

Schools Forum

Thursday, 17 October 2019

2.00 pm

Oak Room, County Buildings, Stafford

John Tradewell
Director of Corporate Services
9 October 2019

A G E N D A

Part One

1. **Election of Chairman and Vice-Chairman**
2. **Apologies**
3. **Declarations of Interest**
4. **Minutes of the meeting held on 4 July 2019** (Pages 1 - 8)
5. **Matters Arising and Decisions taken by the Chairman**
6. **Notices of Concern and Licensed Deficit Agreements** (Pages 9 - 10)

Report produced by Entrust on behalf of the Deputy Chief Executive and Director for Families and Communities

7. **Schools Budget 2018-19: Final Outturn TO FOLLOW**

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



8. **School Attendance Matters and Staffordshire's Education Welfare Services** (Pages 11 - 16)
Report of the Deputy Chief Executive and Director for Families and Communities
9. **Primary Behaviour Support Service 2019** (Pages 17 - 22)
Report of the Deputy Chief Executive and Director for Families and Communities
10. **Minority Ethnic Achievement Service 2019** (Pages 23 - 26)
Report of the Deputy Chief Executive and Director for Families and Communities
11. **Schools Budget 2020-21: De-delegation, Central Expenditure and Education Functions** (Pages 27 - 40)
Report of the County Treasurer
12. **High Needs Block Update** (Pages 41 - 50)
Report of the Deputy Chief Executive and Director for Families and Communities
13. **School Improvement Monitoring and Brokering Grant** (Pages 51 - 54)
Report of the Deputy Chief Executive and Director for Families and Communities
14. **Membership**
Following the recent review of the Constitution this now states that: "...where the school of a maintained school representative has converted to an academy, the Forum could consider appointing this member as an academies member until their current term of office ends". The agreement of Forum is therefore requested for Kevin Allbutt and Nicky Crookshank to remain on the Forum until their terms of office expire in 2021.
15. **Work Programme** (Pages 55 - 58)
16. **Date of next meeting**
The next Schools Forum is scheduled for Thursday 16 January 2020, at 2.00 pm in the Oak Room, County Buildings, Stafford.

17. 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

Nil

Membership

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

Local Authority Observers

Mark Sutton
Philip White

Core Officers

Sara Pitt	Tim Moss
Alison Barnes	Michelle Williams
Will Wilkes	Melanie, Scott
Julie Roberts	Andrew Marsden

Minutes of the Schools Forum Meeting held on 4 July 2019

Present: Steve Barr (Chairman)

Attendance

Philip Siddell	Liz Threlkeld
Richard Redgate	Richard Lane
Stuart Jones	Anita Rattan
Philip Tapp (Vice-Chairman)	Vicki Lewis
Chris Wright	Julie Rudge
Steve Swatton	Anne Tapp
Judy Wyman	

Observers: Philip White

Also in attendance: Alison Barnes, Tim Moss, Michelle Williams, Melanie Scott and Natasha Moody

Apologies: Jane Rutherford, Richard Osborne, Wendy Whelan, Kirsty Rogers, Karen Dobson, Ally Harvey, Sara Bailey, Kevin Allbutt, Mark Sutton, Jennie Westley and Keith Hollins

PART ONE

46. Declarations of Interest

There were none at this meeting.

47. Minutes of the meeting held on 28 March 2019

RESOLVED – That the minutes of the Schools Forum held on 28 March 2019 be confirmed and signed by the Chairman.

48. Matters arising and Decisions taken by the Chairman

The Chairman reported that in response to an invitation to Schools Forum to nominate a representative to sit on the newly formed Staffordshire Education and Skills Strategic Group Vicki Lewis had volunteered. As Vicki had been unable to attend the inaugural meeting on 20 June 2019 the Chairman had attended. Notes from the meeting would be circulated, and the next meeting was scheduled for 2 October 2019.

It was confirmed that there were no current plans to change terms and conditions around redundancies. A member commented that payments in Staffordshire were significantly higher and more generous than elsewhere. They queried why the consultation had not gone ahead. The Cabinet Member for Learning and Employability responded that this had been across the whole authority, not just education and

undertook to bring a brief update to the October meeting. A review of the school pay policy was being undertaken and a questionnaire was to be included in the school bag. Members were urged to respond to the questionnaire and ask other headteachers to respond.

With regard to Early Years Funding, this would be part of the outturn report presented to Forum in October. A member requested that when that statement was provided, it would provide a clear indication of where all of the funding was being spent and commented that it would be helpful for PVI sector nurseries to have the early years information sooner. They reiterated that only 5% should be retained centrally and the remainder passed to providers and requested further information about whether the contingency contributes to the percentage retained centrally.

49. Notices of Concern

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

Notices of Concern had been removed for Two Gates Community Primary School, Winshill Village Primary School, Holy Rosary Catholic Primary School and Chaselea Pupil Referral Unit, following their conversion to Academy status. A Notice of Concern had also been removed for The Bridge Short Stay School, following the implementation of an agreed Licensed Deficit Plan. There were currently four schools with Notices of Concern in place, three as a result of Academy Orders being issued by the DfE and one due to a revenue deficit with no recovery plan.

Members were informed that the report on Notices of Concern to the October meeting would contain more detailed narrative.

RESOLVED – That the report be noted.

50. Procurement Regulations Oral Update

Members were informed that the Procurement Regulations, approved at the meeting of Schools Forum in January 2018, had been cross referenced to the Staffordshire Scheme for Financing Schools and Finance Regulations and remained valid. The Procurement Regulations would be uploaded to the Schools Learning Net after the meeting.

RESOLVED – That the oral update be noted.

51. Early Help Dedicated Schools Grant Update

Members were reminded that the new arrangements had come into place in April 2018. The service was receiving an increasing number of referrals from schools, with 707 referrals received in 2018/19. Often the needs of these families were complex and therefore the time taken to achieve referrals could be longer, but again these were starting to be achieved at increasing pace. There had been positive engagement with the family support providers and the SEND prototype work, the DIPs and other local arrangements to ensure that the Family Support Providers were available within schools' existing arrangements to meet the needs of families. The Family Support

Contract was in place prior to schools buying into this support. Procuring a new service jointly would allow schools a greater involvement in shaping the design of the service they required. It had been agreed that Schools Forum would be regularly updated in relation to Early Help delivered on behalf of schools across the County. Members received a brief overview of the service that had been commissioned and an overview of the performance to date. They were requested to commit to continue with the existing arrangements, allowing districts/boroughs to be involved in co-designing the service going forward. Schools Forum were required to make an annual decision on the use of DSG funding. This decision was due to be in October. However, from a commissioning perspective this created tight timelines to work with providers and was particularly the case as a procurement of this size would take a minimum of 12 months. Therefore an early decision would help in any planning for the coming year.

In the first quarter of the current year 300-400 referrals had been made and if this demand was met over a full year the whole of the budget would be used. Providers were paid on receipt of the service, based on a payment by results model. It was recognised that this method was valuable in terms of ensuring outcomes were achieved. However, there was a balance to be struck, as utilising this model of payment had resulted in the providers being unable to recruit additional staff to meet the demands being placed upon the service as they could not afford to pay staff in the absence of outcomes payments.

Members stressed the importance of evaluation to ensure that the funding was spent as effectively as possible. Reference was made to the development of a protocol around the work being undertaken in Leek and South Staffordshire. The learning from the rolling out of the service would be applied and there would be flexibility in working with each of the Districts.

Members were pleased that the service would be looking at attendance. Officers confirmed that they would investigate whether they were having referrals and if interventions were having an impact. A member had visited the Moorlands SEND hub and the South Staffordshire SEND hub and commented how different they had been, for example all headteachers attended the South Staffordshire meetings. It was acknowledged that some hubs might need more Family Support than others, and that more joined up working would be helpful.

A member questioned how providers were selected and was informed that this was done through a competitive procurement process. In relation to a question around the capacity of providers it was acknowledged that it may be beneficial to offer them more funding upfront. There was an issue of short-term recruitment in East Staffordshire. Members also questioned how schools would be engaged in re-designing the service. They were informed that this would be done via the school bag and attendance at District Inclusion Panels and other meetings. The Chairman suggested that members may also wish to contact Natasha Moody directly.

RESOLVED – That:

- a) The financial position be noted, recognising that although all allocated money had not been spent it was committed to utilising payment by results and as such had been carried over to year two;
- b) It be noted that due to the procurement regulations in place for contracts of this value a 12-month lead in was required to have a service in place; and

- c) It be agreed in principle that the work jointly with Staffordshire County Council on a district footprint delivering family support covering all phases be continued.

52. High Needs Block Update

Forum had requested regular updates on the latest position of the High Needs Block including the impact of the additional DfE funding of £1.7m in 2019/20 and the transfer of £2.4m (0.5%) from the Schools Block to the High Needs Block.

Members were informed that the forecast outturn for the 2019/20 High Needs Block was a £2.54m overspend. The table below illustrates the effect of the High Needs Block on the overall DSG balances:

DSG Reserves	2019-20 £m	2020-21 £m
Opening Balance	3.95	1.41
High Needs forecast Overspend	(2.54)	(4.81)
	1.41	0
Closing Balance	1.41	(3.40)

The outcome of the Local Area SEND Inspection had resulted in the requirement to produce a written statement of action. Forum had agreed that the written statement of action should inform any further savings within the High Needs Block. In order to stabilise the SEND workforce and enable the SEND system to respond effectively to the Local Area Written Statement of Action the local Authority was making an in-year investment of £262k. This was made up of an investment of £162K for additional SEND key workers and an in-year sum of £100k to commission additional capacity to update and amend current Education Health and Care Plans (EHCPs), and to provide support to produce additional EHCPs and to manage current demand.

