

Public Document Pack

North Lincolnshire Council

AGENDA	
Meeting:	Schools Forum
Meeting Date:	7 October 2021
Venue:	Virtual Meeting via MS Teams
Time:	2.00 pm

NO.	AGENDA ITEM	LEAD	PAPERS	COMMENTS
1.	Welcome/Introductions/Apologies	Chair		
2.	Declarations of Disclosable Pecuniary Interests and Personal or Personal and Prejudicial Interests (if any)	Chair		
3.	Minutes and Actions from last meeting for approval	Chair	(Pages 1 - 6)	For agreement
4.	Membership Update	Alex Dawson		Verbal update
5.	De-delegation of budgets 2022/23	Tracy Elliott	(Pages 7 - 14)	For decision
6.	School Funding Formula 2022/23	Tracy Elliott	(Pages 15 - 22)	For discussion
7.	FAIP, Darley Centre and funding	Wendy Holmes	(Pages 23 - 26)	For discussion

FOR INFORMATION

	<p>Proposed date of the next meeting(s) (all Thursday at 2pm)</p> <ul style="list-style-type: none"> • 20 January 2022 • 21 April 2022 • 7 July 2022
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NORTH LINCOLNSHIRE COUNCIL

SCHOOLS FORUM

10 June 2021

PRESENT: -

School Representatives: Mr B Lawrance (Chairman), Mrs D West, Mrs R Stephenson

Academies Representatives: Mr M Adnitt, Mr D Flowitt, Mr P Raspin and Mr A West

Non Schools Representative:
Mr P Thompson

PVI Representatives:
Mrs M Drury and Mrs C Williams

Officers: Ms T Elliott, Mrs R Maughan, Mr D Chaplin, Mrs W Holmes and Mrs N Raines

The meeting was held virtually via MS Teams.

930 **APOLOGIES FOR ABSENCE**

Apologies for absence had been received from Cllr Julie Reed, Mrs T Millard, Ms Z Bidmead, Miss A Nuttall, Mr R Biglands, Mrs A Cvijetic, Mrs J Flintoff and Ms J Frost.

931 **DECLARATIONS OF DISCLOSABLE PECUNIARY INTERESTS AND PERSONAL OR PERSONAL AND PREJUDICIAL INTERESTS (IF ANY)**

There were no declarations of disclosable pecuniary interests and personal or personal and prejudicial interests.

932 **MINUTES FROM LAST MEETING DATED 21 JANUARY 2021**

That the minutes of the meeting held on 21 January 2021, having been printed and circulated amongst the members, be taken as read and correctly recorded, and be signed by the Chair.

933 **UPDATE OF SCHOOLS FORUM REGULATIONS**

Ms T Elliott advised members that there had been a change to The Schools Forum (England) (Coronavirus) (Amendment) Regulations 2020 to make permanent provisions to enable Schools Forum meetings to be held remotely. She explained that it had been added to the agenda in order to gauge opinion on this going forward.

Discussion ensued, whilst members felt meeting face to face was more interactive, virtual meetings also held benefits and a blended approach was

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favoured.

Resolved – That from this point on, two meetings a year be held face to face, and two meetings a year be held remotely.

934 **SCHOOLS FORUM REPRESENTATION - NON SCHOOLS MEMBERS**

Mrs A Dawson explained that she had been approached via e-mail by Jason Brister, North Lincolnshire NEU Branch Secretary, requesting that a trade union representative take a seat on the Schools Forum.

Mr Brister had also asked for points to be raised for consideration on the Trade Union Facility Time 'underspend' for April 2020 – April 2021. With regard to this issue, Ms T Elliott advised that as the delegations would be brought to the forum in October, she believed it would be better discussed then.

Ms Elliott explained that there were currently 21 members on the forum, up to a third of these could be non-school members. As there were currently five non-school representatives on the forum, if a trade union representative were to be added to the forum, a change to the constitution would be required. She advised that it was up to the forum to decide whether adding a trade union representative would be to the benefit of all pupils in North Lincolnshire.

DC added that he believed that there were other forums which involved consultation with all union representatives in the local authority, these meetings could be fed into if there was anything that members of the Schools Forum felt was relevant to them.

Mr B Lawrance felt that it came down to the purpose of having union representation, there would only be very limited subjects that would be of interest to such a member and there would be opportunities via another meeting to raise these issues. DF suggested that perhaps it would be more beneficial to look to other groups if the forum wished to broaden its remit, perhaps to go in a different direction.

Resolved – (a) It was agreed that the constitution would not be amended to include trade union representation, and (b) a response to Mr Brister would be prepared by Mr Lawrence, Ms Elliott and Mrs Dawson.

935 **DEDICATED SCHOOLS GRANT 2020/21 OUTTURN**

Mrs R Maughan presented a report updating the Schools Forum on the Dedicated Schools Grant (DSG) outturn for 2020/21.

The DSG was a ring fenced specific grant that must be used in support of the schools' budget as defined in the School and Early Years Finance (England) (No 2) Regulations; it could be used for no other purpose.

Councils were responsible for determining the split of the grant between central expenditure and the individual schools' budget (ISB) in conjunction

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with local Schools Forums.

Councils were also responsible for ensuring that the DSG was deployed in support of the schools' budget. This includes both DSG funding allocated to central expenditure and funding for the ISB allocated in accordance with their local schools funding formula.

The final DSG allocation for 2020/21 was £142.227m (£86.869m following academy and high needs recoupment of £55.357m).

