersley First School	Primary	292	295	3	1%	1,067,153	1,084,125	16,972	1.59%
2164	8602164	Moor First School	Primary	98	96	-2	-2%	416,262	406,237	-10,025	-2.41%
2166	8602166	Squirrel Hayes First School	Primary	104	98	-6	-6%	508,691	488,509	-20,182	-3.97%
2177	8602177	Bridgtown Primary School	Primary	213	258	45	21%	935,114	1,115,484	180,370	19.29%
2178	8602178	Chadsmoor Community Infants and Nursery School	Primary	177	177	0	0%	756,432	756,094	-338	-0.04%
2180	8602180	Five Ways Primary School	Primary	634	634	0	0%	2,143,391	2,270,912	127,521	5.95%
2184	8602184	West Hill Primary School	Primary	337	343	6	2%	1,290,400	1,315,446	25,045	1.94%
2185	8602185	Redhill Primary School	Primary	172	176	4	2%	879,502	902,685	23,182	2.64%
2190	8602190	Werrington Primary School	Primary	415	414	-1	0%	1,453,911	1,478,232	24,321	1.67%
2191	8602191	Cheadle Primary School	Primary	414	396	-18	-4%	1,556,616	1,499,580	-57,035	-3.66%
2198	8602198	Manor Primary School	Primary	100	96	-4	-4%	424,240	408,220	-16,021	-3.78%
2203	8602203	Millfield Primary School	Primary	411	405	-6	-1%	1,435,262	1,437,534	2,272	0.16%
2207	8602207	St Stephen's Primary School	Primary	293	295	3	1%	1,029,828	1,046,766	16,938	1.64%
2208	8602208	Fulford Primary School	Primary	100	90	-10	-10%	438,041	408,130	-29,910	-6.83%
2216	8602216	Thomas Barnes Primary School	Primary	100	99	-1	-1%	426,442	422,308	-4,134	-0.97%
2218	8602218	Dove Bank Primary School	Primary	159	174	15	9%	677,853	715,313	37,460	5.53%
2219	8602219	The Reginald Mitchell Primary School	Primary	201	204	3	1%	860,011	873,623	13,613	1.58%
2222	8602222	Talbot First School	Primary	40	33	-7	-18%	245,172	227,193	-17,978	-7.33%
2223	8602223	Brindley Heath Junior School	Primary	231	257	26	11%	850,053	938,487	88,434	10.40%
2224	8602224	Foley Infant School	Primary	165	168	3	2%	633,693	647,402	13,709	2.16%
2226	8602226	Springhead Primary School	Primary	185	189	4	2%	790,890	808,105	17,215	2.18%
2228	8602228	Leek First School	Primary	149	148	-1	-1%	643,472	643,415	-57	-0.01%
2229	8602229	Westwood First School	Primary	283	289	6	2%	1,088,271	1,105,863	17,592	1.62%
2238	8602238	Henry Chadwick Primary School	Primary	87	99	12	14%	416,832	460,215	43,384	10.41%
2239	8602239	Longwood Primary School	Primary	166	148	-18	-11%	699,107	639,341	-59,766	-8.55%
2240	8602240	Green Lea First School	Primary	43	52	9	21%	243,202	271,477	28,275	11.63%
2250	8602250	Friarswood Primary School	Primary	178	184	6	3%	686,707	696,045	9,338	1.36%
2251	8602251	Hassell Primary School	Primary	296	285	-11	-4%	1,138,954	1,103,554	-35,399	-3.11%
2256	8602256	May Bank Infants' School	Primary	180	181	1	1%	666,207	672,780	6,574	0.99%
2263	8602263	Westlands Primary School	Primary	217	208	-9	-4%	809,259	786,588	-22,670	-2.80%
2273	8602273	Western Springs Primary School	Primary	93	97	4	4%	460,578	470,723	10,145	2.20%
2276	8602276	Greysbrooke Primary School	Primary	209	203	-6	-3%	769,940	756,252	-13,688	-1.78%
2277	8602277	Little Aston Primary School	Primary	226	223	-3	-1%	842,779	833,700	-9,079	-1.08%
2293	8602293	Oakridge Primary School	Primary	224	223	-1	0%	790,025	795,494	5,469	0.69%
2294	8602294	Manor Hill First School	Primary	88	103	15	17%	464,479	526,511	62,031	13.36%
2297	8602297	Coton Green Primary School	Primary	311	309	-2	-1%	1,140,535	1,138,382	-2,153	-0.19%
2306	8602306	Bhylls Acre Primary School	Primary	206	207	1	0%	798,082	802,733	4,651	0.58%
2309	8602309	Whittington Primary School	Primary	310	310	0	0%	1,075,342	1,103,426	28,084	2.61%
2315	8602315	Springfields First School	Primary	170	168	-1	-1%	645,782	650,238	4,456	0.69%
2321	8602321	Endon Hall Primary School	Primary	213	206	-7	-3%	768,147	750,253	-17,894	-2.33%
2322	8602322	Ashcroft Infants' School	Primary	123	123	0	0%	506,603	509,952	3,349	0.66%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
2325	8602325	Oxhey First School	Primary	221	220	-1	0%	795,102	797,204	2,103	0.26%
2326	8602326	Thomas Russell Junior School	Primary	251	253	2	1%	903,186	914,593	11,407	1.26%
2327	8602327	Hayes Meadow Primary School	Primary	178	171	-7	-4%	707,993	689,290	-18,703	-2.64%
2328	8602328	Woodcroft First School	Primary	206	179	-27	-13%	764,680	685,531	-79,148	-10.35%
2332	8602332	Florendine Primary School	Primary	271	257	-14	-5%	1,033,165	992,491	-40,674	-3.94%
2333	8602333	Two Gates Community Primary School	Primary	364	323	-41	-11%	1,367,652	1,215,855	-151,798	-11.10%
2334	8602334	Wilnecote Junior School	Primary	292	305	13	4%	1,115,633	1,167,888	52,255	4.68%
2335	8602335	Heathfields Infant School	Primary	211	227	16	8%	798,982	856,471	57,489	7.20%
2336	8602336	The Woodlands Community Primary School	Primary	306	296	-10	-3%	1,154,145	1,127,391	-26,754	-2.32%
2340	8602340	Willows Primary School	Primary	390	406	16	4%	1,543,553	1,615,934	72,382	4.69%
2342	8602342	Glenthorne Community Primary School	Primary	251	266	15	6%	947,353	1,003,578	56,225	5.93%
2344	8602344	Springcroft Primary School	Primary	209	204	-5	-2%	767,111	757,937	-9,174	-1.20%
2345	8602345	Pirehill First School	Primary	298	290	-8	-3%	1,051,920	1,035,160	-16,760	-1.59%
2346	8602346	Hanbury's Farm Community Primary School	Primary	173	166	-7	-4%	754,177	733,307	-20,870	-2.77%
2348	8602348	Oakhill Primary School	Primary	122	122	0	0%	796,483	796,179	-304	-0.04%
2355	8602355	Chancel Primary School	Primary	214	218	4	2%	838,471	854,460	15,990	1.91%
2360	8602360	The John Bamford Primary School	Primary	311	328	17	5%	1,143,432	1,202,149	58,716	5.14%
2368	8602368	Lane Green First School	Primary	149	147	-2	-1%	628,284	623,649	-4,635	-0.74%
2369	8602369	Jerome Primary School	Primary	212	208	-4	-2%	814,198	807,870	-6,328	-0.78%
2370	8602370	Amington Heath Primary School and Nursery	Primary	107	99	-8	-7%	595,553	561,262	-34,292	-5.76%
2372	8602372	Perton First School	Primary	279	281	2	1%	1,019,813	1,030,236	10,424	1.02%
2386	8602386	Gorsemoor Primary School	Primary	535	508	-27	-5%	1,819,698	1,817,816	-1,882	-0.10%
2393	8602393	Cheslyn Hay Primary School	Primary	415	416	1	0%	1,462,370	1,480,570	18,200	1.24%
2394	8602394	Landywood Primary School	Primary	287	320	33	11%	1,107,660	1,218,759	111,098	10.03%
2395	8602395	Moat Hall Primary School	Primary	323	297	-26	-8%	1,246,652	1,156,416	-90,236	-7.24%
2396	8602396	Blakeley Heath Primary School	Primary	278	301	23	8%	1,043,630	1,126,949	83,319	7.98%
2397	8602397	Westfield Primary School	Primary	377	383	6	2%	1,319,470	1,369,480	50,010	3.79%
2399	8602399	Cooper Perry Primary School	Primary	217	206	-11	-5%	813,565	786,922	-26,643	-3.27%
2400	8602400	Tillington Manor Primary School	Primary	270	257	-13	-5%	1,107,262	1,061,384	-45,878	-4.14%
2403	8602403	St Leonard's Primary School	Primary	205	196	-9	-4%	777,833	748,503	-29,330	-3.77%
2404	8602404	Doxey Primary and Nursery School	Primary	185	178	-7	-4%	818,640	794,151	-24,489	-2.99%
2406	8602406	Burton Manor Primary School	Primary	304	308	4	1%	1,151,026	1,170,704	19,678	1.71%
2407	8602407	Castlechurch Primary School	Primary	337	333	-4	-1%	1,339,335	1,327,921	-11,414	-0.85%
2409	8602409	Flash Ley Primary School	Primary	264	244	-20	-8%	1,107,357	1,040,117	-67,240	-6.07%
2411	8602411	Chase Terrace Primary School	Primary	286	291	5	2%	1,110,729	1,117,204	6,474	0.58%
2413	8602413	Fulfen Primary School	Primary	415	418	3	1%	1,426,278	1,497,272	70,994	4.98%
2415	8602415	Highfields Primary School	Primary	205	209	4	2%	776,797	795,164	18,367	2.36%
2416	8602416	Holly Grove Primary School	Primary	304	277	-27	-9%	1,113,469	1,033,835	-79,634	-7.15%
2418	8602418	Ridgeway Primary School	Primary	408	413	5	1%	1,506,180	1,533,345	27,165	1.80%
2424	8602424	Moorhill Primary School	Primary	393	383	-10	-3%	1,603,628	1,575,938	-27,689	-1.73%
3000	8603000	Forsbrook CofE Controlled Primary School	Primary	235	233	-2	-1%	859,275	855,034	-4,242	-0.49%
3025	8603025	All Saints CofE (C) Primary School	Primary	245	232	-13	-5%	896,007	859,856	-36,150	-4.03%
3026	8603026	Hugo Meynell CofE (VC) Primary School	Primary	203	194	-9	-4%	778,304	752,432	-25,872	-3.32%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
3027	8603027	Barlaston CofE (C) First School	Primary	135	128	-7	-5%	565,505	544,972	-20,533	-3.63%
3028	8603028	Berkswich CofE (VC) Primary School	Primary	215	220	5	2%	778,562	795,810	17,247	2.22%
3029	8603029	Betley CofE VC Primary School	Primary	94	98	4	4%	406,538	420,713	14,176	3.49%
3034	8603034	St Mary and St Chad CE (VC) First School	Primary	151	155	4	3%	590,566	606,997	16,431	2.78%
3035	8603035	St Anne's CofE (VC) Primary School	Primary	219	201	-18	-8%	820,997	767,290	-53,707	-6.54%
3040	8603040	Chadsmoor CofE (VC) Junior School	Primary	232	235	3	1%	971,376	986,283	14,907	1.53%
3043	8603043	St Andrew's CofE (C) Primary School	Primary	58	62	4	7%	302,871	315,762	12,891	4.26%