Members were informed that the additional contribution of £1.7m and the transfer of £2.4m had led to a budget for the High Needs Block in 2019/20 of £79m. This included £28m for planned places allocated to schools. Members requested a breakdown of the figure of £28m from the County Commissioner for School Quality Assurance and Intervention. The main areas of forecast overspend within the High Needs Block in 2019/20 are outlined in the table below:

High Needs Budget	2019/20 Budget	Forecast Outturn 19/20	2019/20 Under / (Over) spend
Staffordshire Special Schools and Academies	13,875,972	15,289,609	(1,413,637)
Staffordshire Mainstream Schools	9,735,481	10,727,299	(991,818)
Pupils in other LA Special & Mainstream Schools & Academies	1,098,880	1,210,830	(111,950)
Independent Schools Mainstream	753,793	830,587	(76,794)
Independent Schools Special	9,427,469	10,387,908	(960,439)

Owing to the significant increase in demand for EHCPs, within the County Council the current minimum caseload was 364 cases per full-time equivalent (FTE) SEND keyworker. The current DfE recommendation was 200 cases per FTE. Therefore, an additional SEND keyworker capacity was required to bring caseloads to around 200 and stabilise the workforce and their workflow. Members were informed that there was a 20-week statutory timeframe to complete an EHC planning process. This was a key national indicator. Within the County Council the increased workload had meant a significant decline in performance, which was currently at 30% compared with 64% during 2018. The recruitment of Educational Psychologists was a major issue nationally and the County Council currently had six vacancies. Officers confirmed that the Authority was using the services of an Educational Psychology Company to assist with statutory assessments. It was also queried whether the Authority was working with training providers to increase the supply of Educational Psychologists. It was confirmed that Year 2 and Year 3 students were completing their training as well as supporting the service. It was suggested that as Universities were self-governing it would be helpful to have a dialogue with them about this issue and encourage them to take steps to address the situation. Officers confirmed that consideration was also being given to the opportunities which could be made available via the route of apprenticeships. A member commented that it would be helpful to have the support of Educational Psychologists at the SEND Hubs. This was part of the development of the SEND hubs but capacity could be a challenge.

A member asked that if the 0.5% transfer was going to be requested again that schools should be given early notification. Officers responded that this was not thought to be an option as approval would not be given for this for a second year by the Secretary of State.

RESOLVED – That:

- a) The update to the High Needs Block be noted; and
- b) The additional in-year investment of £264k by the Local Authority to stabilise the

SEND workforce and enable the SEND system to respond effectively to the Local Area Written Statement of Action be noted.

53. Growth Fund - Allocation of Funding 2019-20

In accordance with the DfE's schools' revenue funding operational guidance growth fund can be used to: support growth in pre-16 pupil numbers to meet basic need; support additional classes needed to meet the infant class size regulation; and meet the cost of new schools. In January 2018 the Forum revised the policy for new free schools opened by Staffordshire County Council through its free school presumption process, separate from the "wave" process followed by the DfE to open free schools. In October 2018 the Forum approved the 2019/20 Growth Fund budget of £95,000 to support compliance with infant class size legislation and £500,000 to support basic needs growth and costs of new schools.

Members received details of growth fund allocations and financial self-declarations as follows:

- a) In accordance with the infant class size criteria, £84,232 would be allocated to five schools based on an agreed number of additional infant teachers;
 - Ashcroft Infant and Nursery School, Tamworth, £3,303 towards the cost of a fifth infant class teacher
 - Baldwin's Gate CE (VC) Primary School, Newcastle, £21,471 towards the cost of a third infant class teacher
 - Rushton CE (C) Primary School, Staffordshire Moorlands, £13,213 towards the cost of one infant class teacher
 - St. Leonard's CE (VA) First School, Ipstones, Staffordshire Moorlands, £21,471 towards the cost of one infant class teacher
 - The Meadows Primary School, Newcastle, £24,774 towards the cost of a second infant class teacher

- b) In accordance with the basic need growth criteria, £177,150 would be allocated to five schools that worked with the Local Authority to meet exceptional population growth locally by creating an additional class (in primary schools) or exceeding PAN by at least 5% (by middle and secondary schools);
 - Bishop Lonsdale CE (VC) Primary School, Stafford, £35,430 for one additional infant class teacher
 - Penkridge Middle School, South Staffordshire, £35,430 allocation
 - Walton Priory Middle School, Stone, £35,430 allocation
 - Sir Graham Balfour High School, Stafford, £35,430 allocation
 - Weston Road High School, Stafford, £35,430 allocation

- c) In accordance with the new schools' criteria, £114,500 would be allocated to two new free schools opening in 2019/20;
 - Streethay Primary School Free School, Lichfield, £57,250 towards post-opening costs
 - Poppyfield Primary Academy, Cannock Chase, £57,250 towards post-opening costs

The allocation of £84,232 for infant class size legislation represented an underspend of £10,768, against the budget of £95,000. The total allocation of £291,650 for basic need growth and for new schools represented an underspend of £208,350, against the budget of £500,000. These underspends would be carried forward for use in the Schools Budget 2020/21.

A member queried who decided how money raised via Section 106 Agreements was spent. Officers confirmed that this funding had to be used to offset the effects of the development concerned. The special schools' representatives expressed concern that when planning took place around new developments consideration was only given to mainstream education and not to places for special needs pupils. Rather than being reactive to demand it would be much better to be able to plan provision. The Chairman suggested that an item be included on the Work Programme on the possibility of funding for special schools from the Growth Fund.

Forum requested a more detailed note on the allocations of £57,250 towards the post-opening of two new free schools.

RESOLVED – That the allocations of Growth Funding listed above, and the schools' financial self-declarations, be noted.

54. Revised Constitution

Members were informed that the Constitution had not been reviewed for a number of years, and needed to be updated to reflect several changes, most notably around membership and the need to respond to the rate of academy conversions. Several meetings had been held with colleagues from the Legal Services Team, who reviewed the Constitution and added some amendments to the document to ensure that it was in line with the Schools Forum (England) Regulations 2012 and where necessary having regard to the Education and Skills Funding Agency Operational and Good Practice Guide.

Of the suggested considerations put forward, the following had been incorporated in the Constitution:

- To temporarily increase the size of the Schools Forum in order to appoint additional academy representatives, then taking out maintained school representative vacancies when one arises; and
- Where the school of a maintained school representative has converted to an academy, the Forum could consider appointing this member as an academies' member until their current term of office ends.

These proposals were intended to preserve continuity and experience in membership whilst maintaining broadly proportionate representation. Good practice suggestions made by the Education and Skills Funding Agency included reviewing membership of the Forum as a standing item for each meeting. In response to this it was suggested that a calculation on pupil numbers on roll be made in advance of each meeting, rather than the existing Annual Review of Membership agreed in July 2015. A report would only be taken to Forum should this calculation indicate a need for a change in membership.

The chairman commented that he felt the revised Constitution was now fit for purpose and thanked Officers for their time and effort on this. However, he did have concerns that in relation to schools' membership there was a conflict between the need to be broadly proportionate and the requirement for every category of school to be represented. The Chairman confirmed that further advice was being sought from teaching trade unions.

RESOLVED – That:

- a) The revised Constitution be noted; and
- b) The Annual Review of Membership be replaced with a meeting by meeting reassessment of numbers on roll, to ensure that the membership remains broadly proportionate and in line with Regulations.

55. Membership

Members were informed that a calculation on the most recent pupil numbers on roll had been made and owing to a sufficient change in numbers this had indicated the need for one additional primary academy and one less maintained primary school representative. In addition, the terms of office of a number of Forum representatives were coming to an end. Nominations would therefore be sought to fill these vacancies.

RESOLVED – That Entrust be requested to write to the relevant categories of schools to seek nominations.

56. Work Programme

The Chairman referred to an item in a recent School Bag on the Asset Lease Review and suggested that an update on this should be included on the Work Programme. He informed members that an item on School Improvement Monitoring and Brokering Grant had also been included, in order to look at the amount received by Staffordshire and how this was spent.

The Chairman reminded Forum that the election of Chairman and Vice-Chairman would be on the agenda for the next meeting in October and encouraged members to give serious consideration to succession planning.

RESOLVED That:

- a) The Work Programme be noted; and
- b) An item on the Asset Lease Review and an item on the possibility of funding for special schools from the Growth Fund be added to the Work Programme, at the request of the Chairman.

57. Date of next meeting

RESOLVED – That the next meeting of Schools Forum be scheduled for Thursday 17 October 2019 at 2.00 pm in the Oak Room, County Buildings.

Chairman

Schools Forum – 17 October 2019

Notices of Concern & Licensed Deficit Agreements

Recommendation

1. Members note the details of Notice of Concerns and Licensed Deficit agreements issued to schools since 2016/17.

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 is required.

Reasons for recommendation

3. Schools Forum requested, at their previous meeting, further information on the number of Notice of Concern and Licensed Deficit agreements in place.

PART B

Background:

4. There are currently three schools with Notices of Concern in place. All of these are as a result of Academy Orders being issued by the DfE. Two were issued in 2016/17 and one in 2018/19.
5. SCC are currently in the process of issuing eight new Notices of Concern. Two of these are as a result of the school being unable to comply with the original licensed deficit plan. Six are as a result of the school being unable to set a balanced budget for 2019/20.
6. SCC have 7 Licensed Deficit agreements in place. Five of these agreements were put into place following the 2016/17 financial year and two were following 2017/18.
7. Three new agreements are in the process of being put into place following the 2018/19 financial year.

Report author:

Author's Name: Melanie Scott, Senior Education Accountant, Entrust Support Services Ltd

Ext. No.: 07921 277815

List of background papers:

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

Schools Forum – 17 October 2019

Education Welfare Services update

Recommendation(s)

That the forum note the work done by the Education Welfare Officers to deliver the Core Offer for Education.

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

PART A

The forum requested in October 2018 that I return to forum with an update on the delivery of the service.