Funding deployed to maintained schools amounted to £60.658m. Central expenditure for early years, high needs and central provision amount to £24.439m. A breakdown of expenditure for each of the central budgets for early years, high needs and central provision was shown in Appendix 1 to the report.

The report set out the contribution to the DSG ring fenced earmarked reserves.

New provisions had been put into the School and Early Years Finance (England) Regulations 2020, which meant that councils were required to carry forward overspends to their schools' budget. This created, on a statutory basis, a new requirement that a deficit must be carried forward to be dealt with from future DSG income.

Resolved – That the final reported outturn for 2020/21 be noted.

936 **SCHOOLS OUTTURN FINANCIAL YEAR 2021**

Mrs R Maughan presented a report informing the Schools Forum of the outturn individual school budgets and the overall financial position of North Lincolnshire maintained schools at the close of the financial year 2020-21.

Individual school budgets for 2020-21 amounted to £112.378m of which £54.990m was recouped by the Education and Skills Funding Agency (ESFA) for academy schools. In addition, maintained schools carried forward balances of £3.196m from 2019/20.

Actual expenditure by maintained schools in 2020-21 was £57.637m, resulting in an in-year contribution to reserves of £3.022m.

At the end of 2020-21 the number of school budgets with deficit balances was five. Two primary schools had cleared their one-year deficits and one primary federation of two schools had cleared a long-standing deficit. One primary school converted to an academy with a deficit balance which would be reimbursed by the ESFA in 2021-22. One primary school unexpectedly ended the year with a deficit balance within 2% of their total budget. The school had set a budget plan to clear the deficit within 2021-22 and was not required to apply for a licensed deficit.

Three schools continued with ongoing deficits, all were making progress and

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had reduced their deficits.

Thirty five schools had increased or maintained their surplus balances including those reducing removing their deficit balances. Seven schools held positive excessive balances, with four of these having held such balances for over two years. These schools had therefore been asked to provide further details of the intended use of the surplus reserves.

Resolved – That the report be noted.

937 DEDICATED SCHOOLS GRANT 2021/22 UPDATE

Mrs R Maughan presented a report providing information on the updated Dedicated Schools Grant (DSG) Allocations published in March 2021 and planned spending of central expenditure.

The DSG allocations were presented in four blocks. Each block was determined by a separate national funding formula.

In March 2021 the Education and Skills Funding Agency (ESFA) updated DSG allocations for recoupment and high needs deductions for academies. The report set out details of changes made to each block.

Since December there was one change to the Schools Block being the conversion of one maintained primary school to academy status.

The change to the High Needs Block was due to an increase in places being agreed from September 2021 at the Alternative Provision Academy. The 2021 to 2022 High Needs import/export adjustment data published in July 2020 had been used for the provisional 2021 to 2022 allocations data.

Ms T Elliott explained that Mr D Chaplin and his team would look at how the increased allocation for high needs would be used. Mr Chaplin advised caution with regard to the figures, the increase was due to the rising number of EHCPs. The rise was not as significant as other areas and he believed it would balance out through the year. However, the debate about how additional monies could be used could be opened up going forward.

Full details of the changes to DSG budgets were also set out in the report.

Resolved – That the changes to the Dedicated Schools Grant funding allocations and planned central expenditure for 2021/22 be noted.

938 EARLY YEARS - DEDICATED SCHOOLS GRANT

Mrs N Raines presented a report advising members of a revision to the funding allocation process for the Early Years Dedicated Schools Grant (EYDSG) for the financial years 2020/21 and 2021/22.

Early Years funding was participation based. The EYDSG for each financial year was determined based on three census counts, usually this would be based on 5/12th of January 2020 part time equivalent (pte) child numbers (to

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cover April 2021 to August 2021) and 7/12th of the January 2021 pte child numbers (to cover September 2020 to March 2022). Final funding allocations for 2021/22 were normally based on pte numbers of children recorded on the January 2022 census.

The provisional funding allocations for 2021/22 were determined using the January 2020 census and the January 2021 census occurred as normal. However, the Education Skills and Funding Agency (ESFA) recognised that take-up of funded early education in settings was affected by the lockdown in January due to Covid-19. As a result, they had issued further guidance and a revised funding approach for the financial years 2020/21 and 2021/22. A census count of early years funded hours would be undertaken termly to determine revised allocations.

Resolved – That the revisions to the Early Years Dedicated Schools Grant funding allocation process for financial years 2020/21 and 2021/22 be noted.

939 **FAIR PRIMARY AND SECOND FAIR ACCESS AND INCLUSION PANELS (FAIP)**

Mrs W Holmes presented a report updating Schools Forum on the progress of the primary and secondary Fair Access and Inclusion Panels (FAIP), and on the proposed closure of the Key Stage 3 Darley Centre Pupil Referral Unit.

Both the primary and secondary FAIP were regularly well attended by schools and continued to build on their strengths. Both panels had additional representation from the police, SEND, Behaviour Teams, ASET and YOS where necessary. The FAIPs had an independent chair. Through consultation with headteachers, secondary schools now had responsibility for seeking their own alternative provision for individual pupils where required, although requests for places at the Darley Centre and Coritani continued to be heard via the FAIP.

Managed moves had reduced in recent months, however they continued to be sought school to school without the need for FAIP. Once pupils had left at the end of the summer term the number of young people in alternative provision would be at its lowest.

A revised system for monitoring alternative provision had been developed and trialled in recent weeks which included provisions undertaking and rating their own SEF, uploading all documents and policies and providing opportunity for a full day visit by a monitoring officer, culminating in a comprehensive rag rated report against the SEF and the five areas of Ofsted regardless of whether they were Ofsted registered or not.