3046	8603046	St Paul's CofE (C) First School	Primary	129	129	0	0%	511,581	515,733	4,152	0.81%
3050	8603050	St Leonard's CofE (C) First School	Primary	57	51	-6	-11%	297,760	279,164	-18,596	-6.25%
3051	8603051	Mary Howard CofE (VC) Primary School	Primary	52	53	1	2%	299,361	304,149	4,788	1.60%
3069	8603069	St John's CofE (C) Primary School	Primary	195	191	-4	-2%	744,447	736,700	-7,747	-1.04%
3076	8603076	Christ Church CofE (C) Primary School	Primary	413	420	7	2%	1,442,253	1,497,720	55,467	3.85%
3079	8603079	St Michael's CofE (C) Primary School	Primary	422	424	2	0%	1,450,762	1,511,216	60,454	4.17%
3080	8603080	St Chad's CofE (VC) Primary School	Primary	198	210	12	6%	758,809	804,272	45,463	5.99%
3082	8603082	St Bartholomew's CofE (C) School	Primary	17	24	7	41%	189,511	222,964	33,453	17.65%
3084	8603084	St Peter's CofE (VC) First School	Primary	47	38	-9	-19%	261,393	234,049	-27,345	-10.46%
3086	8603086	The Henry Prince CofE (C) First School	Primary	36	30	-6	-17%	229,139	210,162	-18,976	-8.28%
3091	8603091	St Chad's CofE (C) Primary School	Primary	267	268	1	0%	985,801	993,720	7,919	0.80%
3093	8603093	St Luke's CofE (C) Primary School	Primary	191	203	12	6%	891,710	940,335	48,624	5.45%
3094	8603094	St Margaret's CofE (VC) Junior School	Primary	242	245	3	1%	906,186	915,613	9,427	1.04%
3098	8603098	St Chad's CofE (VC) First School	Primary	118	120	2	2%	490,431	497,504	7,073	1.44%
3100	8603100	All Saints CofE (C) Primary School	Primary	103	104	1	1%	439,762	440,903	1,141	0.26%
3103	8603103	Rushton CofE (C) Primary School	Primary	37	42	5	14%	233,158	251,381	18,223	7.82%
3110	8603110	All Saints CofE (C) First School	Primary	60	55	-5	-8%	303,073	290,688	-12,385	-4.09%
3112	8603112	St Michael's CofE (C) First School	Primary	256	250	-6	-2%	945,902	926,763	-19,139	-2.02%
3116	8603116	St John's CofE (C) Primary School	Primary	86	91	5	6%	399,442	417,833	18,391	4.60%
3117	8603117	Tittensor CofE (C) First School	Primary	68	71	3	4%	338,452	349,775	11,322	3.35%
3118	8603118	All Saints CofE (VC) Primary School	Primary	99	98	-1	-1%	416,996	415,749	-1,247	-0.30%
3128	8603128	St John's CofE (C) Primary School	Primary	194	200	6	3%	733,942	758,058	24,116	3.29%
3130	8603130	St Mary's CofE (C) First School	Primary	84	86	2	2%	402,881	409,789	6,908	1.71%
3134	8603134	Blackshaw Moor CofE (VC) First School	Primary	54	58	4	7%	294,811	307,966	13,155	4.46%
3136	8603136	Sir John Offley CofE (VC) Primary School	Primary	135	131	-4	-3%	577,437	566,734	-10,703	-1.85%
3137	8603137	Baldwins Gate CofE(VC) Primary School	Primary	118	124	6	5%	482,905	506,232	23,326	4.83%
3139	8603139	Hob Hill CE/Methodist (VC) Primary School	Primary	227	246	19	8%	884,392	957,905	73,513	8.31%
3141	8603141	Etching Hill CofE (C) Primary School	Primary	365	378	13	4%	1,303,166	1,348,452	45,286	3.48%
3144	8603144	Holy Trinity CofE (C) Primary School	Primary	144	158	14	10%	595,631	646,582	50,951	8.55%
3149	8603149	St Paul's CofE (C) Primary School	Primary	109	117	8	7%	470,363	499,223	28,860	6.14%
3152	8603152	All Saints CofE (VC) Primary School	Primary	56	53	-3	-5%	306,498	297,333	-9,165	-2.99%
3420	8603420	St Modwen's Catholic Primary School	Primary	392	395	4	1%	1,452,119	1,474,249	22,129	1.52%
3427	8603427	All Saints CofE (A) Primary School	Primary	85	77	-8	-9%	376,589	353,920	-22,669	-6.02%
3430	8603430	St Peter's CofE (A) Primary School	Primary	154	160	6	4%	624,104	648,342	24,238	3.88%
3433	8603433	Church Eaton Endowed (VA) Primary School	Primary	64	74	10	16%	317,446	347,807	30,362	9.56%
3438	8603438	Ilam CofE (VA) Primary School	Primary	53	45	-8	-15%	286,447	264,992	-21,455	-7.49%
3442	8603442	Beresford Memorial CofE (A) First School	Primary	145	150	5	3%	636,214	658,806	22,592	3.55%
3443	8603443	All Saints CofE (A) First School	Primary	207	202	-5	-2%	783,565	772,819	-10,746	-1.37%
3446	8603446	St Mary's CofE (A) Primary School	Primary	64	64	0	0%	317,558	318,896	1,338	0.42%
3447	8603447	St Michael's CofE (A) First School	Primary	144	149	5	3%	578,353	598,248	19,895	3.44%
3449	8603449	St Mary's CofE (A) First School	Primary	168	193	25	15%	669,697	767,839	98,141	14.65%
3450	8603450	St Leonard's CofE (A) Primary School	Primary	108	108	0	0%	455,452	458,759	3,307	0.73%
3456	8603456	St Mary's Catholic Primary School	Primary	207	204	-3	-1%	803,885	800,280	-3,606	-0.45%
3458	8603458	St Joseph and St Theresa Catholic Primary	Primary	195	196	1	1%	739,807	748,258	8,451	1.14%
3461	8603461	St Joseph's Catholic Primary School	Primary	213	206	-7	-3%	787,479	770,176	-17,303	-2.20%
3464	8603464	St Joseph's Catholic Primary School	Primary	210	208	-2	-1%	754,671	753,407	-1,264	-0.17%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
3467	8603467	St Joseph's Catholic Primary School	Primary	191	196	5	3%	772,185	794,597	22,412	2.90%
3478	8603478	St Elizabeth's Catholic Primary School	Primary	205	195	-10	-5%	798,354	769,524	-28,830	-3.61%
3481	8603481	St Bernadette's Catholic Primary School	Primary	94	101	7	7%	423,267	448,370	25,104	5.93%
3482	8603482	St Gabriel's Catholic Primary School	Primary	404	400	-4	-1%	1,478,066	1,474,365	-3,701	-0.25%
3483	8603483	St Christopher's Catholic Primary School	Primary	211	209	-2	-1%	762,634	761,061	-1,573	-0.21%
3484	8603484	SS Peter and Paul Catholic Primary School	Primary	122	123	1	1%	549,060	557,076	8,016	1.46%
3485	8603485	St Thomas More Catholic Primary School	Primary	179	190	11	6%	689,936	729,515	39,579	5.74%
3486	8603486	Needwood CofE VA Primary School	Primary	75	82	7	9%	366,214	387,103	20,890	5.70%
3488	8603488	Anson CofE (A) Primary School	Primary	105	105	0	0%	451,238	453,862	2,623	0.58%
3489	8603489	St Thomas' CofE (A) Primary School	Primary	211	216	5	2%	813,542	832,818	19,276	2.37%
3490	8603490	St Leonard's CofE (VA) First School	Primary	40	36	-4	-10%	245,152	235,077	-10,076	-4.11%
3492	8603492	St Lukes CofE Primary School	Primary	415	415	0	0%	1,460,213	1,492,316	32,103	2.20%
3493	8603493	Redbrook Hayes Community Primary School	Primary	199	202	3	2%	865,981	883,127	17,146	1.98%
3494	8603494	Chase View Community Primary School	Primary	185	187	2	1%	819,173	832,313	13,140	1.60%
3497	8603497	The William Amory Primary School	Primary	195	196	1	1%	781,396	789,920	8,525	1.09%
3499	8603499	Langdale Primary School	Primary	374	368	-6	-2%	1,383,358	1,363,696	-19,662	-1.42%
3500	8603500	Riverview Primary School	Primary	351	356	5	1%	1,565,428	1,593,245	27,817	1.78%
5202	8605202	Corbett VA CofE Primary School	Primary	101	104	3	3%	424,901	436,253	11,352	2.67%
4142	8604142	Walton Priory Middle School	Middle-deemed Secondary	462	498	35	8%	1,905,830	2,057,283	151,453	7.95%
4144	8604144	James Bateman Junior High School	Middle-deemed Secondary	360	387	27	8%	1,617,705	1,710,233	92,529	5.72%
4170	8604170	Perton Middle School	Middle-deemed Secondary	360	370	10	3%	1,502,612	1,553,026	50,414	3.36%
4516	8604516	Brewwood CofE (C) Middle School	Middle-deemed Secondary	421	416	-5	-1%	1,765,426	1,755,024	-10,402	-0.59%
4517	8604517	Bilbrook CofE (VC) Middle School	Middle-deemed Secondary	120	94	-26	-22%	722,127	582,759	-139,368	-19.30%
4512	8604012	The King's CofE (VA) School	Secondary	395	474	79	20%	2,252,441	2,724,338	471,897	20.95%
4551	8604051	Paulet High School	Secondary	697	722	25	4%	3,572,815	3,723,039	150,224	4.20%
4055	8604055	Paget High School	Secondary	762	721	-41	-5%	3,983,905	3,816,013	-167,892	-4.21%
4056	8604066	Norton Canes High School	Secondary	370	412	42	11%	2,034,118	2,202,766	168,648	8.29%
4067	8604067	Blythe Bridge High School	Secondary	863	876	13	2%	4,143,967	4,319,588	175,621	4.24%
4072	8604072	Moorside High School	Secondary	779	816	37	5%	3,861,322	4,038,403	177,081	4.59%
4075	8604075	Codsall Community High School	Secondary	683	685	2	0%	3,493,588	3,534,366	40,778	1.17%
4077	8604077	Endon High School	Secondary	692	709	17	2%	3,240,355	3,461,160	220,805	6.81%
4087	8604087	King Edward VI School	Secondary	1,056	1,098	42	4%	4,970,372	5,388,216	417,844	8.41%
4089	8604089	Nether Stowe School	Secondary	573	608	35	6%	3,028,756	3,179,567	150,812	4.98%
4126	8604126	The Friary School	Secondary	968	982	14	1%	4,740,785	4,858,500	117,715	2.48%
4140	8604140	Cheslyn Hay Sport and Community High School	Secondary	1,118	1,132	14	1%	5,406,939	5,465,100	58,161	1.08%
4181	8604181	King Edward VI High School	Secondary	608	570	-38	-6%	3,143,209	2,987,786	-155,423	-4.94%
4500	8604500	Abbot Beyne School	Secondary	649	674	25	4%	3,588,863	3,726,914	138,051	3.85%
5402	8605402	Stafford Manor High School	Secondary	270	323	53	20%	1,577,974	1,885,618	307,644	19.50%
5403	8605403	Cardinal Griffin Catholic College	Secondary	733	774	41	6%	3,541,955	3,764,864	222,909	6.29%
				47,654	48,134	479	1%	200,318,427	204,299,113	3,980,686	1.99%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %

ACADEMIES (operational as at 1 January 2019)

This reflects the impact of the main formula and will not match the budget provided by ESFA which will reflect academies' additional responsibilities

2001	8602001	Anglesey Primary Academy	Primary	586	589	3	1%	2,351,819	2,379,193	27,374	1.16%
2002	8602002	Scientia Academy	Primary	363	405	43	12%	1,417,448	1,582,163	164,715	11.62%
2003	8602003	Landau Forte Academy Greenacres	Primary	368	363	-5	-1%	1,355,412	1,350,013	-5,399	-0.40%
2004	8602004	University Primary Academy Kidsgrove	Primary	167	150	-17	-10%	714,820	657,557	-57,264	-8.01%
2005	8602005	Churchfields Primary School	Primary	331	326	-5	-2%	1,305,730	1,296,179	-9,551	-0.73%
2006	8602006	Veritas Primary Academy	Primary	301	330	30	10%	1,108,842	1,214,884	106,042	9.56%
2007	8602007	Silverdale Primary Academy	Primary	160	168	8	5%	671,362	703,584	32,222	4.80%
2008	8602008	Springhill Primary Academy	Primary	167	150	-17	-10%	722,066	665,174	-56,892	-7.88%
2009	8602009	Norton Canes Primary Academy	Primary	235	226	-9	-4%	937,172	913,035	-24,137	-2.58%
2010	8602010	Heath Hayes Primary Academy	Primary	177	194	17	10%	721,255	784,557	63,303	8.78%
2011	8602011	Havergal CofE (C) Primary School	Primary	169	171	2	1%	645,771	656,147	10,376	1.61%
2012	8602012	Moorgate Primary Academy	Primary	259	277	18	7%	1,046,122	1,122,836	76,714	7.33%
2013	8602013	Rowley Park Primary Academy	Primary	166	171	5	3%	771,580	796,207	24,627	3.19%
2014	8602014	John Wheeldon Primary Academy	Primary	502	528	26	5%	1,792,530	1,896,101	103,570	5.78%
2015	8602015	Kingfisher Academy	Primary	172	170	-2	-1%	790,264	787,150	-3,114	-0.39%
2016	8602016	Five Spires Academy	Primary	98	133	35	36%	415,337	535,148	119,811	28.85%
2017	8602017	Three Peaks Primary Academy	Primary	384	387	3	1%	1,474,347	1,495,977	21,630	1.47%
2018	8602018	Silkmore Primary Academy	Primary	174	184	10	6%	954,106	1,008,700	54,594	5.72%
2019	8602019	Knutton St Marys CofE Academy	Primary	231	219	-12	-5%	1,052,820	1,010,266	-42,554	-4.04%
2020	8602020	Horninglow Primary: A de Ferrers Trust Academy	Primary	205	204	-1	0%	890,018	907,102	17,084	1.92%
2022	8602022	Thursfield Primary School	Primary	264	256	-8	-3%	955,530	936,417	-19,113	-2.00%
2023	8602023	Henhurst Ridge Primary Academy	Primary	35	36	1	4%	173,999	227,624	53,625	30.82%
2025	8602025	St Benedict Biscop CofE Primary School	Primary	194	197	3	2%	705,098	719,142	14,044	1.99%
2026	8602026	Picknalls First School	Primary	268	274	6	2%	970,390	981,722	11,331	1.17%
2027	8602027	Chadsmead Primary Academy	Primary	303	269	-34	-11%	1,167,426	1,056,193	-111,233	-9.53%
2028	8602028	Gentleshaw Primary School	Primary	131	148	17	13%	510,953	559,927	48,974	9.58%
2029	8602029	Bird's Bush Primary School	Primary	284	263	-21	-7%	1,088,007	1,008,111	-79,896	-7.34%
2030	8602030	Bishop Rawle CofE (A) Primary School	Primary	145	154	9	6%	601,440	635,637	34,197	5.69%
2031	8602031	Dosthill Primary School	Primary	611	595	-16	-3%	2,021,963	2,088,397	66,434	3.29%
2033	8602033	Winshill Village Primary and Nursery School	Primary	194	189	-5	-3%	835,861	808,684	-27,177	-3.25%
2034	8602034	Holy Rosary Catholic Voluntary Academy	Primary	277	249	-28	-10%	1,027,194	930,404	-96,789	-9.42%
2124	8602124	Grange School	Primary	161	158	-3	-2%	730,562	714,114	-16,448	-2.25%
2126	8602126	Shobnall Primary Academy	Primary	235	226	-9	-4%	882,730	850,485	-32,245	-3.65%
2128	8602128	Lansdowne: A de Ferrers Trust Academy	Primary	173	177	4	2%	794,230	814,906	20,676	2.60%
2141	8602141	The Violet Way Academy	Primary	266	268	2	1%	974,893	987,705	12,813	1.31%
2145	8602145	Eton Park Junior: A de Ferrers Trust Academy	Primary	211	216	5	2%	937,731	963,248	25,517	2.72%
2152	8602152	The Mosley Academy	Primary	171	191	20	12%	637,219	703,880	66,661	10.46%
2160	8602160	Thomas Russell Infants School	Primary	184	186	2	1%	677,104	687,580	10,476	1.55%
2167	8602167	Rykneld Primary School	Primary	537	590	53	10%	1,874,165	2,068,457	194,291	10.37%
2179	8602179	Hazel Slade Primary Academy	Primary	142	147	5	4%	581,301	601,435	20,134	3.46%
2189	8602189	Longford Primary School	Primary	314	292	-22	-7%	1,239,778	1,150,175	-89,602	-7.23%
2195	8602195	Birches First School	Primary	149	149	0	0%	583,607	577,008	-6,599	-1.13%
2200	8602200	The Howard Primary School	Primary	61	61	0	0%	300,650	302,197	1,547	0.51%
2204	8602204	Featherstone Academy	Primary	209	209	0	0%	838,405	843,741	5,336	0.64%
2217	8602217	Littleton Green Community School	Primary	347	380	33	10%	1,367,923	1,497,014	129,091	9.44%
2220	8602220	Castle Primary School	Primary	92	97	5	5%	399,034	416,950	17,915	4.49%
2234	8602234	Scotch Orchard Primary School	Primary	188	188	0	0%	731,715	725,898	-5,817	-0.80%
2236	8602236	The Meadows Primary School	Primary	88	83	-5	-6%	388,715	371,252	-17,464	-4.49%
2241	8602241	Sun Academy Bradwell	Primary	199	197	-2	-1%	813,640	811,667	-1,973	-0.24%
2242	8602242	Bursley Academy	Primary	321	319	-2	-1%	1,133,683	1,137,328	3,644	0.32%
2247	8602247	Crackley Bank Primary School	Primary	178	177	-1	-1%	884,538	885,799	1,261	0.14%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
2252	8602252	Hempstalls Primary School	Primary	338	363	25	7%	1,385,613	1,489,747	104,134	7.52%
2264	8602264	The Valley Primary School	Primary	44	49	5	11%	259,084	277,187	18,103	6.99%
2296	8602296	William Shrewsbury Primary School	Primary	626	634	8	1%	2,105,974	2,227,316	121,342	5.76%
2298	8602298	Lark Hall Infant & Nursery Academy	Primary	81	75	-6	-7%	399,362	380,018	-19,345	-4.84%
2299	8602299	Flax Hill Junior Academy	Primary	275	265	-10	-4%	1,056,847	1,031,004	-25,842	-2.45%
2305	8602305	Great Wood Community Primary School	Primary	108	105	-3	-3%	480,658	464,618	-16,039	-3.34%
2320	8602320	Meir Heath Academy	Primary	367	362	-5	-1%	1,247,088	1,270,226	23,137	1.86%
2323	8602323	Marshbrook First School	Primary	129	140	11	9%	532,648	562,402	29,754	5.59%
2337	8602337	Anker Moor Primary Academy	Primary	135	146	11	8%	588,405	630,930	42,525	7.23%
2352	8602352	Barnfields Primary School	Primary	444	437	-7	-2%	1,481,841	1,533,708	51,868	3.50%
2358	8602358	Chesterton Primary School	Primary	164	150	-14	-9%	800,702	746,257	-54,445	-6.80%
2361	8602361	Lakeside Primary School	Primary	222	228	6	3%	912,296	925,889	13,593	1.49%
2362	8602362	Princefield First School	Primary	200	215	15	8%	747,799	787,476	39,676	5.31%
2373	8602373	Glascote Academy	Primary	271	259	-12	-4%	1,116,900	1,079,420	-37,480	-3.36%
2374	8602374	Stoneydelph Primary School	Primary	239	274	35	15%	999,276	1,136,005	136,729	13.68%
2387	8602387	Perton Primary Academy	Primary	232	233	1	0%	840,645	849,341	8,697	1.03%
2388	8602388	Charnwood Primary Academy	Primary	183	194	11	6%	769,571	801,587	32,016	4.16%
2392	8602392	Ellison Primary Academy	Primary	384	389	5	1%	1,404,002	1,431,042	27,040	1.93%
2401	8602401	Parkside Primary School	Primary	278	293	15	5%	986,072	1,040,155	54,083	5.48%
2410	8602410	Boney Hay Primary Academy	Primary	176	190	14	8%	739,091	793,604	54,513	7.38%
2421	8602421	Pye Green Academy	Primary	406	403	-3	-1%	1,477,043	1,477,063	20	0.00%
2422	8602422	John of Rolleston Primary School	Primary	371	385	14	4%	1,269,355	1,355,096	85,740	6.75%
2423	8602423	William MacGregor Primary School	Primary	206	206	0	0%	830,300	824,025	-6,275	-0.76%
2430	8603030	St John's CofE First School	Primary	73	72	-1	-1%	337,829	333,532	-4,296	-1.27%
2442	8603042	St Edward's CofE Academy Cheddleton	Primary	213	203	-10	-5%	776,281	750,034	-26,247	-3.38%
2444	8603044	St Nicholas Church of England First School	Primary	308	305	-3	-1%	1,083,506	1,081,289	-2,217	-0.20%
2445	8603045	Colwich CofE Primary School	Primary	187	179	-8	-4%	672,088	652,277	-19,812	-2.95%
2448	8603048	All Saints CofE Academy Denstone	Primary	67	66	-1	-1%	323,327	311,849	-11,478	-3.55%
2449	8603049	St Augustine's CofE Academy	Primary	45	44	-1	-2%	254,510	249,441	-5,069	-1.99%
2453	8603053	St Luke's Primary School Endon	Primary	217	218	1	0%	785,406	781,804	-3,601	-0.46%
2463	8603063	St Peter's CofE Primary Academy	Primary	410	390	-20	-5%	1,461,473	1,377,750	-83,724	-5.73%
2467	8603067	Horton St Michael's CofE First School	Primary	74	66	-8	-11%	350,244	322,937	-27,306	-7.80%
2472	8603072	St Saviour's Academy	Primary	171	178	7	4%	755,666	768,673	13,006	1.72%
2475	8603075	All Saints' CofE First School	Primary	47	49	2	4%	258,097	261,690	3,594	1.39%
2481	8603081	St James Church of England Primary Academy	Primary	92	87	-5	-5%	396,004	383,143	-12,861	-3.25%
2492	8603092	St Giles' and St George's Church of England Academy	Primary	308	292	-16	-5%	1,250,948	1,203,660	-47,288	-3.78%
2510	8603102	Churchfield CofE Primary Academy	Primary	178	187	9	5%	776,939	798,549	21,610	2.78%
2513	8603113	Oulton CofE (C) First School	Primary	71	74	3	4%	319,658	330,155	10,496	3.28%
2514	8603114	St Peter's Church of England Primary Academy	Primary	183	197	14	8%	680,980	730,354	49,373	7.25%
2519	8603119	Richard Wakefield Church of England Primary School	Primary	232	236	4	2%	897,511	898,765	1,254	0.14%
2520	8603120	Tynsel Parkes Primary Academy	Primary	146	142	-4	-3%	596,260	586,530	-9,730	-1.63%
2532	8603132	Yoxall St Peter's CofE (VC) Primary School	Primary	144	150	6	4%	549,777	572,409	22,632	4.12%
2542	8603142	Christ Church CofE First School	Primary	135	129	-6	-4%	552,125	535,647	-16,477	-2.98%
2545	8603145	St John's Primary Academy	Primary	490	478	-12	-2%	1,695,716	1,680,510	-15,206	-0.90%
2546	8603146	Bishop Lonsdale Church of England Primary Academy	Primary	219	228	9	4%	812,969	847,201	34,232	4.21%
2547	8603147	St John's CofE Primary Academy	Primary	412	421	9	2%	1,433,850	1,478,994	45,143	3.15%
2548	8603148	St Andrew's CofE Primary School	Primary	178	175	-3	-2%	655,130	650,022	-5,108	-0.78%
2550	8603150	Woodseaves CE Primary Academy	Primary	100	99	-1	-1%	424,369	424,264	-106	-0.02%
2551	8603151	Haughton St Giles CofE Primary Academy	Primary	115	107	-8	-7%	459,478	438,367	-21,111	-4.59%
2553	8603153	Gnosall St Lawrence Coe Primary Academy	Primary	247	265	18	7%	912,245	982,113	69,868	7.66%
2554	8603154	St Peter's CofE Primary School	Primary	137	135	-2	-1%	544,160	541,115	-3,045	-0.56%
2555	8603155	Manifold Church of England Primary School	Primary	43	55	12	28%	255,886	296,072	40,186	15.70%
2556	8603156	Waterhouses CofE Primary Academy	Primary	94	91	-3	-3%	569,742	547,001	-22,741	-3.99%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
3300	8603300	The Faber Catholic Primary School	Primary	69	68	-1	-1%	324,635	323,854	-780	-0.24%
3426	8603426	St Peter's CoFE Academy Alton	Primary	52	46	-6	-12%	271,907	254,415	-17,493	-6.43%
3432	8603432	Hutchinson Memorial CoFE First School	Primary	76	72	-4	-5%	337,501	327,269	-10,232	-3.03%
3434	8603434	The St. Mary's CoFE Primary School	Primary	74	75	1	1%	355,780	360,912	5,132	1.44%
3436	8603436	Dilhorne Endowed CE (A) Primary School	Primary	58	54	-4	-7%	312,810	300,229	-12,581	-4.02%
3440	8603440	The Richard Crosse CoFE Primary School	Primary	118	116	-2	-2%	477,090	473,657	-3,433	-0.72%
3441	8603441	St Werburgh's CE (A) Primary School	Primary	143	157	14	10%	572,287	621,099	48,812	8.53%
3455	8603455	St Mary's Catholic Primary School	Primary	108	102	-6	-6%	446,701	438,296	-8,405	-1.88%
3457	8603457	St Filumena's Catholic Primary School	Primary	211	209	-2	-1%	760,562	759,494	-1,069	-0.14%
3459	8603459	St Giles Catholic Primary School	Primary	207	212	5	2%	764,749	786,863	22,114	2.89%
3460	8603460	St John's Catholic Primary School	Primary	70	72	2	3%	327,752	336,090	8,338	2.54%
3462	8603462	St John the Evangelist Catholic Primary	Primary	189	162	-27	-14%	800,072	707,046	-93,026	-11.63%
3463	8603463	St Mary's Catholic Academy	Primary	184	186	2	1%	735,133	747,820	12,687	1.73%
3465	8603465	St Mary's Catholic Primary School	Primary	379	377	-2	-1%	1,479,994	1,485,308	5,314	0.36%
3466	8603466	St Wulstan's Catholic Primary School	Primary	409	411	2	0%	1,424,559	1,444,145	19,586	1.37%
3468	8603468	St Austin's Catholic Primary School	Primary	205	194	-11	-5%	787,533	757,008	-30,525	-3.88%
3469	8603469	St Patrick's Catholic Primary School	Primary	207	208	1	0%	815,623	824,168	8,544	1.05%
3470	8603470	St Dominic's Catholic Primary School	Primary	208	203	-5	-2%	739,067	728,731	-10,336	-1.40%
3473	8603473	St Thomas' Catholic Primary School	Primary	225	221	-4	-2%	794,594	787,617	-6,978	-0.88%
3474	8603474	St Joseph's Catholic Primary School	Primary	199	186	-13	-7%	731,652	695,618	-36,034	-4.93%
3476	8603476	Our Lady and St Werburgh's Catholic Primary School	Primary	209	210	1	0%	764,011	771,178	7,167	0.94%
3477	8603477	Our Lady of Grace Catholic Academy	Primary	109	100	-9	-8%	516,855	486,102	-30,753	-5.95%
3479	8603479	Blessed Mother Teresa's Catholic Primary School	Primary	140	145	5	4%	653,240	676,361	23,121	3.54%
3480	8603480	St Anne's Catholic Primary School	Primary	217	217	0	0%	772,522	778,903	6,381	0.83%
3496	8603496	Seabridge Primary School	Primary	415	420	5	1%	1,458,627	1,484,976	26,349	1.81%
3498	8603498	Leasowes Primary School	Primary	429	425	-4	-1%	1,423,488	1,492,464	68,977	4.85%
3501	8603501	Outwoods Primary School	Primary	482	452	-30	-6%	1,765,262	1,674,146	-91,116	-5.16%
5200	8605200	Hollinsclough Church of England Academy	Primary	48	41	-7	-15%	283,860	263,466	-20,394	-7.18%
4128	8604128	Penkridge Middle School	Middle-deemed Secondary	457	454	-3	-1%	1,855,019	1,845,454	-9,565	-0.52%
4133	8604133	Codsall Middle School	Middle-deemed Secondary	552	547	-5	-1%	2,195,634	2,222,910	27,276	1.24%
4145	8604145	Oldfields Hall Middle School	Middle-deemed Secondary	496	506	10	2%	2,021,205	2,060,892	39,687	1.96%
4154	8604154	Woodhouse Academy	Middle-deemed Secondary	452	454	2	0%	1,844,166	1,866,190	22,024	1.19%
4160	8604160	Churnet View Middle School	Middle-deemed Secondary	422	440	18	4%	1,871,686	1,962,905	91,218	4.87%
4511	8604511	Ryecroft CoFE Middle School	Middle-deemed Secondary	201	200	-1	0%	930,767	907,973	-22,794	-2.45%
4512	8604512	Windsor Park CE Middle School	Middle-deemed Secondary	348	322	-26	-7%	1,537,649	1,387,902	-149,748	-9.74%
4612	8604612	Christ Church Academy	Middle-deemed Secondary	586	578	-8	-1%	2,336,817	2,351,988	15,171	0.65%
4613	8604613	St Edward's Church of England Academy	Middle-deemed Secondary	750	727	-23	-3%	2,977,387	2,956,849	-20,537	-0.69%
4002	8604002	The Hart School	Secondary	1,007	1,018	11	1%	4,987,109	5,073,070	85,961	1.72%
4004	8604004	Landau Forte Academy, QEMS	Secondary	649	699	50	8%	3,293,800	3,561,427	267,627	8.13%
4005	8604005	Staffordshire University Academy	Secondary	573	557	-16	-3%	3,168,177	3,103,923	-64,254	-2.03%
4006	8604006	Tamworth Enterprise College and AET Academy	Secondary	650	591	-59	-9%	3,388,188	3,119,100	-269,088	-7.94%
4007	8604007	The Rural Enterprise Academy	Secondary	136	157	21	15%	865,026	976,492	111,465	12.89%
4009	8604009	Kinver High School and Sixth Form	Secondary	543	531	-12	-2%	2,615,899	2,564,882	-51,017	-1.95%
4010	8604010	Ounsdale High School	Secondary	798	834	36	5%	3,763,077	4,028,652	265,575	7.06%
4013	8604013	Wolstanton High Academy	Secondary	803	816	13	2%	3,915,241	4,010,931	95,689	2.44%
4015	8604015	Great Wyrley High School	Secondary	622	553	-69	-11%	3,268,613	2,872,174	-396,439	-12.13%
4017	8604017	John Taylor Free School	Secondary	123	350	227	185%	639,097	1,742,230	1,103,134	172.61%
4060	8604060	Sir Thomas Boughey Academy	Secondary	646	613	-33	-5%	3,165,916	3,035,968	-129,949	-4.10%
4061	8604061	John Taylor High School	Secondary	611	1,248	637	104%	2,021,963	6,020,136	3,998,173	197.74%
4070	8604070	Kingsmead School	Secondary	985	988	3	0%	4,704,322	4,766,894	62,572	1.33%
4084	8604084	University Academy Kidsgrove	Secondary	382	317	-65	-17%	1,957,271	1,666,313	-290,958	-14.87%
4085	8604085	Leek High School	Secondary	315	305	-10	-3%	1,816,056	1,771,555	-44,501	-2.45%
4086	8604086	Westwood College	Secondary	571	578	7	1%	2,892,299	2,946,000	53,702	1.86%