PART B

Background

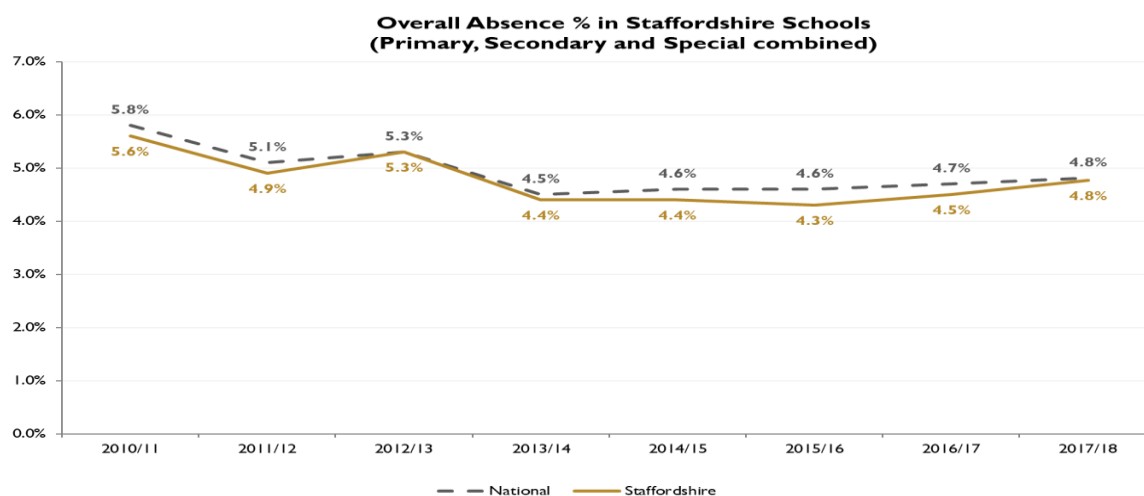
Schools Forum agreed in October 2017 to reduce the funding to the local authority provided Education Welfare Services (EWS) to a statutory “core offer.” The remaining funding (£757k) was redistributed to individual maintained schools. As the council EWS offer reduces it was acknowledged that some schools may wish to commission the council to provide enhanced EWS support above the statutory offer.

The council has since regularly circulated potential commissioning options to all schools. If you have any questions please do not hesitate to contact Karl Hobson, Head of Targeted Services - Education. (karl.hobson@Staffordshire.gov.UK)

Current Position

Education Welfare Officers (EWO's) moved under the direct management of Targeted Services from October 2019, it is also worth noting that the service has now implemented the new structure brought about as a result of the Forum's decision in 2017. This means there are now 10 EWO's and 1 Education Welfare Co-ordinator to deliver the Core Offer to all Staffordshire schools. However, during this reporting period the service remained under the management of the LST's. The data provided therefore covers a period during which this transition took place.

In terms of overall absence at Staffordshire schools, here are some key points:



- Absence has increased from 4.5% in 2017 to 4.8% in 2017-18. Staffordshire is now in line with national absence levels having had slightly lower absence percentage in each of the four previous years.
- Staffordshire had had less unauthorised absence than national in each of the last nine academic years.
- Absence in primary schools have been lower than national since 2014 with absence of 4.0% in 2018 compared to 4.2% nationally, whilst Secondary absence is now equal to national at 5.5% of sessions missed in 2018.
- Absence in PRUs is higher than national, however this gap has closed in 2018.
- Cannock Chase and Tamworth districts typically have the highest absence rates in the primary phase; and Cannock Chase, Newcastle, South Staffs, and Tamworth have the highest absence rate in the secondary phase.
- The total number of electively home educated students in 2018-19 was 1178, which is 1.04% of the total school population (data taken in January 2019)

Outcomes against Core offer. September 2018 – August 2019

The “core” Education Welfare offer is delivered by the local authority, which remains responsible for delivering the statutory requirements for attendance, children missing education and elective home education including:

1. Reviewing and processing cases for prosecution for irregular attendance under section 444 (1) and (1A), including Penalty Notice process for persistent absence.

	2017-18	2018 - 19
Number of persistent absence cases dealt with by 444(1) and 444(1A) prosecution	54	82

Cases dealt with- outcomes	2017-18	2018-19
Attendance not Improved	31	28
Attendance Improved no statutory action required – case closed	99	160
Medical evidence provided- closed	7	10
Moved out of area- closed	8	12
Penalty Notice issued - Closed	85	116
Declined / Paperwork Incomplete	60	57
Removed from school roll	15	25
School leaver	14	10
Grand Total	319	443

Only 16% of cases are recorded as not having improved attendance. The 57 cases declined are following a conversation with the schools, in which they would have been informed why the case could not proceed.

There has been an increase in the number of requests from schools to issue penalty notices to address persistent absence and lateness.

Please note 'attendance improved no statutory action required' represents cases where a 20-day warning notice has been issued and attendance then improved which meant a Penalty Notice was not issued.

In respect of the 116 penalty notices issued and closed 65% have led to improved or stabilised attendance.

In addition to the above the service is now leading on children missing out on education (CMOOE) which in July 2018 stood at 274 pupils. We are still developing a new live platform for schools to enter the details of all students who are on reduced or alternative timetables. EWO's are now contacting schools to ensure that we are offering the appropriate and suitable level of education to students and that it is being properly reviewed and progressed.

2. Issuing Penalty Notices for:

Reason for Penalty Notice	2017-18	2018-19
Unauthorised leave in term time	3125	6369
Persistent absence	185	251
Persistent Lateness	0	21
Being in a public place during the first 5 days of exclusion	0	0
Prosecution as a result of Penalty Notice not been paid.	232	409

3. Undertaking police and criminal evidence interviews for S444(1A) prosecutions – This is part of the prosecution process.

4. Initiating and processing School Attendance Orders for pupils not on a school roll – The EWS issued one SAO in 2018 and have 9 other cases currently been processed along the SAO route. Ewo's have a growing role in respect of investigating concerns surrounding the parents' choice to EHE, and possible coercion/ misinformation prior to parental decision been made. EWO's are often involved in supporting parents to return their children to education.

Movement within EHE population 2018-19	Pupils
New Additions to EHE Database	442
Returned to school/started school this year	136
Moved away from area	12
Attending Pupil Referral Unit (PRU)	1
Referred to Children Missing Education (CME)	17
Alternative Provider (EOTAS)	3
Reached end of statutory education	192

5. Undertaking Parenting Orders and assessments requested by magistrates – None requested

6. Preparing papers to put before Family Court for an Education Supervision Order and to then manage the order – None Requested

7. Casework for children identified as Children Missing Education (CME) has increased by 1,306 cases. This reflects the greater scrutiny of students records across Staffordshire.

Outcomes for cases closed in 2018/19	Cases
Not Recorded	153
Adopted	8
Duplicate records	57
Elective Home Education	58
Emigrated Receiving Education	82
Emigrated School Unconfirmed	242
Non-School Age	21
Now Receiving Education	905
Referred to Other LA	85
Untraceable	45
Grand Total	1,656

EWO's are also addressing the issue of children without a school base, or children who have moved school in year and we have not had confirmation of their new destination. This leads to the child been classed as having no base.

8. Annual Register inspections (maintained schools only)

During 2018/19 we undertook register inspections in only maintained schools. I'm aware of some schools not receiving an inspection until late in the school year, it is our ambition that all register inspections are completed by April 2020 this year.

9. Child Employment and Licensing which involves:

Area	Total 2017-18	Total 2018-19
Employment licences issued	255	367
Chaperone applications approved	357	519
Entertainment – number of individual productions licensed, each production on average is about 40.	572	559

Regular visits are carried out on performances across Staffordshire by EWO's, this entails checking the venue, licences of children performing and ensuring safeguarding measures are in place. The EWW's have also carried out several visits relating to child employment which have resulted in employers been issued with a cease to employ notice, due to concerns about the working conditions.

Future plans

The service has approached all schools with its traded offer. Following consultation with schools, it has been agreed to offer:

- Half day attendance clinics to be run in the school
- Telephone support line which will provide expert advice on attendance issues, what processes to follow and how to complete the paperwork needed for statutory action. It will also offer standard template and bespoke letters to address irregular attendance.

In addition, the service has developed a guidance document for all schools to assist schools in considering Managed Moves.

The emphasis of the service will very much continue to focus on early intervention by using penalty notices to give parents the opportunity to address their child's attendance without recourse to the Courts.

There is still developmental work to do in respect of child employment to ensure that we actively encourage our children to take on employment in a safe manner, preparing them in some small way for employment beyond school. The same is true in child entertainments where we want to ensure that all performances involving children are properly managed and the child safeguarded.

The service is looking to consult with all schools in respect of amending the code of conduct for issuing penalty notices. The intention would be to ensure swifter action could be taken to address the emergence of irregular attendance, and the process of requesting a penalty notice is streamlined.

The service still needs to develop the function of parental contracts, which can be used to address poor attendance. Whilst these are not legally binding contracts, they do form part of the evidence needed to take statutory action and offer parents the opportunity to address the behaviours or external factors which are causing them to fail in their responsibility to ensure their child attends school every day.

The service will continue to support schools in improving school attendance and supporting vulnerable children within and outside education.

Report author:

Author's Name: Karl Hobson

Ext No: 01785 895829

Schools Forum – 17 October 2019

Primary Behaviour Support Service 2019

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

PART A

Reasons for the recommendations:

1. The purpose of this report is to inform the Schools Forum of the current primary Behaviour Support Service offer to maintained schools.

PART B

Background

2. The Behaviour Support Service for Primary Schools was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The maintained primary schools have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.
3. The Primary Behaviour Support Service is available to primary Academies at a cost and can be purchased on a case by case basis or as a combined package of Behaviour Support and other services from the SENIS team.

Context

4. Schools send their referrals for primary behaviour support to a central inbox, behaviour@entrust-ed.co.uk . Every Tuesday referrals are systematically reviewed and allocated to a caseworker on the nature of the concern and specialist knowledge of the practitioner as well as geographical location.
5. The number of primary Behaviour Support cases in maintained schools has declined since the 2016-17 academic year however, in this time the number of maintained schools has also reduced as academisation grows.