Following initial discussions with the Headteachers/Principals Chairs' Group, and specifically on the basis of reduced need, following a significant drive on inclusion, the council had launched a consultation with the proposal to close the Darley Centre with effect from end of July 2021.

Mr Chaplin advised that the report had been presented to the Schools Forum

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in order to highlight the partnership work previously referred to, which had resulted in an overall reduction in the use of alternative provision, in particular the Darley Centre. Secondary school would have places in their own accommodation to help children with social and mental health needs. It was felt that now was a good opportunity to think about different provision with a view to closing the Darley Centre at the end of the academic year. The council would work closely with the young people and staff affected. Discussion was needed as to how these resources would be used going forward, Mr Chaplin thought it would be useful to discuss this at a future meeting of the forum.

Mr Lawrance stressed that it was important to monitor the impact of the funding and what it is used for. Mrs Holmes added that consideration was needed as to what was required additionally at primary level before progression to secondary.

Resolved - (a) That headteachers and principals continue to work with the council to implement and embed area-wide solutions, as outlined in the report; (b) that further local inclusion opportunities (SEND Capital Funding) be developed; (c) that the consultation on the proposed closure of the Darley Centre be considered by headteachers and principals, and (d) that a report be submitted to the next meeting on how the funding reference above could be used to support mainstream schools.

940 **ANY OTHER URGENT BUSINESS** F40 Group

Ms Elliott explained that North Lincolnshire had been a member of the F40 Group, which had been set up by the 40 lowest funded local authorities in the country, for some years. However, although the council was not now one of the 40 lowest funded local authorities, it had continued to be a member of the group, as it was felt that the contribution was worth it. The membership had now come up for renewal.

Resolved – That the F40 membership be renewed for the forthcoming year.

Terms of Office

The Secretary informed members that the terms of office for all four governor representatives on the forum were shortly due to expire.

Resolved – That Mrs D West request nominations at the next meeting of the Governors Association and inform the Secretary of the chosen representatives.

NORTH LINCOLNSHIRE COUNCIL

SCHOOLS FORUM

DE-DELEGATION OF BUDGETS 2022/23

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 As part of the Department for Education's School Funding Reforms introduced from April 2013, local authorities were directed to delegate specific budgets to schools and academies.
- 1.2 The regulations allow for the de-delegation of budgets for specific services for maintained primary and maintained secondary schools only.
- 1.3 This paper sets out the details, costs and charges of the services on which maintained school representatives are required to vote annually.

2. BACKGROUND INFORMATION

- 2.1 Funding for de-delegated services must be allocated through the formula but can be passed back, or de-delegated, for maintained mainstream primary and secondary schools with schools forum approval.
- 2.2 De-delegation does not apply to special schools, or pupil referral units (PRUs). However, those schools and academies will have the option to buyback these services at a cost based on the same amount per pupil as for maintained primary and secondary schools.
- 2.3 In the case of special schools and PRUs, the funding to buy such services will be included in any top-up payments. Any decisions made to de-delegate in 2021 to 2022 related to that year only, new decisions will be required for any service to be de-delegated in 2022 to 2023.

- 2.1 Schools forum members for primary maintained schools and secondary maintained schools must decide separately for each phase whether each service should be provided centrally; the decision will apply to all maintained mainstream schools in that phase.
- 2.2 They must decide on fixed contributions for these services so that funding can then be removed through the formula before school budgets are issued.
- 2.3 There may be different decisions for each phase.
- 2.4 The following table provides details of services that can be de-delegated and those de-delegated in North Lincolnshire Council

Services which may be de-delegated	De-delegated in North Lincolnshire
additional school improvement services	No
contingencies (including schools in financial difficulties and deficits of closing schools)	No
behaviour support services	Yes
support to underperforming ethnic groups and bilingual learners	Yes
free school meals eligibility	Yes
insurance	No
RPA	No
museum and library services	No
staff costs supply cover (for example, long-term sickness, maternity, trade union and public duties)	Yes
licences and subscriptions; except for those which are paid for by the DFE	No

- 2.5 The de-delegation of resources provides an opportunity to further strengthen the relationship between the maintained schools sector and the local authority. Building on our shared objectives for safeguarding the positive mental health and well-being and education outcomes of all children and young people within our area. De-delegation provides a mechanism for strengthening mutual accountability for outcomes, reaffirming standards of quality and continuing the discussion on the design and delivery of services.

3. OPTIONS FOR CONSIDERATION

- 3.1 Decisions made to de-delegate in 2021/22 related to that year only; new decisions are required for any service to be de-delegated in 2022/23.
- 3.2 Maintained school members are asked to consider the de-delegation of the following service budgets.
- Behaviour Support (Social Emotional Mental Health SEMH)
 - Support to Ethnic Minorities and bilingual pupils
 - Free school meals eligibility
 - Staff Costs