DfE		Name	School Type	Pupil Numbers				Budget before De-delegation & ESG Levy			
				2018-19	2019-20	Variance	Variance %	2018-19 (£)	2019-20	Variance (£)	Variance %
4090	8604090	Madeley High School	Secondary	612	643	31	5%	2,901,850	3,100,008	198,158	6.83%
4093	8604093	Chesterton Community Sports College	Secondary	717	806	89	12%	3,707,923	4,179,376	471,453	12.71%
4094	8604094	Clayton Hall Academy	Secondary	985	976	-9	-1%	4,598,090	4,706,875	108,785	2.37%
4096	8604096	Newcastle Academy	Secondary	377	381	4	1%	2,128,476	2,164,545	36,069	1.69%
4100	8604100	Wolgarston High School	Secondary	499	558	59	12%	2,550,505	2,789,521	239,016	9.37%
4111	8604111	Walton High School	Secondary	1,031	1,066	35	3%	4,764,090	5,139,178	375,088	7.87%
4112	8604112	Alleyne's Academy	Secondary	582	635	53	9%	2,880,074	3,151,315	271,241	9.42%
4123	8604123	The Wilnecote School	Secondary	727	714	-13	-2%	3,592,907	3,562,040	-30,867	-0.86%
4143	8604143	Biddulph High School	Secondary	548	555	7	1%	2,824,586	2,877,562	52,976	1.88%
4146	8604146	Thomas Alleyne's High School	Secondary	754	759	5	1%	3,831,286	3,789,559	-41,727	-1.09%
4153	8604153	The Cheadle Academy	Secondary	422	412	-10	-2%	2,157,507	2,122,976	-34,531	-1.60%
4158	8604158	The Rawlett School (An Aet Academy)	Secondary	985	1,008	23	2%	4,645,558	4,861,382	215,825	4.65%
4176	8604176	The de Ferrers Academy	Secondary	1,771	1,806	35	2%	8,401,197	8,701,056	299,859	3.57%
4178	8604178	Chase Terrace Technology College	Secondary	1,171	1,219	48	4%	5,538,084	5,888,244	350,160	6.32%
4180	8604180	Sir Graham Balfour High School	Secondary	816	865	49	6%	3,895,984	4,181,484	285,500	7.33%
4183	8604183	The Weston Road Academy	Secondary	835	868	33	4%	3,908,734	4,186,258	277,523	7.10%
4607	8604607	Blessed William Howard Catholic School	Secondary	768	770	2	0%	3,669,919	3,712,733	42,814	1.17%
4610	8604610	Painsley Catholic College	Secondary	1,055	1,091	36	3%	4,873,136	5,258,573	385,437	7.91%
4710	8604710	Blessed Robert Sutton Catholic Voluntary Academy	Secondary	634	602	-32	-5%	3,116,735	2,936,601	-180,134	-5.78%
4713	8604713	St John Fisher Catholic College	Secondary	844	907	63	7%	4,104,101	4,438,370	334,270	8.14%
5401	8605401	Cannock Chase High School	Secondary	699	728	29	4%	3,595,537	3,771,593	176,056	4.90%
5404	8605404	Erasmus Darwin Academy	Secondary	882	901	19	2%	4,108,053	4,345,061	237,008	5.77%
6905	8606905	Landau Forte Academy, Amington	Secondary	775	828	53	7%	3,926,861	4,221,843	294,982	7.51%
6906	8606906	The JCB Academy	Secondary	384	499	115	30%	1,986,426	2,560,186	573,760	28.88%
9999	8609999	Poppyfield Primary Academy (Formerly Pye Green Primary School)	Primary	-	11	11		-	97,999	97,999	
9998	8609998	Streethay Primary School	Primary	-	9	9		-	92,744	92,744	
				61,350	62,938	1,588	3%	267,878,922	279,202,457	11,323,536	4.23%