Figure 1 - Behaviour Support referrals from maintained Primary Schools

Academic Year	Behaviour Support referrals	Average number of cases per maintained Primary school
2012 -13	416	1.4
2013 -14	444	1.6
2014 -15	362	1.4
2015 –16	382	1.6
2016 – 17	369	1.8
2017 – 18	209	1.2
2018 -19	129	0.9

Figure 2 – Proportion of Maintained and Academy Primary Schools by academic year

Academic Year	Number of Academies	Number of maintained schools
2012 -13	13	301
2013 -14	29	285
2014 -15	45	269
2015 –16	75	239
2016 – 17	101	213
2017 – 18	132	182
2018 – 19	162	152

Update from last full report to School Forum

6. Our core casework offer to schools is focused on effectively implementing a graduated response. The visit begins with a classroom observation which records the pupils' behaviour at minute intervals during a lesson. This is followed by a discussion with the class teacher and the completion of a Boxall profile. The interpretation of the Boxall profile gives a comprehensive picture of the behaviour of the child and identifies some of the reasons behind this. During this discussion some recommendations are given to the class teacher. After the visit all the gathered information is disseminated into a comprehensive report which describes and explains the behaviour as well as providing strategies for the school to implement.
7. Following the first visit and report a follow up visit is often conducted to support the school in writing a Pastoral Support Plan (PSP). Having this plan in place helps the school effectively support the pupil. At this point parents are usually involved when the practitioner will meet with parents and the school to discuss and plan and the pupils needs.

8. We are also able to provide 1 to 1 support in order to model strategies and approaches for staff. As a Service we are also able to provide alternative support depending on the needs of the pupil and school/staff, for example a programme of individual intervention to address SEMH difficulties such as anger management, bereavement, social interaction.

Impact of the Primary Behaviour Support Service

SENIS survey

9. In the annual SENIS survey 89.5% of respondents rated the service good or excellent. This reflects on the service in the academic year 2017 – 18. During this academic year we have used a range of methods to promote the service and ensure that schools are aware of what is available to them free at point of delivery. This has included updates in the Entrust SENIS e-news, information going into the school bag and attendance at the SENCo updates.

Feedback from schools

10. Towards the end of the academic year schools were contacted to provide feedback on the services delivered.

The following comments were received;

“We have used the Behaviour support service on a number of occasions and found the service to be prompt, efficient and reports have been useful in the assess, plan do review cycle. A member of the team has been particularly helpful and completed Boxall profiles with staff as requested. We find the on task and off task behaviour sampling with the pie chart very effective to help put in further reasonable adjustments.”

“I would definitely love to pass on my views regarding the Behaviour Support Service. We have received support on a number of occasions, concerning a range of behaviour problems for different aged children. The support we have had in all cases has been great. It has been specific to that child and the feedback has been very helpful. The team member has also attended parent meetings with me, which I found very supportive. I would definitely recommend the service and would use it again in the future.”

“The member of the team has worked brilliantly with us in both training staff and individual assessments on children, we think it is great to have a service that comes out to us and supports us practically. We have also done joint observations with MEAS to support learning and move things forward and used the team to support a PSP. This service has been invaluable, but we would not be able to sustain if we had to buy into it.”

“As a whole school we find being able to refer children very helpful. For behaviour support the completion of the Boxall profile, observations and recommendations have been very successful in supporting children but also staff. In some cases, this has also supported a referral to additional external agencies.”

Training for schools

11. During the course of the year it was identified that the majority of referrals were coming from Reception and Key Stage 1 and that many of these were related to aggressive behaviour. As a result of these findings in April two half day sessions were offered to schools entitled “Managing Aggressive behaviour in Reception and Key Stage 1” and 32 schools attended.

Evaluations were very positive, 100% of delegates rated the learning methods, relevance and quality of materials as good or excellent. 97% of delegates said the session was either good or excellent in meeting their personal objective.

A range of positive comments were received;

- Fantastic ideas and strategies, very useful to share with all staff
- The course content was delivered in a very entertaining way and lots of appropriate personal experiences were shared. I welcomed the opportunity to share my own experiences with colleagues on my table
- It was the most valuable course I have ever been on.
- It was good to hear other people are in a similar situation and have personal references and success stories.
- Gave good strategies to support aggressive behaviour Willing to answer questions about own experiences Gave time for everyone to discuss own experiences
- Fantastic course. Opened my eyes on how situations should be dealt with
- Excellent delivery lots of helpful advice.
- Good mix of challenge and support of views and values within practice. Time to reflect and discuss. The facilitator obviously understands the issues that schools face and acknowledge those whilst still offering challenge

12. A similar programme of training is being delivered for the Autumn Term 2019 (14/11/19 am and 15/11/19 am at Entrust HQ) with a focus on ADHD entitled; ‘Working with children diagnosed with ADHD in KS1 and KS2’. The course will cover the following:

- How to provide practical and emotional support for a child with a diagnosis of ADHD
- Strategies to help create a structured environment
- Top tips for working with parents and carers

Operation and efficiency of the service

13. The efficient referral system ensures visits/consultation are arranged quickly and contact is made with the school within 24 hours following the referral meeting. Schools appreciate having a professional conversation with practitioners who understand behaviour issues and can confirm the effectiveness of the strategies they are already using and also suggest additional approaches.
14. As part of a wider SENIS team the service can also draw on additional expertise to support with particular cases. During this academic year a number of joint visits between the behaviour support service and the Minority Ethnic Achievement Service (MEAS) have been made. These have supported schools in understanding what is causing the issues for the pupil and appropriate advice and guidance has been given to ensure behaviour and language needs are met.

Recommendations and new service offer

15. Based on the service's experience of working with schools and the feedback we have received we have implemented some additional delivery from September 2019. These additional functions will provide schools with further support and advise in implementing the graduated response.
16. **Working with the individual pupil** - using a 6- week model of intervention Entrust will work with pupils and a TA to model appropriate strategies and interventions. This work is carefully planned to ensure the TA is confident by the end of the period to continue working with the child. This approach is particularly beneficial for those children who have complex needs.
17. **Supporting schools in the development of interventions** – sessions can be offered to staff to develop provision such as nurture in the school. Entrust act as a consultant to the school in guiding the development and also being there to answer questions over a specified period. This work is delivered along the lines of the successful Socially and Emotionally Ready to Learn (SERL) programme previously delivered to Staffordshire schools.
18. **Targeting work for schools with high numbers of fixed term and permanent exclusions** –using data and working in collaboration with the Commissioner, a programme of interventions could be devised to address the needs of targeted schools around behaviour management and exclusion. This supports the county target to reduce exclusions.

19. **Behaviour support helpline** – this was trialled during the Summer term 2018. As from 24th September we are providing a helpline, open to all schools for half a day a week on a Tuesday afternoon 1 – 4pm. Schools have the opportunity to talk to a behaviour expert about any cases which were of concern.

20. **Working with parents** – the service has successfully delivered parent workshops looking at behaviour management strategies. Being able to work with parents as well as school staff supports a joined- up approach to addressing behaviour issues.

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School Forum Report 16.07.18 – Behaviour Support Service

Schools Forum – 17 October 2019

Minority Ethnic Achievement Service (MEAS) 2019

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

PART A

Reasons for the recommendations;

1. The purpose of this report is to inform the Schools Forum of the current MEAS offer to maintained school.

PART B

Background

2. The Minority Ethnic Achievement Service was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The School Forum have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.
3. The Minority Ethnic Achievement Service is available to primary and secondary Academies at a cost and can be purchased on a case by case basis or as a combined package of Inclusion Support and other services from the SENIS team.

Context

4. Maintained schools are divided into two categories to determine the support they receive from MEAS.
 - EMAG (Ethnic Minority Achievement Grant) schools are identified annually based on a formula which considers the number of EAL pupils and also their country of origin. EMAG schools receive funding directly and are not entitled to support for new arrivals from MEAS.
 - Non EMAG schools can refer new arrivals to MEAS and also receive a nominal funding allowance for each pupil, this is used to fund additional resources such as dictionaries, dual language books or apps.
5. All maintained schools are able to request support for pupils causing concern, ie those who are not making the expected progress in learning English.
6. All schools send their referrals for the Minority Ethnic Achievement Service to a central inbox MEAS@entrust-ed.co.uk. Referrals are systematically reviewed and allocated to a caseworker based on the language spoken by the pupil.

7. Once pupils are allocated the case worker will arrange a visit to the school. During this visit the pupil will be observed in class and an assessment will usually be conducted. The nature of this assessment depends on the age of the pupil and the language spoken. Where the caseworker speaks the pupil's language a home language assessment will be conducted. During the visit there will be a conversation with an appropriate person from the staff to identify any particular issues for the pupil and where possible with the parent/carer. Following the visit, a comprehensive report is sent to the school which includes strategies and resources which can be used to support the pupil.
8. In addition to the initial visit MEAS will also attend meetings with parents, this is particularly useful where the team member speaks the home language but can also be useful in other cases. For example, many parents do not understand the benefits of the child talking their own language at home or how the English education system works. The team's experience of working with EAL pupils can help to overcome these issues.
9. Schools also use the MEAS translation and interpretation service for other meetings including those with other professionals such as school nurses.
10. The number of referrals to MEAS have decreased over the last 3 academic years however, the number of maintained schools has also decreased. In the last twelve months uncertainty around Brexit may also have had an impact on the number of new arrivals. The number of pupils causing concern has remained fairly consistent.

Figure 1 – Referrals from Maintained Schools

Academic Year	New Arrivals Primary	New Arrivals Secondary	Pupils causing concern Primary	Pupils causing concern Secondary
2015 –16	161	21	28	0
2016 - 17	80	17	36	4
2017 - 18	47	6	29	3
2018 -19	26	13	20	2

Figure 2 – Comparison of Academy and Maintained Schools

Primary Schools				
Academic Year	Academies		Maintained	
	Schools	%	Schools	%
2015/16	73	24.4%	226	75.6%
2016/17	97	32.4%	202	67.6%
2017/18	122	40.8%	177	59.2%

2018/19	148	49.7%	150	50.4%
Secondary Schools				
2015/16	36	51.4%	34	48.6%
2016/17	42	60.0%	28	40.0%
2017/18	47	67.1%	23	32.9%
2018/19	53	74.6%	18	25.4%

11. Beyond the individual case work schools are also supported to develop their provision for EAL learners through a range of approaches including learning walks, modelling good practice for staff and resources such as guidance for welcoming refugees.