4. ANALYSIS OF OPTIONS

- 4.1 **Behaviour Support (SEMH)** – Under the SEND Code of Practice 2014, there is statutory need to provide a professional service to support schools to meet their requirements under this code. Provision of de-delegation funding enables the continuation of this professional service.
- 4.2 Educational Psychologists provide a support service to deliver training to staff and schools to enable learning environments to achieve better outcomes for children and young people who may have a range of needs including social, emotional and mental health needs. The service enable and empower parents and staff in learning environments to problem solve complex situations by utilising evidence based interventions and therapeutic approaches and through solution focused approaches, functional analysis and assessment.
- 4.3 Education Psychology support and interventions include:
- Raising achievement through targeted interventions
 - Evaluation of interventions
 - Learning styles and cognitive development
 - Functional analysis of behaviours
 - Social and emotional well-being
 - Psychological impact of a disability on a child or young person
 - Guidance on mental health of children and young people in school settings
 - Whole school development
 - Paths, maps and solution circles
 - Staff professional development and training
 - Working with parents as partners in supporting their children and young people
- 4.4 **Support to Ethnic Minorities, those with English as an additional language and Gypsy/Roma and Traveller children** – this support is provided by the Ethnic Minority and Traveller Achievement Service (EMTAS) through a traded service with academies specifically in the

context EAL (English as an additional language) and BAME (Black and Minority Ethnic) pupil and provides a service to maintained schools. EMTAS provides support to pupils at risk of underachieving which also includes Gypsy, Roma and Traveller (GRT) pupils. Both EAL and BAME populations have seen a significant increase in North Lincolnshire with approximately 86 different languages being spoken by our bilingual children.

- 4.5 At any given time of year, EMTAS will work with a significant number of primary and secondary schools across North Lincolnshire in a range of different ways dependent on need. The service continues to provide an immediate response to provision of support when highly mobile BAME/EAL/GRT learners move between or into new schools, particularly new arrivals. There is a current and immediate focus on Afghan resettlement families into North Lincolnshire and the support network they will need as they become part of this community. The team are focused upon closing the gaps and raising the attainment and outcomes of BAME groups and supporting schools to demonstrate how they meet the needs of their pupils to OFSTED when required. This is particularly important as the number of BAME pupils has more than tripled in the last six years to over 3500 children. Many of our schools rely upon the support and advice given by EMTAS. In recognition of the need to build capacity in schools EMTAS also delivers a wide range of CPD courses to schools, either centrally, bespoke and more recently via on-line learning platforms to schools and services.
- 4.6 **Free School Meals Eligibility** – de-delegation funds the administration process of free school meals on behalf of schools. The council has access to online DfE Eligibility Checking System, which is populated with Benefits Agency and Tax Credit Agency claim data and can access eligibility information quickly, accurately and efficiently. The system is also used to review claims in large batches instead of manually checking each individual claim. This database is not available to individual schools. Schools would have to set up time consuming manual systems should the Admissions team not undertake this function.
- 4.7 The service continues to work with schools to promote the importance of families continuing to register for free school meals in light of the universal free school meals funding for KS1 children.
- 4.8 **Staff Costs** – this covers the cost of staff undertaking approved teacher union duties. The de-delegation will fund the on-going central approach to reimburse individual schools that employ teachers that carry out union duties.
- 4.9 Having a local/central fund in place means that all staff in our schools have access to experienced union representatives. There is great benefit in having locally based representatives involved in a variety of procedures and situations. It ensures that an employers' legal

responsibilities are covered, that local caseworkers and representatives are available and that staff have easy access to union representation – reducing any waiting times for key meetings and reducing the likelihood of employment matters escalating.

- 4.10 Being part of a locally agreed facility arrangement is also an effective way of meeting employer responsibilities, including under the Trade Union & Labour Relations (Consolidation) Act 1992, the Employment Relations Act 1999, the Safety Representatives and Safety Committee Regulations Act 1997 and the Health & Safety at Work Act 1974, to release and give access to union representatives. In addition, it ensures compliance with the ACAS Code of Practice which provides for time off for trade union duties and activities. Local Academies are also actively encouraged to contribute to the central fund.

5. FINANCIAL AND OTHER RESOURCE IMPLICATIONS

- 5.1 The underspend on de-delegated budgets in 2020/21 was £106k.
- 5.2 It is proposed not to increase de-delegation costs per pupil for 2022/23 and to use the de-delegated earmarked reserve to finance any cost pressures.
- 5.3 The appendix shows the amount per pupil which is being requested for de-delegation in 2022/23 (at the same rates as for 2021/22)
- 5.4 If school forum members decide not to de-delegate then funding for these services would remain within school budgets and schools would need to pay for such services direct from their own resources.
- 5.5 It should be noted that final data from the ESFA on which our final formula funding for 2022/23 will be based will not be available until December, and as such the sums proposed below are approximations based on the October 2020 census data and assumes that the proportion of pupils eligible for free school meals, EAL funding etc is the same as 2021/22.
- 5.6 Any unspent de-delegated funding remaining at the year-end will be reported to School Forum. Funding may be carried forward to the following funding period and can be used specifically for de-delegated services. The total de-delegation carry forward as at 31st March 2020/21 was £392k.

6. OTHER IMPLICATIONS

- 6.1 The services that are funded centrally provide support for vulnerable pupils and therefore ensure that there will be the same level of service available for all children and young people across North Lincolnshire.

7. RECOMMENDATIONS

- 7.1 Schools Forum members for primary maintained schools decide for the maintained primary phase the de-delegation of budgets as detailed in appendix 1.
- 7.2 Schools Forum members for secondary maintained school decide for the maintained secondary phase the de-delegation of budgets as detailed in appendix 1.