Schools Forum – 28th March 2019

High Needs Block update

Recommendations:

1. That Schools Forum notes the updates to the High Needs Block.

PART A

Reasons for recommendations:

2. The current state of the High Needs Block across English local authorities continues to gain public recognition. Lobbying by different groups including F40, County Councils Network (CCN), Society of County Treasurers along with others have been in the national headlines.
3. At Schools Forum on 13th February 2019 a paper was presented indicating the actions taken following the recommendations from the High Needs Block recovery task group and the latest overspend forecast.
4. Schools forum requested a further update on the latest position of the High Needs Block including the response from the Secretary of State following the local authority request for a transfer of 0.5% (£2.4m) from the schools block to the high needs block. The local authority has received approval for the transfer for one year only.
5. The DfE have confirmed that Staffordshire will receive £1.7m in 2018/19 and a further £1.7m in 2019/20 additional funding for the High Needs Block, following the announcement of the additional £250m for SEND in December 2018. This has the effect of reducing the latest Quarter 4 forecast overspend to £5.6m.
6. The outcome of the Local Area SEND Inspection resulted in the requirement to produce a written statement of action. Schools Forum agreed that the written statement of action should inform any further savings within the HNB.
7. Using the latest information, the table below illustrates the effect of the High Needs Block on the overall DSG balances:

Year	2018/2019	2019/2020	2020/2021
Opening Balance	£5.05m	£3.85m - £2.45m	£1.83m - £0.25m
High Needs Forecast overspend Range	(£4.20m) - (£5.60m)	(£2.02m) - (£2.20m)	(£4.02m) - (£4.47m)
Early Years Forecast underspend	£2.00m		
Central Block Forecast Underspend	£1.00m		
Closing Balance Range	£3.85m - £2.45m	£1.83m – (£0.25m)	(£2.19m) - (£4.22m)

PART B

Background

8. The financial risk of the High Needs Block has been a standing agenda at Schools Forum. The increase in demand on the High Needs Block has mainly arisen from a significant increase in a range of areas. These include:
- Additional needs requests
 - Increase in pupil numbers requiring EHCPs,
 - Extension of age group to 25 for those with EHCPs,
 - Increase in out of county placements and costs,
 - Increase in Matrix funding for special schools,
 - Increased numbers of exclusions from mainstream schools,
 - The funding of increased numbers of pupils out of education.
9. The main areas of forecast overspend within the high needs budget in 2018/2019 are provided within the table below. A complete high needs block forecast outturn summary is provided within appendix A.

High Needs Budget	Budget	Forecast Outturn 18/19	Under/(Over) spend
Staffordshire Special Schools and Academies	13,612,970	14,339,418	(726,448)
Staffordshire Mainstream Schools	7,980,100	11,423,197	(3,443,097)
Pupils in other LA Special & Mainstream Schools & Academies	1,098,880	1,389,156	(290,276)
Independent Schools Mainstream	329,890	896,991	(567,101)
Independent Schools Special	6,792,770	10,245,053	(3,452,283)

10. The amount of high needs funding that Staffordshire receives is determined by the high needs national funding formula (NFF). The funding floor factor in the high needs NFF for 2019-20 provides for every local authority to receive an underlying increase of at least 1.0% per head of 2-18 population, compared to the amount of its DSG that it had planned to spend on high needs in 2017 to 2018, i.e. the 2017 to 2018 baseline.

11. The allocations within the National Funding Formula (NFF) have identified that there is an additional £2m added into the High Needs Block in 2018/19, rising to £3.8m in 2019/20 from the 2017/18 baseline.
12. All elements of the HNB have reviewed including non-statutory elements of funding. This includes the residential element for 5 special schools. The residential educational element is non-statutory as is not included within EHCPs.
13. Following the announcement of the additional £250m for SEND in December 2018, Staffordshire has received an in-year contribution of £1.7m and a further £1.7m in 2019/2020.
14. The local authority request for a transfer of 0.5% (£2.4m) from the schools block to the high needs block has been approved by the Secretary of State for one year only.
15. Even with this additional funding the DSG balances will be brought into deficit in 2020/21 without further action. This is a situation that a majority of local authorities in the country are facing and there is national pressure on the government to review the allocation of High Needs funding.
16. The local authority has a strategic vision of increasing the opportunities for districts to have greater management of funding through locality arrangements in order to provide early intervention for need, as well as a consequent reduction in administrative costs, over time, to both schools and the Local Authority. These include options to develop Resource Centres and Contact Bases in mainstream schools. These are being developed through the SEND Transformation Programme in order to provide early intervention, prevent later higher cost needs and pupils being referred into statutory processes.

Report author:

Author's Name: Tim Moss, County Commissioner for School Quality Assurance and Intervention

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List of background papers:

Appendix A – High Needs Block latest outturn forecast

Schools Forum – 28th March 2019
High Needs Block update

Non ISB (individual school budget) High Needs Budget	Outturn 2017/18	Budget	Forecast Outturn 2018/19	Under/(Over) spend
Staffordshire Special Schools and Academies	14,001,979	13,612,970	14,339,418	(726,448)
Staffordshire Pupil Referral Units&District Inclusion Partnerships	3,120,148	2,690,890	2,587,300	103,590
Staffordshire Mainstream Schools	9,238,976	7,980,100	11,423,197	(3,443,097)
Pupils in other LA Special & Mainstream Schools & Academies	1,297,443	1,098,880	1,389,156	(290,276)
Early Years PVI's	333,890	230,000	333,890	(103,890)
SEN Support Services	5,636,619	5,697,570	5,385,190	312,380
Education Other than At school	119,336	118,330	119,336	(1,006)
Independent Schools Mainstream	518,616	329,890	896,991	(567,101)
Independent Schools Special	8,045,093	6,792,770	10,245,053	(3,452,283)
Independent Hospital Fees	286,415	334,220	219,258	114,963
Support for Inclusion	1,957,657	1,591,760	1,591,760	0
Pooled Items	71,033	-	54,486	(54,486)
Recharges	168,070	174,820	169,620	5,200
Post-16 FE Placements	2,101,116	975,000	1,542,000	(567,000)
Post-16 Top-ups for ISPs	1,686,395	2,975,570	1,648,000	1,327,570
	48,582,786	44,602,770	51,944,654	(7,341,884)
Additional £1.77m			(1,773,533)	1,773,533
Forecast outturn position			50,171,121	(5,568,351)

Schools Forum – 28th March 2019

Joint local area SEND inspection in Staffordshire

Recommendations:

1. That Schools Forum notes the content of this report.

PART A

Why is it coming here – what decision is required?

2. The Schools Forum has a consultative role in the financial arrangements for pupils with Special Education Needs and/or Disabilities (SEND) funded through the High Needs Block (HNB).
3. At the meeting on 13th February 2019 Schools Forum agreed that following the Joint local area SEND inspection in Staffordshire, the written statement of action should inform any further decisions within the HNB.

Reasons for recommendations:

4. To update the Schools Forum on the draft joint local area SEND written statement of action and potential impact on the HNB.
5. At Schools Forum on 13th February 2019 a paper was presented indicating the actions taken following the recommendations from the High Needs Block recovery task group and the latest overspend forecast.

PART B

Background

6. In 2016 the DfE introduced a joint inspection by Ofsted and the Care Quality Commission (CQC) to provide an independent external evaluation of how well a local area carries out its statutory duties in relation to children and young people with SEND in order to support their development.
7. The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.
8. The inspection leads to a published report that:
 - provides children and young people, parents, elected council members, local providers and those who lead and manage the delivery of services at local level with an assessment of how well the local area is meeting the needs of children and young people with special educational needs and/or disabilities, and how well service providers work together to deliver positive outcomes

- provides information for the Secretary of State for Education about how well the local area is performing its role in line with its statutory responsibilities and the SEND Code of Practice
 - promotes improvement in the local area, its education, health and social care provision
 - where relevant, requires the local area to consider the actions that it should take in light of the report and prepare a written statement that sets out those actions and the timetable for them.
9. The joint local area SEND inspection in Staffordshire took place between 12 and 16 November 2018. A copy of the inspection report has been included in appendix A.
 10. As a result of the findings of the inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action is required.
 11. The Staffordshire SEND partnership board, which has representatives from the local area, has taken responsibility for the writing of the Statement of Action.
 12. The Written Statement of Action sets out how the local area will tackle the areas of significant concern and the intended timescales for securing rapid improvement.
 13. A copy of the draft Written Statement of Action will be made available before the date of the meeting.
 14. As previously reported to Schools Forum, the SEND transformation programme will be a vehicle to deliver aspects of the WSoA. These include options to develop Resource Centres and Contact Bases in mainstream schools in order to provide early intervention, prevent later higher cost needs and pupils being referred into statutory processes.
 15. Further work is being undertaken to identify the costs to the HNB and therefore the decisions that Schools Forum will be required to make.

Report author:

Author's Name: Tim Moss, County Commissioner for School Quality Assurance and Intervention

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Room No.: Number 1, Staffordshire Place

List of background papers:

Appendix A – Joint local area SEND inspection in Staffordshire

Appendix B – Draft joint local area SEND written statement of action

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8 January 2019

Mrs Helen Riley
Director of Children's Services
Staffordshire County Council
Tipping Street
Stafford
ST16 2DH

Marcus Warnes, Clinical Commissioning Group Chief Officer
Tim Moss, Local Area Nominated Officer

Dear Mrs Riley

Joint local area SEND inspection in Staffordshire

Between 12 November 2018 and 16 November 2018, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Staffordshire to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector, an HMI and two Children's Services Inspectors from the Care Quality Commission (CQC).

Inspectors spoke with children and young people with special educational needs and/or disabilities (SEND), parents and carers, and local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they are implementing the SEND reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

As a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action is required because of significant areas of weakness in the local area's practice. HMCI has also determined that the local authority and the area's clinical commissioning group (CCG) are jointly responsible for submitting the written statement to Ofsted.

This letter outlines our findings from the inspection, including some areas of

strength and areas for further improvement.

Main Findings

- Children and young people with SEND in Staffordshire do not achieve well and are often ill prepared for the next stages of their education, employment and training. Ineffective leadership has resulted in a fragmented and dysfunctional approach to education, health and care agencies working together. This means that families do not get the help and support they need for their child. Inspectors were told that there is a sense of 'diminishing inclusivity' in Staffordshire and that children and young people are often not placed in the right educational establishment.
- Staffordshire has experienced significant organisational change since the revised code of practice was introduced in 2014. Children and young people with SEND have not received a consistently strong service during this time. As a result, outcomes are generally lower than those found nationally.
- Leaders have been very slow to bring together a single vision and strategy for improvement. Different teams work too much in isolation. There is not a joined-up approach to providing the right support for children and young people with SEND.
- A wide range of transformation has taken place in the last 12 months to 'catch up'. Improvements are starting to be made but the code of practice has not been fully implemented and changes are not adequately co-produced (a way of working where children and young people, families and those that provide the services work together to create a decision or a service which works for them all) with professionals or families. As a result, the vast majority of feedback from stakeholders is negative. The experiences of families and their children have not been good enough. For example, several families told inspectors that they feel they have to 'battle' to get the right support for their children. There is much work for the local area to do in winning the hearts and minds of the people it serves.
- Though Staffordshire's self-evaluation is honest and frank, and broadly reflects the area's key strengths and areas for development, it has not been collaboratively produced by representatives of education, health and care.
- At an operational level, there is much valuable and effective work taking place across the county which is not fully understood or shared. These strengths are particularly evident within the virtual school team (who oversee and support children looked after), the sensory support team, the youth offending service, the autism outreach team, and in the work of the designated clinical officers (DCOs).
- The effective work of the DCOs is not fully understood or shared. The DCOs have written a comprehensive 'health' self-evaluation and action plan. However, this information has not informed the local area's self-evaluation. Work that is taking

place in the health sector is therefore not fully captured.