Impact of the MEAS service

12. During the annual SENIS survey 86.7% of respondents rated the support from MEAS as either good or outstanding. This reflects their views during the academic year 2017-18.
13. During this academic year some additional resources were written to support schools with EAL learners. The three documents are available to download from the local offer website:
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=O9v5ARG4J0Y>
- EAL Good Practice Guide for Schools and Settings
 - Working with parents and carers guidance for schools and settings
 - Leaflet for parents and carers of EAL learners

14. At the end of the Summer term 2019 schools who had used the MEAS service were asked for some feedback on the qualities of the services as well as the areas which could be improved. The following comments were received;

“EAL is still a developing area within our school and still an area we find we will need further support in the future. We have put a new specialist TA in place who has been using recommendations from MEAS to support these children. We appreciate the visits to school and the recommendations but would also be very grateful of any resources or information on where to source these where possible.”

“As a school we have used Behaviour Support and MEAS this academic year. Both services have been very prompt in returning my requests for support and discussions before and afterwards have been helpful.”

Recommendations and new service offer

15. Provide additional follow up visits to work with individual pupils and model effective strategies for school staff to implement. This is allocated on a needs basis for example where the pupil is causing concern or where the school have little experience of working with EAL pupils
16. Additional support to schools to work with parents such as running parent workshops
17. The team continue to research and keep up to date on resources available schools to ensure staff have access to the most effective ideas and strategies to use with pupils.

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School Forum Report 07.10.19 – MEAS Service

Schools Forum – 17th October 2019

School Budget 2020-21: De-delegation, Central Expenditure & Education Functions

Recommendations

1. That the Schools Forum members from maintained schools only, vote on each de-delegated budget heading on behalf of the schools they represent.
2. That the Schools Forum approve the indicative allocations for both historic commitments and ongoing functions within the Central School Services Block be retained centrally for this purpose.
3. That the Schools Forum members from maintained schools only, approve a levy per pupil in 2020-21 to fund statutory duties performed by the Local Authority and previously funded by the ESG general duties rate.

Report of the County Treasurer

PART A

Why is it coming here – what decision is required?

4. The Schools Forum has oversight of the Schools Budget and is required by the Finance Regulations to annually approve central expenditure (ongoing and historic commitments)
5. Maintained school members only are required annually to:
 - Vote on each de-delegated budget heading by phase
 - Approve a levy per pupil to fund duties performed by the Local Authority and previously funded by the ESG general duties rate.
6. If the Local Authority and Schools Forum are unable to reach consensus on the amount to be retained by the Local Authority for services previously funded by the ESG general duties rate, the matter will need to be referred to the Secretary of State.

PART B

Background

7. For 2020-21 DSG allocations to Local Authorities will again be made using the National Funding Formula. DSG allocations will not be known until December, and Local Authorities need to submit school budgets to the ESFA by 21 January. This timescale means decisions on the budget areas in this report need to be made at this time to enable schools and services time to plan for their budgets and responsibilities for 2020-21.

De-delegation

8. Under the national funding arrangements the government wants schools to have the opportunity to have as much funding and responsibility delegated to them as possible. Each year the Schools Forum representatives for maintained primary and secondary schools are required to vote on behalf of the schools they represent to determine whether or not a range of costs currently met centrally will transfer to maintained schools for them to manage themselves. The budget for these costs would also transfer to schools on a formula basis.
9. The maintained schools' members vote by phase on any areas proposed for de-delegation by the local authority and the outcome of that vote is binding for all maintained schools within the phase.
10. Academies are not part of these arrangements since these responsibilities and the funding for them are automatically delegated to academies through the ESFA use of the local funding formula.
11. The budget areas de-delegated last year following the equivalent vote are set out in the table below. The budget values are estimated for all primary and secondary schools (i.e. including academies) to provide the context of values involved. Actual figures for 2020-21 will be finalised over the next few months as the settlement and school census become available.
12. The ESFA is currently consulting on extending the Risk Protection Arrangement (RPA) to Local Authority Maintained Schools. The consultation closes on 4 November 2019. If the ESFA decides to extend the RPA, it is not clear when this arrangement could start. Therefore for 2020-21 the authority proposes insurance budgets continue to be de-delegated.
13. Supplementary information on the impact of delegation of each area is included in Appendix 1. The authority proposes that these areas are subject to the de-delegated vote for 2020-21. Additional information on the behaviour

support service and the support for ethnic minority pupils service is included in separate reports at this meeting.

Areas proposed for de-delegation for 2020-21:

Budget Area	Primary	Secondary (including middle)
	£m	£m
Insurances (mainly premises related)	2.284	3.099
Staff costs (Maternity Pay)	1.189	1.010
Staff costs (Union Duties)	0.142	0.060
School Specific Contingency	0.390	0.185
Support for ethnic minority pupils or under-achieving groups	0.877	0.319
Licences and Subscriptions	0.505	0.205
Behaviour Support Services	0.529	Delegated
FSM eligibility	0.059	0.030

Do maintained Forum members agree for these budget areas to be de-delegated for 2020-21?

Central School Services Block

14. There are some areas of central expenditure which need to be considered by the Schools Forum and the draft Finance Regulations set out the requirements for approvals/consultation. It should be noted that final regulations have not yet been issued, so in the event that final regulations are different, the content of this report may need to change as a result.
15. Funding in the Central School Services Block is split into Historic Commitments and Ongoing Functions.

Historic Commitments

16. For historic commitments the following rules apply:
 - a. The level of expenditure cannot be increased above 2017-18 levels
 - b. The expenditure against these budgets must be as a result of arrangements that already existed before 1 April 2013
 - c. The Schools Forum must approve the amount of the budget set for each heading

17. The ESFA has indicated that from 2020-21 it will start to reduce funding for historic commitments. The detail of their approach has not yet been announced. As Staffordshire has reduced spend in this area by delegating the School Improvement budget in 2018-19, this should provide some protection against funding reductions.
18. The headings under which Staffordshire currently retains funding for Historic Commitments is set out in the table below, together with indicative 2020-21 budget levels. The Families First LST funding was approved in principle by Schools Forum at the July meeting.

	2019-20	2020/21 Indicative
Prudential borrowing	924,130	924,130
Combined Services		
Families First - Targeted Services (LST)	1,448,000	1,448,000
SEN Transport*	250,140	250,140
	2,622,270	2,622,270

*Schools Forum approval is required for SEN transport budget, but it is now funded from the High Needs Block

Does the Schools Forum approve the continued funding of these areas centrally at no higher than the indicative amounts, with final values to be confirmed at the March meeting?

Ongoing Functions

19. Ongoing Education Functions are funded by a combination of council tax and DSG. There is an annual liability for Teachers Pensions Added Years of c.£7.1m. which is funded by council tax.
20. The estimated cost for other ongoing education functions for 2020-21 is £3.4m. These functions are funded by DSG through the Central Schools Services Block (CSSB).
21. These functions are provided to all schools and are listed in the table in Appendix 2.

Do Schools Forum members approve the ongoing functions allocation in the central schools services block be used to fund these services?

Central Schools Expenditure

22. Staffordshire does not retain significant amounts of funding under this heading, to which the following rules apply:
- The Schools Forum must approve the amounts of funding to be retained centrally
 - For the pupil growth fund and infant class size funding any underspend from the previous year must be added to the ISB
 - For the pupil growth fund and falling roll fund the Schools Forum must approve the criteria used and receive regular updates on the use of funding.

	2019-20 £	2020-21 indicative £
Infant Class Size	95,000	95,000
Significant Pupil Growth / New school funding	500,000	500,000
Falling rolls fund	n/a	n/a
	595,000	595,000

Does the Schools Forum approve the continuing use of the pupil growth and infant class size funds, at the indicative levels set out above?

Central Early Years Expenditure

23. The requirement here is for the Schools Forum to approve the central expenditure. **This is not the expenditure provided to settings for their running costs in providing the free entitlement for two, three and four year olds but is in respect of support services for providers of early years education.**
24. Following the introduction of the Early Years Funding Formula, central overheads are limited to 5% of the Early Years Block Funding for 3 and 4 year olds. For 2020-21, the authority is asking for £1.8m (4.2%) to be retained centrally.

Does the Schools Forum approve the proposed level of central support services for early years' provision?

Education Functions for Maintained Schools Only

25. The functions provided to maintained schools only and previously funded by the general duties ESG rate are listed in Appendix 3, along with the levy per pupil that will be required to fund each of these services.
26. If maintained school members do not agree to the levy required for any of the services listed, the funding and associated responsibilities for providing this service will be delegated to schools.

Do maintained Schools Forum members agree to the levies per pupil presented in Appendix 3 to fund the costs of the associated services?

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Further Information on Areas Affected by the Schools Forum Vote on De-delegation

Maintained Primary and Secondary Schools Only

Background

1. The arrangements set out in this note apply to **maintained primary and secondary schools only**.
2. Under the national funding arrangements the government want schools to have the opportunity to have as much funding and responsibility delegated to them as possible. Each year Schools Forum representative is required to vote to determine whether or not a range of costs currently met centrally will transfer to schools for you to manage yourselves. The budget for these costs would also transfer to schools on a formula basis.
3. The vote is taken by maintained schools representatives only, as academies automatically have the funding and responsibilities for these areas. The vote is binding by phase – so for example if primary school representatives voted for the budget for one of the headings to be delegated then it must be delegated for all primary schools.
4. This note sets out some further information on the affected areas. Budget values are indicative and represent the total for primary and secondary schools, including academies.