STRATEGIC LEAD (FINANCE SERVICEDESK)

Hewson House
SCUNTHORPE
North Lincolnshire
DN20 8XB
Author: Tracy Elliott
Date: 30/9/21

Background Papers used in the preparation of this report –

Schools Revenue Funding 2022 to 2023 Operational Guide

Proposed Values to be de-delegated

	2022-23		2021-22
Value of De-delegation for Maintained Schools (Primary & Secondary Vote)	£per Pupil primary & secondary		Unit Value
Behaviour Support Service	189,392	15.26	15.26
Support for Ethnic Minority	128,206	10.33	10.33
Staff Costs (Trades Unions Facilities Time)	34,627	2.79	2.79
	-	28.38	28.38
Free School Meal Eligibility	11,634	4.02 FSM6 Pupils	4.02
			pupil no's Oct 20 census
De-delegation per primary pupil	28.38	9503	269,695
De-delegation per secondary pupil	28.38	2908	82,529
De-delegation per FSM6	4.02	2894	11,634

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NORTH LINCOLNSHIRE COUNCIL

SCHOOLS FORUM

SCHOOLS FUNDING FORMULA 2022-2023

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To agree the local implementation of the school funding formula for the financial year 2022/23.
- 1.2 The DfE has updated the National Funding Formula (NFF) for 2022/23 with new factor values. Funding factors remain the same, but some technical changes are being made.
- 1.3 School funding through the NFF is increasing by 3.2% overall in 2022/23.
- 1.4 The NFF will provide a minimum per pupil level (MPPL) of £5,525 for every secondary school and £4,265 for every primary school.

2 BACKGROUND INFORMATION

- 2.1 On 26th July, the DfE published provisional National Funding Formula (NFF) allocations at local authority level for schools, high needs and central school services funding blocks for 2022/23.
- 2.2 The Government has confirmed its commitment to provide world-class education and acknowledged the disruption to education caused by the COVID-19 pandemic. 2022-23 funding allocations are the final year of their three year funding commitment.
- 2.3 Key Changes in 2022-23
 - 2.3.1 3% increase to basic entitlement, free school meals at any time in the last 6 years (FMS6), income deprivation affecting children index (IDACI), lower prior attainment (LPA), English as an additional language (EAL) and the lump sum.

- 2.3.2 Decreasing the funding lag for the FMS6 deprivation funding factor by moving from using the previous year's January census to the October census for measuring eligibility.
- 2.3.3 Centralising the business rates payment system for schools so that ESFA will pay billing authorities directly.
- 2.3.4 An increase to the maximum sparsity factor value from £45,000 to £55,000 for primary schools and from £70,000 to £80,000 for secondary school. (2019-20 levels were £23,330 and £53,330).
- 2.3.5 Two changes are being made to the sparsity funding factor. NFF school sparsity distances are now based on road distances and a sparsity distance taper has been introduced in addition to the existing year group size taper.
- 2.3.6 The MPPL remains mandatory at the new NFF values.
- 2.3.7 Local authorities will have freedom to set the Minimum Funding Guarantee (MFG) in local formulae between +0.5% and +2.0% per pupil.

3 OPTIONS FOR CONSIDERATION

- 3.1 Illustrative local authority and school level allocations have been published for the schools' block, high needs block and central school services block. The schools block provisional allocation for North Lincolnshire is £124.266m (excluding growth factor).
- 3.2 The Local Authority will implement the mandatory MPPL of £4,265 Primary and £5,525 Secondary for 2022/23.
- 3.3 The LA is able to apply the MFG of between +0.5% and +2.0%.
- 3.4 A school is eligible for sparsity funding in the NFF if:
- Its sparsity distance is equal to or above the main distance threshold, or above the tapered distance threshold (Between 1.6 to 2 miles for primary and 2.4 to 3 miles for secondary)
 - The average year group size is below the year group threshold. The taper on year group size allows the smallest schools to attract the maximum sparsity funding.
- 3.5 The distance taper threshold is optional in local funding formulae for 2022/23.
- 3.6 Premises funding in the NFF is based on historic spending at local authority level rather than on up to date costs and needs. This typically includes additional funding for PFI schools, schools with split sites and schools which face costs relating to exceptional circumstances. In advance of the hard NFF the ESFA will consider whether allocations can better reflect the actual costs that schools face.

- 3.7 Local authorities can apply to the ESFA to use the exceptional circumstances factor relating to school premises costs. For example, these could be for rents, listed buildings, hire of PE facilities. The value of the factor must be more than 1% of a schools budget and apply to fewer than 5% of the schools in the local authority area.

4 ANALYSIS OF OPTIONS

- 4.1 The illustrative funding allocation is an increase of £3.4m from last years' final allocation (excluding growth funding). Final allocations will be published in December 2021 and will include any funding allocated for growth (£1.017m in 2021/22).
- 4.2 The application of the mandatory MPPL values would see 14 primary schools and one secondary schools benefit from this factor at a cost of £719k.
- 4.3 In 2021/22 the LA applied the MFG value at the maximum permitted rate of +2.0%. For 2022/23 the LA proposes the application of a suitable affordable rate within the range to enable maximum use of the available funding.
- 4.4 In the NFF schools sparsity allocations are tapered according to average year group size, so that the smaller the school the greater the allocation. Schools with a sparsity distance equal to or greater than the main distance threshold (2 or 3 miles) and an average year group size of less than half the year group threshold receive 100% of the sparsity funding for their phase.
- 4.5 Local authorities can instead determine schools' allocations by a continuous taper or a fixed lump sum. The continuous taper means schools with an average year group size of less than half the year group threshold will not receive 100% of the sparsity funding for their phase. Instead they will receive half the maximum. The fixed lump sum means all schools eligible receive the exact same sparsity amount irrespective of their size.
- 4.6 There are 19 schools that attract sparsity funding. If the distance taper is applied one additional primary school would attract some sparsity funding.
- 4.7 All options on sparsity funding are affordable based on the provisional allocation. See appendix 2 for further details.
- 4.8 There are schools in North Lincolnshire that have grade II listed buildings status. These schools face additional cost pressures both in maintenance and energy efficiency. The local authority wishes to consider making an application to the ESFA for an exceptional factor for listed buildings. The deadline for application is 19th November 2021.