- Leaders state that academic outcomes of pupils with SEND 'are just not good enough'. They are right. The progress that pupils with SEND make at the end of key stage 2 in reading, writing and mathematics is lower than other pupils in Staffordshire and all pupils nationally in every respect. The progress of pupils with an education, health and care (EHC) plan is particularly low by the end of key stage 2. By the end of key stage 4, the progress of pupils with SEND is more mixed. There are some better outcomes for pupils with SEND at the stage of 'SEND support', but the progress of pupils with an EHC plan is poor. Aspirations are not high enough.
- EHC plans have been converted within the statutory timeframe, and the proportion of plans issued within the prescribed timescales compares favourably to the national figure. However, families report that the quality of co-production is very mixed. In many cases, meaningful discussion and partnership are absent. The overall quality of EHC plans is weak. Inspectors found some plans that had not been reviewed for two years. Again, aspirations for children and young people with SEND are not high enough.
- Following a programme of detailed and valuable research, the local area identified several key issues that negatively affect Staffordshire's implementation of the SEND code of practice: the identification and support of special needs in schools and wider settings is weak; the expertise of special educational needs coordinators (SENCOs) varies considerably; and the extent to which some schools prioritise special needs and have a culture of inclusivity is a concern. As a result of these findings, the local area has prioritised a review of the graduated response (the steps a setting takes to support children and young people with SEND through assessing, planning, implementing and reviewing their approaches).
- Parents and leaders within the local area raised concerns about the overall spirit of inclusion in some settings. Too often, inspectors were given examples of pupils with SEND who were finding it hard to gain admission to a school.
- Historical data indicates that pupils with SEND attend school well compared to the national level of attendance, and exclusion rates are low. While there are some strengths with attendance, the picture with exclusions is now more complex. Permanent exclusions in mainstream schools are escalating. Local authority officers state that these pupils often have unidentified special educational needs. This view is supported by the leaders of Staffordshire's pupil referral units (PRUs). Leaders in PRUs are now making an increasing number of referrals for special educational needs assessments for pupils who have been permanently excluded.
- Given the increased demand on PRUs, many pupils are being placed on part-time timetables. This puts pupils with SEND in an even more vulnerable position. Leaders recognise that this situation can expose pupils to serious safeguarding risks, including child sexual exploitation, county lines (criminal exploitation) and

gang crime. While these safeguarding issues are acknowledged, and work is under way to reduce risks, there is more to do in ensuring that the local area's SEND action plan fully reflects how pupils with SEND will be safeguarded and how the situation will be monitored and evaluated further.

- Staffordshire's oversight of and relationship with schools have broken down. Leaders do not know enough about the effectiveness of provision for pupils with SEND. Above all, there has been an inadequate level of monitoring of alternative provision and independent schools. These settings are attended by some of the most vulnerable pupils with SEND. Work has recently begun to address this lack of scrutiny, but it is very late in being established.
- Work has taken place to establish both joint and aligned commissioning. An example is the commissioning of a joint integrated equipment service (all ages) using a pooled resource. While this joint commissioning is positive, health representatives report delays in acquiring equipment because of the referral process.
- In the past year, the local area recognised that there was more to do to improve the local offer. They have undertaken a range of consultation and development activities to achieve this. A revised website is in place. This service has now been launched with the aim of promoting easier access to information and support.
- Parents share mixed views about the local area's effectiveness. Inspectors received a very small number of compliments about the work of some individual schools. The vast majority of feedback was negative. The views outlined below are representative of the wide range of feedback that was submitted during the inspection. Parents stated that:
 - there is a lack of meaningful consultation between them and the local area
 - they have to battle with the system
 - access to services is complicated and confusing
 - they have to tell their story to different people and feel like they are in a game of 'ping pong' between services
 - it takes a crisis before action is taken.

The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- Transformation work has taken place to bring about locally based support for families. The 'South Staffs' and 'Leek' hub models appear to be having a positive impact on the identification of pupils' needs and the subsequent support they receive, but this is still at an early stage.

- Data is used to identify children and young people's needs but has not been used by all parties to devise a joined-up, collaborative approach to service improvement.
- The SEND information, advice and support service (also known as SENDIASS Staffordshire Family Partnership), is well regarded by leaders and families. This service is effectively led. Though face-to-face support has reduced over time due to the demand on the service and financial constraints, families view support as 'invaluable and trusted'.
- The area's recognised parent/carer forum, 'Voice for Change', has many committed members who actively engage with authority officers to review the effectiveness of the local area. This group does not fulfil all of the responsibilities set out in the code of practice. However, forum members have a level of experience and skills that, if fully harnessed by the area, can help address the weaknesses outlined in this letter.
- The local area is developing a clearer picture of the views of certain groups of children and young people and their families through a range of different strategies. These include Voice for Change, the Voice Project, and feedback from settings. However, many children and young people and their families state that their views are not understood. This is because the local area has not worked well enough with families over time to develop and transform services for children and young people with SEND.
- The health visiting and school nursing services have recently become a new 0 to 19 integrated service. This service offers the core healthy child programme contacts with an additional offer of contact for families between three to four months. This supports the early identification of children with SEND.
- The local area has very recently introduced 'ChatHealth', a text-based anonymous service for children and young people to access emotional health and well-being information. The service procedures were developed with the local police service. However, at this stage, the local area has not developed a system to monitor the impact of this service.
- Though there are a variety of different diagnostic neurodevelopment services, which can cause confusion for families, there is an established single point of access for all referrals. Referrals are triaged, and risk assessed, daily. Children and young people with SEND who have autism can access a range of post-diagnostic support services. This aids early identification and provides access to ongoing support.

Areas for development

- The pace of change has been too slow in Staffordshire. As a result, some children

and young people's needs go unidentified.

- There is a general consensus from all stakeholders (professionals and families) that collaborative practice over time has been weak. The vast majority of change, and any resulting impact, happens at a local provider or setting level.
- Education, health and care leaders have devised separate self-evaluations and action plans for their work. There is no joined-up approach to improvement work. As a result, the combined intelligence about children and young people's needs, and the resulting implications for support, are not in one strategy that is shared and understood by everyone.
- The local area's commissioned research findings state that there is much work to do to support settings' graduated response to meeting the needs of children and young people with SEND. Some schools do offer effective support. However, others require further challenge and support to ensure that pupils' needs are accurately identified at the earliest opportunity.
- Two pilot hubs (in South Staffordshire and Leek) are showing early signs of developing better strategies for identifying needs at a local level. However, there is more work to do in ensuring that these hubs are the right way forward, and that they take full account of children and young people's health and social care needs. Leaders have given insufficient thought to the role and potential impact of care within the two pilot hubs that are operating.
- The capacity of the SENDIASS service is stretched and enquiries are rising. Families report that they can reach the service, but that valued face-to-face contact is now diminishing.
- Parents state that there is confusion about how their child's needs will be identified, who they can go to, and how professionals across education, health and care will support them. This is because services are not joined up. It is confusing for families to know who to go to. They have to tell their story more than once. This causes frustration and delay in providing the right help and support.
- The local offer has been redesigned. It is easy to navigate and search for information about different services. However, beyond local area officers, very few people know about it or access it.
- Antenatal contacts are offered to all expectant mothers known to the 0 to 19 health team. However, information sharing between midwifery services across Staffordshire and the 0 to 19 service is not comprehensive. Where expectant mothers are not known to the 0 to 19 service, they do not have the opportunity to access early support.
- The local area does not currently have an integrated two-and-a-half-year health check in place across health visitor services and early years settings. As a result, families are having to tell their story more than once.

- Some children and young people looked after with SEND have numerous assessments undertaken by multiple professionals. There is no formal process for aligning these assessments. Children and young people are therefore having to tell their story several times to different professionals.
- Children and young people looked after with SEND are not routinely receiving an initial health assessment or review within the statutory timescales. Performance relating to these specific assessments, particularly in the south of the local area, has been poor for some time and leaders have been slow to respond.

The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- More recently, EHC plans are becoming focused on children and young people's needs. Children and young people who have the most complex needs have their medical and social care needs documented well.
- The proportion of children and young people being considered and assessed for EHC plans within the statutory timeframe compares favourably to the national average. However, there has been a sharp decline in these statistics in recent months due to the lack of availability of educational psychologists.
- The pilot hubs (in South Staffordshire and Leek) are starting to offer a local means for ensuring that children and young people's needs are assessed and met in their community.
- The early education and childcare team have produced several videos to help families access additional child care. The videos exemplify how children with special needs can, and are, receiving additional support to help meet their needs. The early years team has also established clear information-sharing protocols with other agencies and has been central to the development work taking place in the pilot hubs.
- More young people with SEND are accessing education, employment and training. Inspectors met with young people with SEND who are accessing a range of programmes of study in college. Families and young people told inspectors that the education, training and work experience on offer was very much valued. However, though internships are proving successful for many young people, several families said they were unaware of this training option.
- Social care service leaders have identified several key areas for improvement. These include improving the language used by social workers in EHC plans, so that it is accessible for children and young people and their families, improving the quality of the care targets, and raising the expectations and aspirations of social workers. Work is well under way to address these shortcomings and some

strengths in joint working have been established with the virtual school team.

- The virtual school team works hard to meet the needs of pupils looked after with SEND. Leaders know pupils' needs well and undertake specific analysis and projects to follow up any trends in performance. The team is well led and managed.
- Inspectors received positive feedback from parents and school leaders about the work of the sensory support service and the autism outreach team. The hands-on support that teachers and families receive in their schools and communities is having a positive impact on the experiences of children and young people with SEND.
- There is a strong short-breaks offer through the local area's Aiming High service. Families value opportunities for their children to be included in clubs and activities.
- The designated nurse for children looked after has established a robust quality assurance process for health assessments of children and young people with SEND. These assessments are quality assured effectively by the health provider and the designated nurse.
- The special school nursing service is a strength. The service has a clear focus on the needs of children, young people and their families. Pathways and protocols are well organised. Pupils in special schools benefit from the support they receive from a dedicated special school nurse allocated to each school.
- All professionals can refer children and young people with an identified health need to the children's community nursing team. There are clear processes and procedures in place so that children and young people can access appropriate intervention in a timely manner. Children and young people requiring end-of-life palliative care have access to a fast-track process so there is support and intervention to meet health needs without delay.
- Children's community nurses deliver training to parents and health professionals to meet children and young people's additional health needs in a variety of different settings. The team has established links to other health services, including special school nurses, to ensure a coordinated approach to supporting families within the community.
- Therapy services have a clear process to manage their contribution to EHC plans. This ensures that responses are submitted on time and that the information provided is relevant and useful.
- The North Staffordshire risk matrix, used in the speech and language therapy team, ensures that services for children and young people, including those with SEND, are prioritised according to their need.
- Physiotherapy services for children and young people have a formal transition pathway into adult physiotherapy services. This arrangement supports forward

planning and the effective transition of children into adult services.