Insurance (£5.383)

5. Insurance Services currently provide a range of insurances that are funded centrally from within the Schools' budget. Insurance types include:
 - Material Damage
 - Business Interruption
 - Employers Liability
 - Public Liability
 - Hirers Liability
 - Terrorism
 - Fidelity Guarantee
 - Money
 - Personal Accident
 - Engineering Inspection charges
6. If this area is delegated, schools will have a choice to purchase their insurance cover from the County Council, or seek an alternative arrangement from another provider. The County Council will only offer a full package of insurance, i.e. all of those included in paragraph 5, with no option to 'pick and choose' certain types of cover.
7. Schools would be required to ensure that any external arrangements meet the authority's minimum standards of cover. The County Council would also need to assure itself that the cover was compliant. A small administrative fee will therefore be charged to any school opting to insure with another provider.
8. Most providers would offer cover over a long term arrangement, say 3 or 5 years. Insurers will normally offer a discount for long term arrangements. Agreements over longer periods would mean that for most schools a full tender procedure would have to be carried out in order to be compliant with schools procurement regulations. The

County Council's current policy runs until the end of April 2020, and therefore, if schools opt for delegation they would need to commence a procurement exercise in good time to ensure that cover was in place by 1st May 2020.

9. Under a delegated arrangement wherever schools purchase their cover from, including the County Council, the premium rates would normally include up to 5 years claims history for each individual school.
10. It is likely that the cost of insurance would be higher if procured at individual school level due to loss of economies of scale and the requirement for a lower level of excess (the authority currently insures the first £250,000 excess which keeps the overall premium down).
11. Clearly, any excesses would be paid from a school's delegated budget. At present, only excesses in relation to Balance of Risks claims are met directly by schools.
12. Finally, under a delegated arrangement, schools will need to carry out their own insurance administration, e.g. provide annual renewal information, claims handling and resolving insurance queries.

Maternity pay (£2.199m)

13. At present, episodes of maternity leave for school teachers are funded centrally from the schools' budget. An individual school therefore need only consider how they replace the teacher on maternity leave. Costs are recorded at individual school level.
14. This is an unpredictable budget and under a delegated arrangement schools would be responsible for meeting all the costs associated with an episode of maternity leave.
15. The impact of this may be greater for smaller schools where one staff member comprises a larger proportion of the workforce and the potential cost of maternity pay. Schools should also consider the possibility of there being multiple maternity episodes within the same year.
16. In the event that this particular item was delegated schools may wish to consider schemes from other providers which offer an insurance arrangement.

Union duties (£0.202m)

17. Following the report to Schools Forum in October 2015, 80% of the fund will cover the following four professional teaching associations:
 - a. Association of School and College Leaders (ASCL)
 - b. National Education Union (NEU)
 - c. National Association of Head teachers (NAHT)
 - d. National Association of Schoolmasters Union of Women Teachers (NASUWT)

The remaining 20% of the fund will support the Green Book Support Staff Trade Unions.

18. The budget provides funding to enable association representatives to work with the Local Authority on developing policy and related matters. It also provides for Association representatives to support individual colleagues in disputes or other employee related matters.

School Specific Contingencies (£0.575m)

19. This budget provides a safety net where unanticipated and significant costs occur, which it would not be reasonable for the school to meet. At present staff suspensions are covered from this budget, as are significant teacher pension arrears which can run to several thousand pounds. Other examples could include where a school has been presented with a significant utility bill or emergency premises works.
20. Under a delegated arrangement, individual schools would be responsible for meeting the full cost of such events. The impact of this is likely to be greater for smaller schools.

Support for ethnic minority pupils or under-achieving groups (£1.196m)

21. This budget covers both the funding devolved to individual schools through the locally agreed formula, which is the majority of the funding, and the MEAS team. Under a delegated arrangement the services currently provided to schools through the MEAS team would have to be offered on a traded basis, where charges to individual schools reflected the actual cost of delivery to that individual school. The funding currently devolved to schools through the local formula would also cease. Instead schools would receive a formula allocation using the government permitted formula basis which would not target resources in the same way.
22. The government framework allows a maximum period of targeting resources to EAL pupils of their first three years within the English school system. However, it often takes pupils much longer than this to acquire the academic language needed for success in national tests and assessments. The locally agreed formula uses a different basis to allocate funding to schools and takes account of under-achieving groups as well as EAL pupils, as not all EAL pupils attain lower than the indigenous population. In this way it targets funding at under-achieving groups much more closely than the national framework would allow.
23. Whilst the number of EAL pupils currently in Staffordshire secondary schools is relatively low the number is increasing rapidly in the lower age groups and without sufficient support these pupils are likely to arrive at secondary schools behind their white British peers.
24. In the event of delegation the funding currently allocated to individual schools would not be automatically protected through the MFG since it is outside the delegated budget.

Licences and Subscriptions (£0.710m)

25. A number of licences are currently funded centrally on behalf of schools. These include:
 - a. Consortium of Local Education Authorities for the Provision of Science Equipment (CLEAPSS) Subscription
 - b. My Finance licences
 - c. SIMS annual maintenance charge
26. The County Council currently benefits from bulk-purchasing and real costs for individual schools are likely to be higher because of the additional administrative burden placed on both the licensing agency and schools.
27. Schools could incur penalties directly if they failed to renew their licences.

Behaviour Support Services (BSS) (Primary phase schools only, £0.529m, already delegated for secondary schools including middles)

28. Schools need to consider the time, resources and expertise required to undertake behaviour support type interventions directly. In addition, the BSS brings the objectivity of a team not directly employed by the school. De-delegation ensures that early intervention is not neglected. If schools/settings have unlimited, universal access to support and advice, they are more likely to request it at an early stage, therefore having a greater impact and reducing the likelihood of difficulties escalating.
29. The current BSS team consists of specialist qualified staff providing high standards of service. They are able to meet the needs of a large County despite relatively low staffing levels. There is a risk that access to specialist staff will be lost if the service is delegated or schools choose to manage their own risk.
30. Meeting the needs of all vulnerable children and young people in a community requires schools not only to be effective individually, but also to collectively consider needs and resources across an area to ensure that vulnerable children or young people have a school place that meets their needs, including taking collective responsibility for the education of children at risk of exclusion or permanently excluded pupils.
31. The Behaviour Support funding may already have been allocated when pupils are permanently excluded from one school but then placed in another school.
32. There is also the risk of delay in securing support leading to an escalation of the difficulties and making successful remediation more difficult, lengthy and expensive (both monetarily and in terms of educational outcomes for pupils).

Assessment of eligibility for Free School Meals (£0.089m)

33. Under delegation schools could buy into a Service Level Agreement with the Staffordshire Free School Meals Entitlement Checking Service, or make their own arrangements to handle all aspects of free school meal claims without any assistance from the Authority
34. Schools who buy into the SLA have access for their parents to make applications through our online form which gives an instant yes or no response and carries out rechecks on those not found as entitled. The service confirms initial and ongoing entitlement, applies the present entitlement criteria as a result of the introduction of Universal Credit and the transitional protection for claims announced by the government, and will also apply the necessary changes when the transitional protection ends. The service also manages all contact with parents to resolve any issues and a web-based reporting system is provided for schools to access reports for their claim information. Schools admissions and pupil premium information is also used to move claims between Staffordshire schools or identify those who may be entitled for schools to target for an application to be made.
35. Schools who do not buy into the service must make their own arrangements to handle all queries and communication with parents, applying the law and any changes to that law as they occur. They would also need to identify themselves any new pupils who are or may be entitled to free school meals.

Responsibilities Local Authorities hold for all schools

	2019/20 Amount (£)	2020/21 Amount (£)
Statutory & Regulatory Duties		
Director of Children's Services and personal staff for Director (Sch 1, 20a)	104,524	106,614
Planning for the education service as a whole (Sch 1, 20b)	333,980	340,660
Revenue budget preparation , preparation of information on income & expenditure relating to education, and external audit relating to education (sch1, 20d)		
Administration of grants (sch 1, 20e)	441,356	450,183
Authorisation and monitoring of expenditure not met from schools' budget shares (sch1, 20fi)		
Formulation and review of local authority schools funding formula (sch 1, 20g)		
Internal Audit and other tasks related to the authority's chief finance officer's responsibilities under section 151 of LGA 1972 except duties specifically related to maintained schools (Sch1, 2i)	52,540	53,591
Standing Advisory Committees for Religious Education (SACREs) (Sch 1, 24)	9,500	9,690
Total Statutory & Regulatory Duties	941,900	960,738

Education Welfare		
Statutory Education Welfare activities	486,500	496,230
Total Education Welfare	486,500	496,230

Asset Management		
General landlord duties for all buildings owned by the local authority, including those leased to academies.e.g. checking that statutory compliance testing has been completed annually	157,628	170,307
Total Asset Management	157,628	170,307

Overheads		
Legal Services related to education functions (sch1, 20u)	227,000	231,540
HR Overheads	63,155	64,418
Total Overheads	290,155	295,958

Other Ongoing Duties		
Licenses negotiated centrally by the Secretary of State for all publicly funded schools (sch2, 8) This does not require schools forum approval	637,719	637,719
Admissions	826,238	842,763
Maintenance & Servicing of Schools Forum	12,369	12,616
Total Other Ongoing Duties	1,476,326	1,493,098

Total Ongoing Education Functions	3,352,509	3,416,332
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Total amount included within provisional Central Schools Block allocation for ongoing functions	3,344,168	3,411,051
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Responsibilities Local Authorities hold for Maintained Schools

	2020/21 Amount (£)	2020/21 Amount per pupil based on Oct 18 Census (£)	Amount per pupil 2019/20 (£)
Regulatory Duties			
Functions related to local government pensions and administration of teacher's pensions in relation to staff working at maintained schools under the direct management of the head teacher or governing body (Sch 1, 20m) Transaction costs of administering compensation benefits	45,000	1.20	0.98
Compliance with duties under Health & Safety at Work Act (Sch 1, 20s)	25,160	0.67	0.66
Establish and maintaining computer systems including data storage (Sch1, 22)	200,000	5.32	4.38
Appointment of governors (Sch1, 26)	33,546	0.89	0.88
Total Regulatory	303,706	8.08	6.89
Asset Management			
Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch1, 10a)	93,680	2.49	2.21
Monitoring national curriculum assessment			
Statutory Monitoring of national curriculum assessments (Sch 1, 23)	143,410	3.82	3.74
Asset Management			
Statutory landlord duties for all maintained schools (Sch 1, 10a (section 542 (2) Education Act 1996; School Premises Regulations 2012) including compliance testing for water, gas, electricity and asbestos. This budget was previously held centrally but was delegated to schools at December 2016 Schools Forum	924,997	24.62	22.51
Premature retirement and redundancy			
Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch1, 25) This budget was previously held centrally to meet 30% of redundancy costs but was delegated to schools at the December 2016 Schools Forum	500,000	13.31	13.13
Total General Duties	1,965,793	52.32	48.49