5 FINANCIAL AND OTHER RESOURCE IMPLICATIONS

- 5.1 There is a projected increase in funding of £3.4m for North Lincolnshire schools based on October 2020 pupil numbers. This will be updated in January 2022 when October 2021 pupil number are known.

6 OTHER IMPLICATIONS

- 6.1 The Government has consulted on how it will complete its reforms of the NFF. Local variation continues to be permitted in 2022/23 for distribution to mainstream schools.

7 OUTCOMES OF CONSULTATION

- 7.1 All schools will be consulted on funding formula proposals during October and November 2021 and any feedback will be reported at the schools' forum meeting in January 2022.

8 RECOMMENDATIONS

- 8.1 The Schools Forum is requested to:
- 8.1.1 Endorse the application of the MFG at the maximum level which can be afforded including use of DSG earmarked reserves as appropriate.
 - 8.1.2 Give a view on the sparsity options discussed.
 - 8.1.3 Give a view on the application of an exceptional premises factor for listed buildings.
 - 8.1.4 Final proposals for schools funding will be brought to the Schools Forum meeting in January 2022 on receipt of the final funding allocations in December 2021.

Strategic Lead – Finance Service Desk

Hewson House
BRIGG
North Lincolnshire
DN20 8HX
Author: Rosie Maughan/Tracy Elliott
Date: 1st October 2021

Background Papers used in the preparation of this report –

National Funding Formula for schools and high needs Policy Document 2022-2023
Schools Revenue Funding 2022 to 2023 Operational Guide July 2021
Schools block national funding formula: technical note July 2021
2022-23 NFF Summary Table

Funding Formula Factor Values								
Pupil Led Factors	NFF 2020-21		NLC 2020-21		NFF 2021-22		NFF 2022-23	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
AWPU - Primary	£2,857		£2,890		£3,123		£3,217	
AWPU - Secondary KS3		£4,018		£4,040		£4,404		£4,536
AWPU - Secondary KS4		£4,561		£4,590		£4,963		£5,112
Deprivation								
FSM	£450	£450	£450	£450	£460	£460	£470	£470
FSM Ever 6	£560	£815	£560	£815	£575	£840	£590	£865
IDACI Band F	£210	£300	£210	£300	£215	£310	£220	£320
IDACI Band E	£250	£405	£250	£405	£260	£415	£270	£425
IDACI Band D	£375	£535	£375	£535	£410	£580	£420	£595
IDACI Band C	£405	£580	£405	£580	£445	£630	£460	£650
IDACI Band B	£435	£625	£435	£625	£475	£680	£490	£700
IDACI Band A	£600	£840	£600	£840	£620	£865	£640	£890
English as an Additional Language	£535	£1,440	£535	£1,440	£550	£1,485	£565	£1,530
Mobility - children starting school outside of normal entry dates	£875	£1,250	£875	£1,250	£900	£1,290	£925	£1,330
Prior Attainment	£1,065	£1,610	£1,065	£1,610	£1,095	£1,660	£1,130	£1,710
Other Factors								
Lump Sum	£114,400	£114,400	£114,400	£114,400	£117,800	£117,800	£121,300	£121,300
Sparsity	£26,000	£67,600	£26,000	£67,600	£45,000	£70,000	Up to £55,000	Up to £80,000
Minimum Per Pupil Funding Level (MPPL)	£3,750	£5,000	£3,750	£5,000	£4,180	£5,415	£4,265	£5,525

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Sparsity Funding Options 2022/23

Appendix 2

2021-22 Funding						2022-23 Indicative Funding on Sparsity - NFF without distance taper		
URN	LAESTAB	NOR	Sparsity 21-22 NLC Road	21-22 MFG Adjustment	Total Funding 2021-22	Sparsity 22-23 NLC Road - NFF	22-23 MFG Adjustment	22-23 Post MFG Budget
Total			860,000	0		797,849	84,522	
117725	8132100	77	£45,000	£0	£446,535	£53,458	£0	£466,795
117736	8132116	49	£45,000	£0	£359,029	£55,000	£0	£379,074
117740	8132122	70	£45,000	£0	£434,500	£55,000	£0	£455,628
117743	8132125	100	£45,000	£0	£605,455	£36,569	£794	£615,466
117752	8132138	80	£45,000	£0	£461,268	£51,255	£0	£478,836
117753	8132140	92	£45,000	£0	£500,124	£42,443	£0	£510,999
118014	8133067	52	£45,000	£0	£349,122	£55,000	£0	£368,666
118018	8133073	39	£45,000	£0	£311,816	£55,000	£0	£330,131
118022	8133077	31	£45,000	£0	£276,797	£55,000	£0	£294,392
118023	8133078	46	£45,000	£0	£377,612	£55,000	£0	£398,616
118037	8133320	101	£45,000	£0	£540,193	£35,834	£2,064	£547,833
118038	8133322	56	£45,000	£0	£358,633	£55,000	£0	£378,220
118043	8133330	55	£45,000	£0	£352,198	£55,000	£0	£371,370
138043	8132005	132	£45,000	£0	£667,128	£13,071	£24,033	£677,761
138085	8132120	120	£45,000	£0	£650,508	£21,883	£15,442	£660,631
138520	8132141	69	£45,000	£0	£419,369	£55,000	£0	£440,550
138713	8133074	139	£0	£0	£611,197	£0	£0	£629,451
137759	8134082	559	£70,000	£0	£3,219,047	£10,933	£26,984	£3,281,730
138831	8134090	506	£70,000	£0	£2,932,742	£25,067	£15,205	£2,988,361
118021	8133076	133	£0	£0	£603,598	£12,336	£0	£621,546