Areas for development

- The ongoing assessment of children and young people with SEND at points of transition in education is weak. For example, schools and colleges reported that it is often difficult to gain information about pupils' needs from different settings. As a result, the needs of some children and young people are not consistently met. The inspection team noted several examples of poor communication between primary and secondary schools.
- Many leaders and families told inspectors that some schools are reluctant to admit pupils with SEND back into mainstream education. This lack of inclusion is very frustrating and disheartening for pupils and their families.
- Alternative provision panels have been recently established to support children and young people with SEND who have been permanently excluded. Work is under way to support pupils through their transition into PRUs and their return to mainstream provision. However, much of this work is new.
- Many families expressed concerns about the local area's arrangements for travel to and from schools and colleges. Parents state that they are not given adequate notice about potential changes to transport. The general management of this service causes users unnecessary stress.
- New pathways are being developed for the child and adolescent mental health services (CAMHS) and autism service. A joint protocol between one CAMHS and autism service has been implemented to support families to access the most appropriate support. Developments will be enormously welcomed by families who find the current system confusing and difficult to navigate. Several families say that they feel that they are in a state of 'ping pong' between different services. Many concerns were raised by parents and schools about waiting times.
- Co-production is very weak. Children, young people and their families do not feel that they routinely contribute to the plans and targets that are set. As a result, children and young people's ongoing needs can be overlooked or not supported effectively.
- EHC plans are largely focused on education, particularly the development of pupils' knowledge and understanding in English and mathematics. Where children and young people with SEND have an identified health or social care need, these are not always considered (except for pupils with the most complex needs). EHC plans do not focus sharply enough on preparing children and young people for adulthood. Consequently, children and young people's needs are not effectively met.
- The aspirations of children and young people are not heard sufficiently well. Where these aspirations are documented, they are not considered in the

development of targets.

- The take up of personal budgets is very low. There is no evidence that personal budgets are discussed during the reviews of EHC plans.
- EHC plan annual reviews are not completed in a timely manner. Schools state that the local area does not challenge them when they submit their reviews of a child's or young person's needs late. As a result, changes necessary to meet a child's or young person's needs are not made quickly enough.
- There is a fragmented approach to assessing young people's complex needs beyond the age of 18 years. There is no arrangement in place that mirrors the work of the under 18 years panel. Similarly, care plans stop for children and young people with SEND at the age of 18 years and are re-started by a different team. As a result, families have to tell their story again.
- Preparation for young people transitioning from the children's community nursing team to adult services begins when they reach 14 years. However, appropriate adult services are not always readily available to meet the young person's health needs.
- Though a new integrated equipment service has been successfully commissioned, therapists report delays in securing the right equipment. A focus on achieving best value is delaying the response to referrals and access to the equipment that children and young people with SEND urgently require.

The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- The local area has higher proportions of young people with SEND in employment, education and training than those found nationally. More young people are gaining places in further education. An increasing number of young people are accessing internships with a wide range of providers.
- Short breaks are a strength. Families can access a range of activities based on their children's needs.
- The speech and language therapy team have gained an award in recognition of the impact of their work and the improvements in the service.
- The youth offending service (YOS) has operated a liaison and diversion pilot since 2012. This has reduced the number of first-time entrants to the criminal justice system and repeat offenders. The service are active members of the SEND partnership board and this cohort of vulnerable young people is a priority of board business.
- The special school nursing service co-produces 'patient journeys' with families which set out the impact of the interventions delivered by the service and how

these have made a difference to the child and the family.

- CAMHS and therapy services devise effective targets and monitor the impact of their intervention using a range of tools. These tools help services evaluate their work and support future plans.

Areas for improvement

- Many leaders and families say that they experience difficulties finding places for children and young people with SEND in different settings. These difficulties were reported across a range of settings, including early years, primary, secondary and further education. This lack of inclusivity is a concern.
- Pupils with SEND make weak progress in reading, writing and mathematics at key stage 2. Outcomes at key stage 4 are mixed. Though more young people are accessing employment, education and training opportunities in further education, in 2017 a lower proportion of 19-year-olds with SEND were qualified to level 2 (including English and mathematics) than that found nationally. This poorer performance is also reflected in the proportion of young people with SEND who were qualified to level 3 in 2017.
- There has been limited oversight of the performance of pupils with SEND who attend alternative provision and independent schools.
- The rise in permanent exclusions in the local area is a concern. This rise has placed additional pressures on PRUs. As a result, there are high numbers of pupils on part-time timetables. This places these pupils at increased risk of harm.
- Though more young people with SEND are accessing further education, employment and training, there is much work to do in ensuring that preparation for adulthood is explored more meaningfully on an ongoing basis and during EHC plan reviews.
- Mediation is helping to resolve a high percentage of concerns that are raised by parents. Nonetheless, complaints and tribunal cases have risen in recent years.

The inspection raises significant concerns about the effectiveness of the local area.

The local area is required to produce and submit a Written Statement of Action to Ofsted that explains how the local area will tackle the following areas of significant weakness:

- Leaders in education, health and care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively, drive improvement or share what works well.
- Aspirations and expectations for children and young people are not routinely high

enough.

- Co-production is weak. Parents feel that the local area does not listen to them or their child. The 'tell it once' approach is not embedded. The local area's relationships with schools and families are fragile.
- The quality of EHC plans is poor. Health and care workers do not contribute to the process effectively. The targets and outcomes in plans are not aspirational enough. The annual reviews of EHC plans are often not completed on time or do not contribute effectively to the review of the children and young people's needs and the support and help they receive.
- The review of children and young people's needs at transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.
- A wide range of leaders and families raised concerns about the quality of the graduated response and spirit of inclusion in Staffordshire.
- The oversight of improvement work in schools, alternative provision and the independent sector is weak.
- Children, young people and their families do not yet have access to the right help and support. Arrangements for accessing some services are confusing and complicated.

Yours sincerely

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Deb Jenkins Her Majesty's Inspector	

Cc: DfE Department for Education
Clinical commissioning group(s)
Director Public Health for the local area
Department of Health
NHS England

Local Area SEND Inspection Staffordshire

Written Statement of Action

April 2019

Introduction

Staffordshire was inspected by OFSTED and CQC in November 2018 to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014.

This action plan sets out how Staffordshire County Council and the Clinical Commissioning Group (CCG) will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and or disabilities (SEND). It is expected that this plan will support the collective drive for improvement.

Co-production across the system, with all partners and stakeholders, needs to be the norm and the collective ambition is that this will be achieved at all levels across the system. Leaders in education, health and care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively to drive improvement or share what works well. Indeed, parents feel that the local area does not listen to them or their child and they feel that the 'tell it once' approach is not embedded. There is a sense that aspirations and expectations for children and young people are not high enough and there is little confidence in the local area's relationships with schools and families which are fragile.

The quality of Education Health and Care plans (EHCP) is poor and practitioners do not contribute to the process effectively. The annual reviews of EHCP's are often not completed on time or do not contribute effectively to reassess the child's support or needs. Similarly transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.

A wide range of leaders and families raised concerns about the quality of the graduated response and the spirit of inclusion across Staffordshire's education system. The oversight to drive further improvements in schools, alternative provision and the independent sector is weak. Children, young people and their families do not yet have access to the right help and support and arrangements for accessing some services are confusing and complicated.

This action plan sets out how our local area will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and/or disabilities (SEND). It is the document for driving forward the improvement.

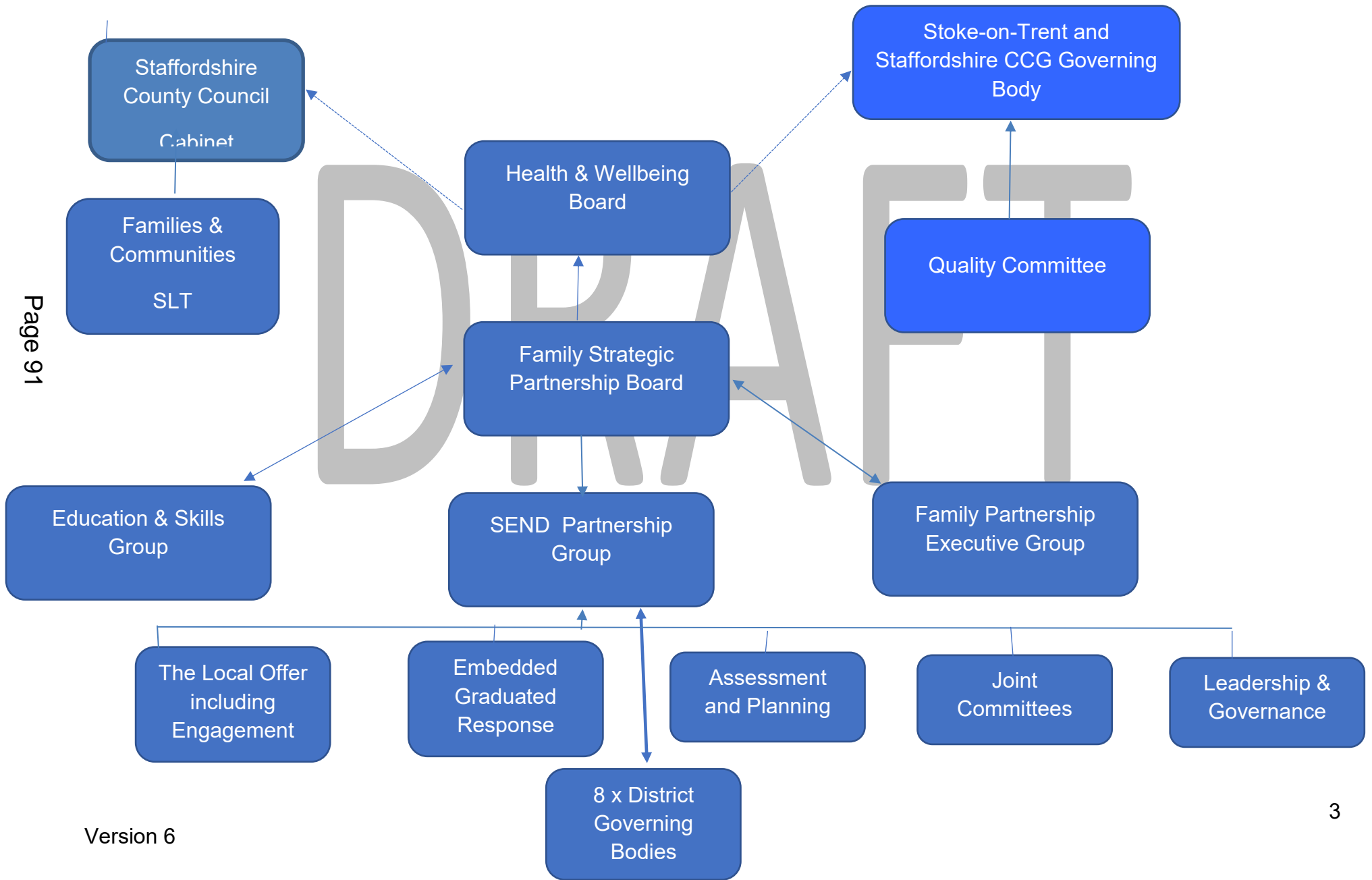
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Helen Riley
Deputy CEO SCC

Marcus Warnes
Accountable Officer CCG

SEND Governance Model



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The developments have been structured into four key phases of development to ensure that improvements and impact are delivered at pace as well as developing an accountable and self-sustaining improvement system.

Assess - Confirm through consultation with those key stakeholders how coproduction and partnership working will be achieved

Plan - Jointly develop a case for change

Do - Implementation

Review - continuous cycle of improvement and evaluation of our new delivery model.

The governance diagram sets out the structures for reporting and monitoring of the progress of the Written Statement of Action.

The SEND Partnership Group will ensure the timely production of reports from subgroups that will highlight progress, barriers and potential risks. The SEND Partnership Group will review the reports and will be able to seek clarification from subgroup leads on specific issues.

The Family Strategic Partnership Board (FSPB) includes senior representatives from Staffordshire Commissioner's Office, Police, Fire, Voluntary and Community Sector (VCS), Local Authorities (including County/District/Boroughs), NHS England, Clinical Commissioning Groups and Education colleagues. The Partnership works on behalf of the Health and Wellbeing Board and closely with the Children's Safeguarding Board.

Through the Children's Improvement Board, the Lead Elected Member for Children's Services will meet to interrogate progress in the Written Statement of Action and explore any specific issues of concern. Update reports will be taken to scrutiny and cabinet following a quarterly cycle for the first 12 months.