Schools Forum – 17th October 2019

High Needs Block update

Recommendations:

That Schools Forum:

1. Notes the updates to the High Needs Block following the report previously presented in July 2019.
2. Notes the local authority's intention to consult with schools regarding the 0.5% funding switch in 2020/21.
3. Advises that the outcome of the consultation should be brought back to Schools Forum either:
 - a) Electronically; or
 - b) Through an Extraordinary Schools Forum

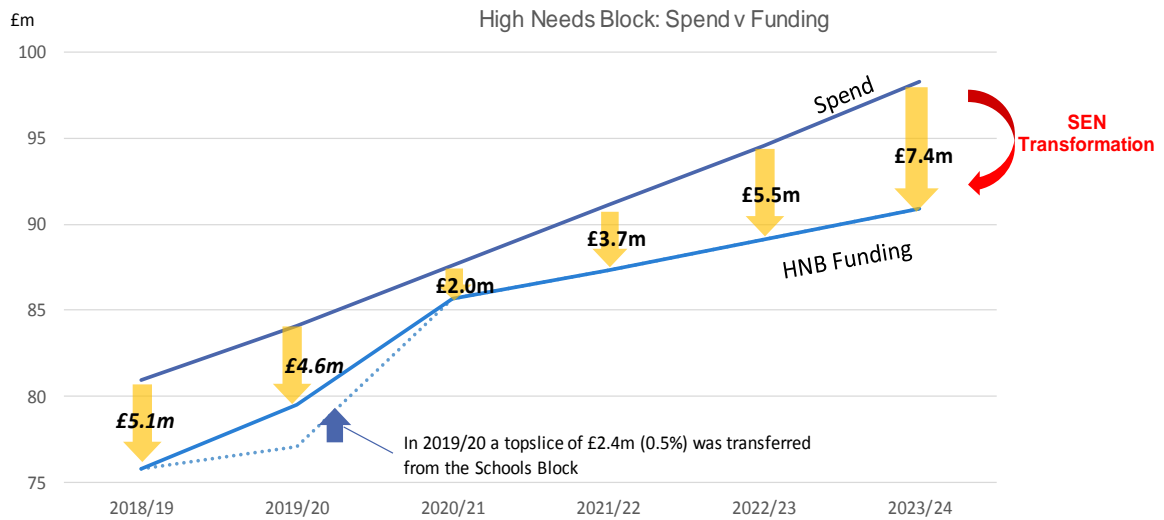
Report of Deputy Chief Executive and Director for Families and Communities

PART A

Reasons for recommendations:

4. Schools Forum requested regular updates on the latest position of the High Needs Block including the impact of the additional DfE funding of £1.7m in 2019/20 and the transfer of £2.4m (0.5%) from the Schools Block to the High Needs Block.
5. The forecast outturn for the 2019/20 High Needs Block is £4.6m overspend, an increase of £2m from the £2.6m previously reported in July. This a result, in the main, of rising costs within Independent Schools.
6. The Government, as part of the recent Spending Review, announced a further £700m funding for the High Needs Block in 2020/21. It is estimated that this will provide for an additional circa £8.6m for Staffordshire and will go a long way to addressing the current underlying budget shortfall in this area.
7. Unfortunately, and assuming:
 - a) the additional HNB funding will remain in place going forward and,
 - b) that funding levels going forward will increase annually thereafter in line with inflation,

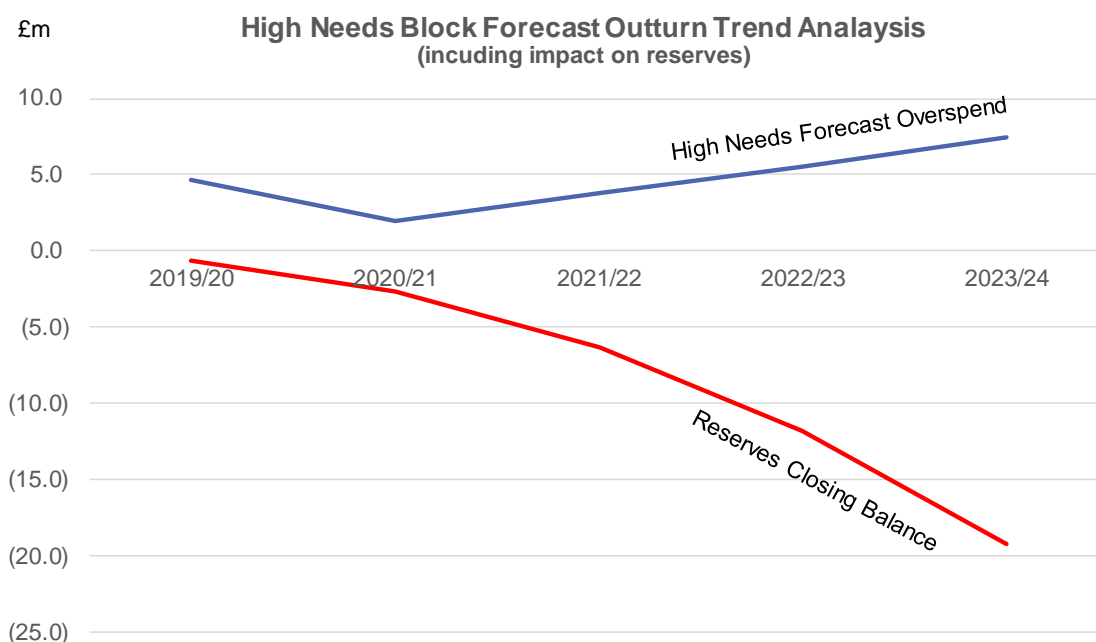
given the increasing cost and demand for SEND, this additional funding is unlikely to address the funding gap completely and there is still likely to be a shortfall in 2020/21 of £2m, rising to £7.4m annually by 2023/24.



8. Using the latest information, the table below illustrates the effect of the High Needs Block on the overall Dedicated Schools Grant (DSG) balances. It is expected that, at the end of the current year, the DSG reserve will be all but depleted and there will be no 'buffer' available to help manage future budget pressures:

DSG Reserve	2019/20 £m	2020/21 £m
Opening Balance	4.0	(0.6)
High Needs Forecast Overspend	(4.6)	(2.0)
Forecast Closing Balance	(0.6)	(2.6)

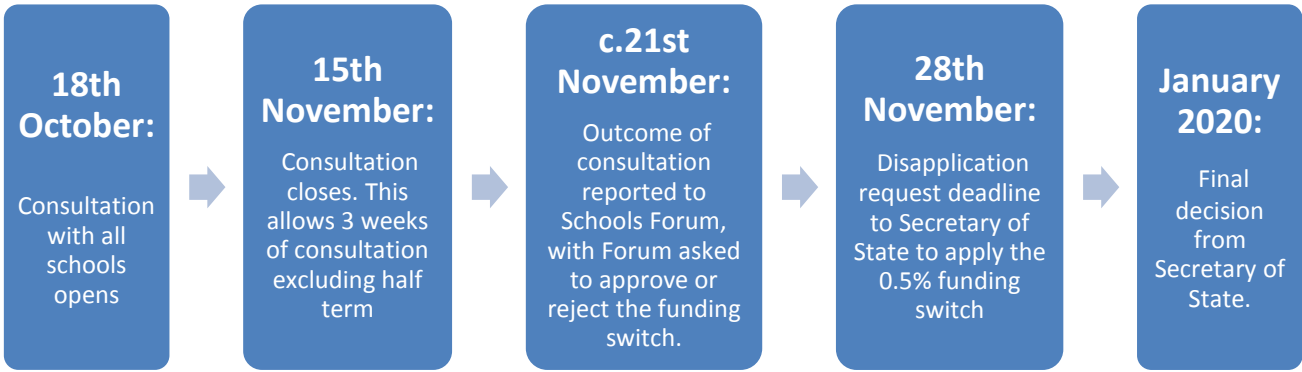
The graph below gives further projections based on current spend of the impact on overall reserves.



0.5% Funding Switch

9. The schools revenue funding 2020 to 2021 operational guide, issued in September 2019 by the Education & Skills Funding Agency (ESFA) confirmed that local authorities may transfer up to 0.5% of their schools block funding into another block, with the approval of their schools forum. Up until this guidance was published it was not known if this flexibility would continue.
10. There is a need to protect DSG balances through the short term due to rising demands and costs of SEND in Staffordshire. It is expected that the SEND transformation will yield savings over the medium term.
11. It is important to continue to lobby Government for additional funding as even with the injection of £700m nationally, although very welcome, is unlikely to close the gap in funding.
12. The timetable for the funding switch approval is very tight. All schools need to be consulted with. Schools Forum needs to be informed of the results of the consultation in order to approve or reject the funding switch. If the funding switch is not approved by the Schools Forum then this need to be referred to the Secretary of State by the 28th November.
13. With this tight timescale in mind, it is Schools Forum's decision as to whether they want to meet in an extraordinary Forum to discuss the outcome of this consultation or vote electronically.

Key Milestones



PART B

Background

15. 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,
 - The funding of increased numbers of pupils out of education.
16. The additional contribution of £1.7m in 2019/2020 and the transfer of £2.4m (0.5%) from the Schools Block to the High Needs Block means that the HNB in 2019/ 20 is £79m. This includes £29m for planned places allocated to schools.
17. The main areas of forecast overspend within the High Needs Block in 2019/20 are provided within the table below. A more detailed overview of the High Needs Block budget is provided within Appendix A.