2022-23 Indicative Funding on Sparsity - NFF with distance taper		
Sparsity 22-23 NLC Road - NFF	22-23 MFG Adjustment	22-23 Post MFG Budget
798,600	84,522	
£53,458	£0	£466,795
£55,000	£0	£379,074
£55,000	£0	£455,628
£36,569	£794	£615,466
£51,255	£0	£478,836
£42,443	£0	£510,999
£55,000	£0	£368,666
£55,000	£0	£330,131
£55,000	£0	£294,392
£55,000	£0	£398,616
£35,834	£2,064	£547,833
£55,000	£0	£378,220
£55,000	£0	£371,370
£13,071	£24,033	£677,761
£21,883	£15,442	£660,631
£55,000	£0	£440,550
£751	£0	£630,202
£10,933	£26,984	£3,281,730
£25,067	£15,205	£2,988,361
£12,336	£0	£621,546

2022-23 Indicative Funding on Sparsity - Tapered		
Sparsity 22-23 NLC Road - Tapered	22-23 MFG Adjustment	22-23 Post MFG Budget
475,338	238,152	
£26,729	£12,363	£452,429
£37,009	£2,624	£363,707
£29,299	£9,844	£439,770
£18,284	£19,444	£615,832
£25,628	£13,286	£466,495
£21,222	£17,403	£507,180
£35,908	£3,854	£353,428
£40,681	£0	£315,812
£43,618	£0	£283,010
£38,111	£1,422	£383,149
£17,917	£20,339	£548,191
£34,439	£5,221	£362,881
£34,806	£4,937	£356,113
£6,535	£30,699	£677,892
£10,941	£26,602	£660,850
£29,666	£9,565	£424,782
£376	£0	£629,826
£5,467	£32,560	£3,281,839
£12,533	£27,989	£2,988,612
£6,168	£0	£615,378

2022-23 Indicative Funding on Sparsity - Fixed		
Sparsity 22-23 NLC Road Fixed	22-23 MFG Adjustment	22-23 Post MFG Budget
1,100,210	0	
£55,000	£0	£468,337
£55,000	£0	£379,074
£55,000	£0	£455,628
£55,000	£0	£633,103
£55,000	£0	£482,581
£55,000	£0	£523,555
£55,000	£0	£368,666
£55,000	£0	£330,131
£55,000	£0	£294,392
£55,000	£0	£398,616
£55,000	£0	£564,934
£55,000	£0	£378,220
£55,000	£0	£371,370
£55,000	£0	£695,657
£55,000	£0	£678,306
£55,000	£0	£440,550
£5,210	£0	£634,660
£80,000	£0	£3,323,812
£80,000	£0	£3,028,089
£55,000	£0	£664,210

Notes

MFG Ensures each school receives at least 0.5 to 2% increase in funding from the previous year

MPPL Ensures each school receives at least the mandatory amount per pupil in funding (£4,265 per Primary pupil; £5,525 per Secondary pupil)

Sparsity Weighting - firstly by size of year group then by distance

Option 1 Year group taper continues, this gives schools with smallest year groups (under 10.4 Primary or under 60 for Secondary) more sparsity funding - THE NFF

Option 2 An additional taper on distance has been introduced from 2022-23 (1.6 to 2miles Primary; 2.4 to 3 miles Secondary) -THE DISTANCE TAPER

Option 3 Fixed amount for all eligible schools

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Agenda Item 7

MEETING:	Schools Forum
MEETING DATE:	7 th October 2021
AGENDA ITEM:	
SUBJECT:	FAIP, Darley Centre and funding
LEAD/AUTHOR:	Wendy Holmes, Lead Officer, Compliance and Case Management
CONTACT FOR FURTHER INFORMATION:	Wendy Holmes, Lead Officer, Compliance and Case Management
CONFIDENTIAL OR PUBLIC INFORMATION (please state)	CONFIDENTIAL

For Information?	X	For Action?	X	For Discussion?	X	For Decision?	
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1. WHAT IS THIS REPORT ABOUT?

This report gives an overview and update of the current figures in respect of suspensions, permanent exclusions and alternative provision. It highlights the impact from suspensions and permanent exclusions for our children and young people within North Lincolnshire.

2. WHY IS THIS IMPORTANT?

In North Lincolnshire there continues to be a positive drive to significantly reduce the numbers of suspensions and permanent exclusions rates. We strive to support best outcomes for our children and young people, maximise their life chances and to ensure they have equal and fair access to a consistently high quality education in our schools and settings in order to reduce the need for external alternative provision where possible. The local authority continues its work as a partnership with schools to reduce the disproportional impact on children and young people with Special Educational Needs and Disabilities (SEND), Looked After Children and those with other vulnerabilities such as those in receipt of a social work service (Child In Need and Child Protection).

3. WHAT IS THE BACKGROUND INFORMATION?

Suspension and Exclusion Data to date (w/e 1st October 2021)

Secondary Suspensions				
2017/18 (full year data)	2018/19 (full year data)	2019/20 (full year data)	2020/21 (full year data)	2021/22 (to w/e 1st October 2021)
2221	2669	1934	1386	114
Primary Suspensions				
257	211	172	121	8
Permanent Exclusions				
3 primary	2 primary	0 primary	1 primary (rescinded)	
32 secondary	19 secondary	26 secondary	12 secondary (6 for summer term 2021 and 0 for spring term)	1 secondary (awaiting Independent Review date)

The 2021 academic year has noted a significant reduction in the numbers of children and young people who have started the term in an alternative provision. This is a positive development in ensuring our children and young

people remain in mainstream education. The secondary and primary Fair Access and Inclusion Panels (FAIP) continue to be well supported by schools and both challenge and support continues to be evidenced in both panels. Schools are reporting less use of external alternative provision and seeking other means of support for individual children and young people. The use of in-school study support hubs initiated through SEND Capital Funding is likely to prove crucial in the continued drive to reduce suspensions and maintain young people in their mainstream setting. The last 12-18 months has identified an increase and finalisation of EHCP applications for young people who are receiving their education via alternative provision.