CCG Governing Bodies meet XX monthly and progress reports will be prepared and presented by executive officers who attend the FSPB.

Termly reports will be prepared by the Director of Families and Communities and the Accountable Officer for the CCGs, for publication on the Local Offer web-site, and for Local Area Partners' own web-sites.

Confirm through consultation, with those key stakeholders, a collective view of what co-production means and what partnership working will achieve

Priority 1
Leaders in education, health and social care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively, drive improvement or share what works well.

Milestone
Develop a clear, transparent and compelling Governance Structure which ensures active collaboration within strategy and operation issues from Health, Care and Education, schools, children, young people and their families

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress Red Amber Green
Roles and responsibilities to drive improvement	<ul style="list-style-type: none"> To have co-produced and clearly defined accountability and responsibility descriptors for each layer of the governance structure. To co-produce a comprehensive performance framework to ensure that strategic governance can be effective and accountabilities are clear Formulate sub groups of SEND partnership group as appropriate to ensure accelerated pace of change Establish appropriate resources and capacity across the partnership to include: LA permanent Lead for Education LA permanent Head of Vulnerable Learners CCG defined increase strategic capacity Local area continues to explore areas of good practice and national research to influence developments 	DCS/ CCG lead	<p>SEND partnership board/ FSPB ToRs. Minutes demonstrate a culture of challenge Performance reports produced at least termly.</p> <p>Sub groups in place and agreed reporting structures are in place and clearly linked to</p>	<p>Aug 19</p> <p>Aug 19</p>	

			<p>service development plans</p> <p>SEND partnership board minutes and feedback from service areas</p> <p>Report back to SEND partnership board</p>	Sept 19	
1.2 United vision and strategic planning to drive improvement	<ul style="list-style-type: none"> • Coproduce a SEND Strategy • Coproduce a Special Schools Strategy • Develop joint commissioning protocols, especially around children in educational settings with complex health needs • Intelligently use our needs analysis to inform commissioning, policy and practice 		Strategy is endorsed and implemented	Jan 2020	
Effective communication to drive improvement	<ul style="list-style-type: none"> • Coproduce a communication strategy 		Strategy is approved	July 19	

Priority 2

Aspirations and expectations for children and young people are not routinely high enough.

Milestone

To provide mechanisms that help providers to implement the CoP/ Staffordshire SEND Strategy. This priority is embedded within each of the other priority areas.

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Priority 3
Co-production is weak. Parents feel that the local area does not listen to them or their child. The ‘tell it once’ approach is not embedded. The local area’s relationships with schools and families are fragile.

Milestone
Parents state that the local area listens to them or their child. The ‘tell it once’ approach is embedded. The local area’s relationships with schools and families are productive and meaningful which results in strong coproduction.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
3.1 Co-production is strong across the local area Page 96	<ul style="list-style-type: none"> Explore how the Integrated Care Programme includes SEND to enhance coproduction. Transparent, informative and effective Graduate Response to support, challenge and develop an understanding of what good looks like. Embed the NASEN SEND review standards to provide peer to peer challenge. The relaunch of the Local Offer provides clear signposting of provision. A systemic review of processes through graduated response through to EHCP assessment and review. LAC Initial and Review Health Assessments are consistently integrated within the SEND assessment process. Through a team around the child principle all stakeholders are engaged in the development and review of plans. 	HoE/ CCG commissioner/ CSC lead	<p>The Graduated Response is developed with stakeholders, parents and young people, and available on the Local Offer</p> <p>Reduction in complaints in the number of SEND tribunals</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p>	July 19	

<p>3.2 Parents/ carers and families state that the local area listens to them or their child. The 'tell it once' approach is embedded.</p>	<ul style="list-style-type: none"> • The graduated response provides access to information from different providers • Confirm the terms of reference for the existing parent groups and how they effectively support the coproduction of SEND systems and processes • Fully engage with existing CYP forums and how they effectively support the coproduction of SEND systems and processes. • Through a team around the child principle all stakeholders are engaged in the development and review of plans. 		<p>Improved satisfaction rates and reduction in complaints and tribunals</p> <p>EHCPs establish and record the views, interests and aspirations of the CYP and parent/carer</p>	<p>Sept 19</p> <p>Oct 19</p> <p>Jan 2020</p>	
<p>P 303 The local area's relationships with education providers are productive and meaningful.</p>	<ul style="list-style-type: none"> • Education providers are fully engaged in the development and roll out of the SEND system • Implement district governance arrangements to devolve decision making and accountability. • Embed the NASEN SEND review standards to provide peer to peer support. 		<p>New SEND system and local governance arrangements are operational</p> <p>provider level data for SEND is used by schools and partners in providing support and challenge to local area schools and settings</p>	<p>April 19 – April 2020</p>	

<p>Priority 4 The quality of EHC plans is poor. Health and social care workers do not contribute to the process effectively. The targets and outcomes in the plans are not aspirational enough. The annual reviews of EHC plans are often not completed on time or do not contribute effectively to the review of the children and young people’s needs and the support and help they receive.</p>
<p>Milestone EHC plans are effective in identifying and addressing the holistic needs of CYP. The targets and outcomes in the plans are aspirational and have high expectations</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>4 EHC plans are effective in identifying and addressing the holistic needs of CYP</p>	<ul style="list-style-type: none"> • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually. • Support the increased uptake of annual health checks by inclusion within the CCG Universal Offer to GPs. • Provide CPD opportunities for multi-agency professionals (including education providers) focused on effective person-centred planning and outcomes. • Through a team around the child principle agree the relationship between TACAF/ PEP / EHCP record keeping and meetings. • Review resources and capacity of specialist services as part of the graduated response and the EHCP process 	<p>HoVL/ DCOs</p>	<p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care.</p> <p>Improved educational, health and social care outcomes for CYP with EHCPs</p> <p>Parents/carers report increasing levels of satisfaction with the SEND services in the local area.</p>	<p>Apr 19- Jul 19</p> <p>Jan 2020</p> <p>May 19</p>	

<p>Priority 5 The review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.</p>
<p>Milestone Arrangements for the review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another are effective.</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>Arrangements for the review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another are effective.</p>	<ul style="list-style-type: none"> • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually and at the points of transition • Implement recommendations of PFA work stream • Coproduce an agreed protocol of bringing forward annual reviews. 		<p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care</p> <p>All parents whose CYP EHCP will be reviewed pending Transition, receive clear information that explains the process and how decisions are made about their child's next phase of education.</p>	<p>Apr 19- Jul 19</p> <p>From Sept 19</p>	

<p>Priority 6 A wide range of leaders and families raised concerns about the quality of the graduated response and spirit of inclusion in Staffordshire.</p>
<p>Milestone A transparent, informative and effective Graduate Response supports, challenges and develops an understanding of inclusive practice.</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>A transparent, informative and effective Graduate Response supports, challenges and develops an understanding of inclusive practice.</p>	<ul style="list-style-type: none"> Implement a transparent, informative and effective Graduate Response to support, challenge and develop an understanding of what good looks like. Further develop the Graduated Response platform to provide guidance for Early Years and Post 16 education. Embed the NASEN SEND review standards to provide peer to peer challenge including reference to attendance and exclusion of SEND CYP Review expectations in attendance and inclusion policy, with reference to permanent exclusion, and adapt if necessary Education providers are fully engaged in the development and roll out of the SEND system. Implement district governance arrangements to devolve decision making and accountability. 	<p>HoVL</p>	<p>The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site</p>	<p>Mar 19 onwards</p>	
			<p>There has been a reduction in the numbers of requests for EHCNAs</p>	<p>Apr 19 – Apr 20</p>	
			<p>The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally</p>		

<p>Priority 7 The oversight of improvement work in schools, alternative provision and the independent sector is weak.</p>					
<p>Milestone There is effective oversight of improvement work in schools, alternative provision and the independent sector</p>					
Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>There is effective oversight of improvement work in schools, alternative provision and the independent sector</p>	<ul style="list-style-type: none"> • Education providers are fully engaged in the development and roll out of the SEND system. • Implement district governance arrangements to devolve decision making and accountability. • Implement a transparent, informative and effective Graduate Response to support, challenge and develop an understanding of what good looks. • Embed the NASEN SEND review standards to provide peer to peer challenge and support. • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually 	<p>HoE</p>	<p>New SEND system and local governance arrangements are operational</p> <p>Improved educational, health and social care outcomes for CYP with EHCPs</p> <p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care</p>	<p>Apr 19 – Apr 20</p>	

<p>Priority 8 Children and young people and their families do not yet have access to the right help and support. Arrangements for accessing some services are confusing and complicated.</p>
<p>Milestone Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent.</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent.</p>	<ul style="list-style-type: none"> • The relaunch of the Local Offer provides clear signposting of provision. • Fully engage with existing CYP forums and how they effectively support the coproduction of SEND systems and processes. • Through a team around the child principle all stakeholders are engaged in the development and review of plans • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually • Review the opportunities for redesigning pathways for CAMHS and ASD services post 18 	<p>CCG commissioner/ CSC lead</p>	<p>Parents/carers report increasing levels of satisfaction with the SEND services in the local area.</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p>	<p>Mar 19</p>	

Schools Forum Work Programme

There are a number of items the Schools Forum considers annually and these are set out in the work programme below.

The “Schools Forums: operational and good practice guide” (October 2013) states that:

Local authorities should as far as possible be responsive to requests from their School Forums and their members. Schools Forums themselves should also be aware of the resource implications of their requests.

Forum Members are therefore able to suggest an item for consideration at a future Forum meeting as long as it is within the remit of the Forum. Any request must be agreed by the Schools Forum before being included on the work programme. Each Forum agenda is set by the Chairman in consultation with the Director and the Clerk. The scheduling of items included on the work programme will therefore be agreed through this process and taking account of resource implications and agenda management.

Meeting	Item	Details
Spring Term 28 March 2019	Schools Budget (forthcoming financial year)	Annual item (this will confirm final values relating to historic commitments, as indicated at the meeting in October 2018)
	High Needs Block	Standard item
	SEND Local Area Inspection – Written Statement of Action	Requested at the meeting in February 2019
	Update to the Staffordshire Scheme for Financing of Schools	Requested at the meeting in February 2019
	Notices of Concern	Standard item

Meeting	Item	Details
Summer Term 4 July 2019	Schools Budget (last financial year): Final outturn and Dedicated Schools Grant (DSG) Settlement	Annual item
	High Needs Block	Standard item
	Schools Forum Membership – Annual Review	At its meeting of 9 July 2015 the Forum agreed to review its membership annually to ensure it remained broadly proportionate
	Growth Fund – Allocation of Funding 2019-20	Annual item
	Revised Constitution	Brought forward from the meeting in February 2019
	Notices of Concern	Standard item
Autumn Term 17 October 2019	Election of Chairman and Vice-Chairman	Annual item
	High Needs Block	Standard item
	Schools Budget 2020–21: De-delegation, Central Expenditure and Education Functions	Annual item
	Report on School Attendance Matters and Staffordshire’s Education Welfare Team	Annual Item, requested at the meeting of the Forum on 3 October 2017
	Notices of Concern	Standard item

Meeting	Item	Details
Spring Term 16 January 2020	High Needs Block	Standard item
	Notices of Concern	Standard item
Spring term 26 March 2020	Schools Budget (forthcoming financial year)	Annual item
	High Needs Block	Standard item
	Notices of Concern	Standard item
Date To be Confirmed	Review of Early Years Rate 2019/20	Item requested by the Chairman
Date to be Confirmed	Early Help Dedicated Schools Grant Update	Requested at the meeting of the Forum on 3 July 2018
Date to be Confirmed	Report on the Implementation of the proposals for savings on the High Needs Block	Requested at the meeting of the Forum on 18 October 2018