<u>High Needs Budget 2019/20</u>	Budget £m	Forecast Outturn £m	Over / (Under) spend £m
Staffordshire Special Schools and Academies	13.9	14.5	0.6
Staffordshire Mainstream Schools	9.7	11.5	1.8
Pupils in other LA Special & Mainstream Schools & Academies	1.1	1.3	0.2
Independent Schools Mainstream	0.8	1.4	0.7
Independent Schools Special	9.4	11.8	2.4
Other	45.5	44.4	(1.1)
Total	80.3	85.0	4.6

18. Although there has been an increase in the High Needs Block 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.
19. The government have reviewed the allocation of High Needs funding and in August 2019 announced an additional national allocation of £700m in 2020/21 for the High Needs Block compared to existing (2019/20) funding levels.

20. The allocation to each local authority will not be known until December 2019 and there remains uncertainty as to whether the additional £700m, or indeed the extra £125m that was announced in December 2018 and is also within the current budget (of which Staffordshire receive around £1.7m), will be included in the base going forward and therefore ongoing.

For now, the assumption is that additional funding will continue beyond 2020/21 and that, going forward, the High Needs Block will continue to increase annually thereafter in line with inflation (cash flat in real terms).

21. In 2019/20 the Secretary of State approved a 0.5% funding switch from the Schools Block for High Needs for circa £2.4m. By removing this, we estimate that the overall increase in 2020/21 from the 2019/20 budget is c£6.2m - c£7.5m depending on the calculation used by the government.
22. Using these estimated figures, the table below illustrates the effect on the DSG reserves.

DSG Reserve	2019/20 £m	2020/21 £m		2021/22 £m	
		Best Case	Worst Case	Best Case	Worst Case
Opening Balance	4.0	(0.6)	(0.6)	(1.3)	(2.6)
High Needs Forecast Overspend	(4.6)	(0.7)	(2.0)	(2.4)	(3.7)
Forecast Closing Balance	(0.6)	(1.3)	(2.6)	(3.7)	(6.3)

23. Despite the additional Government funding, there remains a significant risk that in 2020/21 the High Needs Block will continue to be overbudget by up to circa £2m. Whilst the SEN transformation programme (see below) is expected to manage this underlying pressure in the medium term, it is unlikely that this will deliver the necessary savings next year or the year after. Accordingly the local authority will consult with schools for a further switch from the schools block to the High Needs Block to avoid bringing the overall DSG reserve into deficit in 2020/21.

SEND Transformation

24. The local authority has a strategic vision of increasing the opportunities for districts to have greater oversight 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. This is being developed through the transformation of the whole SEND delivery model in order to prevent later higher cost needs.
25. The programme of establishing the model across the county is continuing. Work to establish district arrangements are continuing in South Staffordshire and Staffordshire Moorlands. These developments are currently being extended to Tamworth and Cannock. The plan to include all other districts is in place so that by September 2020 district governance will be in place across Staffordshire.

26. Further work to revise the role of Special Schools in Staffordshire is underway and will continue to explore how to reduce the need for high cost independent placements.
27. This programme of work is included within the local area Written Statement of Action (WSOA) which is being implemented by the SEND partnership group.
28. Appendix B provides the latest status report of the WSoA and each of the 8 priority areas.

Report author:

Author's Name: Tim Moss, Head of Education Strategy and Improvement

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2019-2020 HIGH NEEDS BUDGET			
(As at September 2019)	Latest Budget	Forecast	Over/(Under)
	£m	£m	£m
Planned Places	29.2	29.2	0.0
Top Up Budgets	26.5	29.1	2.6
Staffordshire Special Schools and Academies	13.9	14.5	0.6
Staffordshire Mainstream Schools	9.7	11.5	1.8
Pupils in other LA Special & Mainstream Schools & Academies	1.1	1.3	0.2
Pupil Referral Units	1.8	1.8	(0.0)
Non Top Up Budgets	22.2	25.7	3.5
Independent Schools Mainstream	0.8	1.4	0.7
Independent Schools Special	9.4	11.8	2.4
Independent Hospital Fees	0.3	0.3	(0.1)
Early Years PVI's	0.3	0.3	0.0
District Inclusion Partnerships	1.2	1.8	0.7
Education Other Than At School (EOTAS)	0.3	0.3	0.1
SEN Support Services	5.4	5.6	0.3
Post-16 FE Placements	1.6	2.2	0.6
Post-16 Top-ups for ISPs	3.0	2.0	(1.0)
SUB TOTAL	77.9	84.1	6.2
Additional Funding to Support Overspend	2.4	0.0	(2.4)
GRAND TOTAL	80.3	84.1	3.7
Funding	(80.3)	(79.5)	0.9
High Needs Allocation from Government	(77.9)	(77.0)	0.9
Transfers from other Blocks	(2.4)	(2.4)	0.0
NET FORECAST OUTTURN	(0.0)	4.6	4.6

Staffordshire Local Area Written Statement of Action Status September 2019

	Priority Area	Priority Activities	Overall Status of the priority Red - Delayed, Amber – In progress, Green - Completed,
Priority 1	Partnership roles and responsibilities that drive improvement or share what works well.	1.1 Roles and responsibilities to drive improvement 1.2 United vision and strategic planning to drive improvement 1.3 Effective communication to drive improvement	A
Priority 2	Aspirations and expectations for children and young people	This priority is embedded within the other priorities within the Written Statement of Action. (1.1, 1.2, 3.1,3.3, 4.0, 5.0, 6.0)	A
Priority 3	Co-production, 'tell it once' approach and local area's relationships with schools.	3.1 Co-production is strong across the local area 3.2 Parents/ carers and families state that the local area listens to them or their child. The 'tell it once' approach is embedded. 3.3 The local area's relationships with education providers are productive and meaningful.	A/G
Priority 4	Co-produced quality, aspirational of EHC plans with effective reviews	4.0 EHC plans are effective in identifying and addressing the holistic needs of CYP. They are understandable to parents and have clear, smart outcomes	A
Priority 5	Preparation for Children and young people at transition points	5.0 Arrangements for the review of the children and young people's needs at transition points between key stages, from one phase of education to another and then into employment/work readiness and independence are effective	A
Priority 6	Graduated Response	6.0 A transparent, informative and effective Graduated Response	G
Priority 7	Improvement work in schools, alternative provision and the independent sector.	7.0 There is effective oversight of improvement work in schools, alternative provision and the independent sector	A/G
Priority 8	Access to the right help and support.	8.0 Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent	A

Schools Forum – 17th October 2019

School Improvement Monitoring and Brokering Grant

Recommendations:

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

PART A

Reasons for recommendations:

2. Schools Forum requested an update on the use of the allocated school improvement monitoring and brokering grant.
3. In November 2016 the government announced the introduction of the school improvement monitoring and brokering grant. This grant has been allocated to local authorities since September 2017.
4. The report outlines the use of the school improvement monitoring and brokering grant during the academic years 2017/ 2018, 2018/2019 and 2019/2020

PART B

Background

5. In 2017 the government removed of the Education Services Grant (ESG) which funded those statutory education services that must be provided by local authorities.
6. The school improvement monitoring and brokering grant was allocated to local authorities to 'monitor performance of local authority maintained schools, broker school improvement provision and intervene as appropriate'.
7. Staffordshire County Council retains the duty (under the School Standards and Framework Act, 1998) to ensure that all pupils in our area have the opportunity to attend schools that are good or better, and the local authority has powers to intervene where we have concerns about standards in maintained schools (and liaise with the regional schools commissioner (RSC) where we have concerns about an academy school).
8. At the meeting of Schools Forum in October 2017 members took the decision to devolve previously centrally retained school improvement funding to schools via the agreed formulae. Schools would then be required to commission their own support to address areas for improvement or aspects of concern.
9. The School Quality Assurance and Intervention – options for devolving the funding for school improvement School Forum report in October 2017 indicated

that the local authority would use the allocated school improvement monitoring and brokering grant to commission Entrust to monitor the effectiveness of maintained schools.

10. The local authority has continued to undertake the school categorisation process for all state funded mainstream schools. The process results in every school being placed in one of three categories:
 - Category 1 - No concern;
 - Category 2 - Some concern;
 - Category 3 - High concern.
11. The categorisation of local authority maintained schools is used to inform the level of quality assurance commissioned from Entrust.

Category 1 schools are not routinely visited.

Category 2 schools typically receive two quality assurance visits from Entrust, the focus of which is to evaluate the impact of leadership on improving the quality of teaching and learning and therefore pupil outcomes.

Category 3 schools typically receive quality assurance visits each half-term from Entrust, the focus of which will be to evaluate the impact of leadership on improving the quality of teaching and learning and therefore pupil outcomes.

12. The table below indicates the number of schools that received commissioned QA visits.

	2017/2018	2018/2019	2019/2020
No of LA Schools	251	208	173
Category 2	73	63	tbc
Category 3	28	31	tbc

13. The School Improvement Monitoring and Brokering Grant has been allocated to local authorities since September 2017 and is allocated in two periods from April to August and then from September to March. Funding beyond March 2020 is still to be confirmed. However commissioned quality assurance visits will continue through to the end of the academic year 2019/2020.
14. The local authority has also used this funding to broker school improvement provision including disadvantaged projects, reviews of governance, aspiration research project, intervention in schools causing concern and district SEND model set-up costs.
15. Confirmation of the total grant received to date and the grant allocations is set out in the table below

Grant Funding Received	Grant Funding Allocated	Grant Funding remaining
£1,881,438	£1,695,029	£186,409

Report author:

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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
Summer Term 4 July 2019	Early Help Dedicated Schools Grant Update	Requested at the meeting of the Forum on 3 July 2018
	High Needs Block	Standard item
	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
	Schools Budget (last financial year): Final outturn and Dedicated Schools Grant (DSG) Settlement	Annual item

Meeting	Item	Details
	High Needs Block	Standard item
	School Improvement Monitoring and Brokering Grant	Requested by the Chairman
	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
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

Meeting	Item	Details
October 2019	Early Years Funding (As part of 2018/19 Outturn and 2020/21 Budget Setting Reports)	Requested at the meeting of the Forum on 28 March 2019
October 2019	Update on Redundancy	Requested at the meeting of the Forum on 28 March 2019
October 2019	Funding for Special Schools from the Growth Fund	Item Requested by the Chairman