Through consultation, the Darley Centre Key Stage 3 maintained pupil referral unit closed at the end of July. The few remaining pupils either transitioned back to their school setting, placed via their EHCP or transitioned into a key stage 4 setting where required. The Darley Centre had previously provided key stage 3 support within a pupil referral unit setting for those children with social, emotional and mental health needs (SEMH) with a maximum two term attendance and return to school.

With the expectation that needs are identified and supported at the earliest point, further work and consultation will begin with interested primary schools to develop primary phased in-school hubs to support our children with SEMH needs. These are expected to be similar to those through SEND capita funding bids that are in operation or in progress within the secondary phase. Hubs will provide a range of inclusive approaches to meeting need for those children who may otherwise have spent significant periods of their school life within alternative provision.

Whilst resources have been freed up from the previous use of Darley Centre and some alternative provision, there is an identified additional pressure created through SEND due to the ongoing increase in EHCP applications.

In order to support best outcomes for children and young people, consideration for future priorities may include:

- Additional capacity through SENCO support. For example, transition work – key stage 2-3 (schools identify that some children do not manage as they begin year 7/8 and earlier identification of the need for an EHCP would have been useful
- Increased support around the Neuro Diversity Pathway and additional outreach support to schools from Behaviour Team and others
- Support for whole schools Trauma Informed Practice and Emotion Coaching training - Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience/ other agreed training needs whole school
- Additional therapeutic in-school intervention for children and young people
- Agreed revenue funding model for schools with in-school support hubs
- Working group between LA, primary and secondary headteachers and principals to identify

4. WHAT ARE THE MAIN POINTS FOR CONSIDERATION? (WHAT HAS BEEN DONE?)

- Continued reduction in fixed term suspensions and permanent exclusions, especially for vulnerable groups and SEND.
- Transition project work to begin in December 2021 with an academy trust.
- SEND Capital Funding Bids to secondary schools for their in-school support. Current successful schools include Baysgarth, Frederick Gough and Winterton. South Axholme, Sir John Nelthorpe, St Lawrence and Foxhills in discussion to finalise agreement on their bids.
- Future SEND Capital Funding to include primary schools
- Coritani Key Stage 2 had a successful two terms for the last academic year and placements identified through primary FAIP and EHCP consultation have been beneficial.
- Darley Centre closure and all pupils transitioned as necessary.
- Education and Inclusion Partnership held its first meeting in the summer term 2021.
- Specialist teaching teams continue to develop their offer to schools alongside the work of the Neuro Diversity Pathway.
- Speedy turnaround on seeking school placement for a permanently excluded pupil, those pupils arriving into the local authority from an external alternative provision and FAIP referrals for pupils to return to mainstream. This is showing some early initial success with the support of a temporary Teaching Assistant funding to schools (usually 2-6 weeks dependent on need) where children and young people may be transitioning.

5. WHAT IS THE IMPACT ON THE OUTCOMES FOR CHILDREN AND YOUNG PEOPLE?

- Through continued support, challenge and evaluation of the SEND cohorts, it is anticipated that over-

representation of suspensions for this cohort with SEND and those on the threshold of SEND will continue to reduce and their needs will be met with appropriate support in order to help them achieve, aspire and have positive destinations.

- Continued overall reduction in both suspensions and permanent exclusions with the expectation that more children and young people will successfully return to mainstream from provisions/or remain in their mainstream setting.
- The use of in-school support hubs through SEND capital funding is supporting equality of access to high quality education for all children and young people.
- Better opportunities to access meaningful exams and funding remaining within schools to support our children and young people.

6. WHAT DO WE NEED TO DO NEXT?

- Headteachers and principals continue to work with the council to implement and embed area-wide solutions with a working group of local authority/primary and secondary Headteachers and Principals to identify future priorities
- Continue to develop the primary and secondary FAIP to ensure we continue to support our most vulnerable children and young people and seek to ensure best representation from multi-disciplinary teams at such meetings
- Further local inclusion opportunities (SEND Capital Funding) be developed

7. RESOURCE IMPLICATIONS	YES	X	NO
There remains a continued drive to reduce spend within alternative provision however SEND spend has increased due to the need for EHCP applications for those children and young people who may require external alternative provision or additional support to remain in mainstream education.			

8. HOW DOES THIS PROVIDE VALUE FOR MONEY?

Ensuring our children and young people remain in mainstream school and have their SEMH needs met, reduces the possibility of NEET. Our children and young people have the best possible opportunity for ongoing support and meeting needs both academically and socially.

9. DIVERSITY AND EQUALITY

Has a diversity impact assessment been undertaken	YES		NO	X
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10. OTHER IMPLICATIONS	YES		NO

11. WHO HAVE WE CONSULTED?

Headteachers and Principals

11a. Has this report been considered at other another meeting? Yes or No

11b. If so, which one and when?

12. RECOMMENDATIONS

That the Schools Forum support the recommendations and actions in point 6 of the report.

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