



## **NOTICE OF MEETING**

### **Schools Forum**

**Thursday 28 November 2013, 4.30 pm**

**Council Chamber, Fourth Floor, Easthampstead House, Bracknell**

**To: The Schools Forum**

#### **Schools Members:**

Sue Barber, Primary School Governor  
Liz Cole, Primary School Representative  
Karen Davies, Primary Head Representative  
Ed Essery, Primary School Governor  
Brian Fries, Secondary School Governor  
Martin Gocke, Pupil Referral Unit Representative  
Keith Grainger, Secondary Head Teachers Representative  
John McNab, Secondary School Governor  
Joanna Quinn, Primary School Representative  
Tony Reading, Primary School Governor  
Paul Salter, Secondary School Representative  
Trudi Sammons, Primary School Representative  
Anne Shillcock, Special Education Representative  
David Stacey, Primary School Governor Representative  
John Throssell, Primary School Governor (Vice-Chairman)  
Kathy Winrow, Academy School Representative

#### **Non-Schools Members**

George Clement, Union Representative (Chairman)  
Robin Sharples, Oxford Diocese (Church of England)  
Kate Sillett, PVI Provider Representative  
Vacant, 14-19 Partnership Representative  
Vacant, Diocese Representative (Roman Catholic)

ALISON SANDERS  
Director of Corporate Services

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**Schools Forum**  
**Thursday 28 November 2013, 4.30 pm**  
**Council Chamber, Fourth Floor, Easthampstead House, Bracknell**

**AGENDA**

Page No

1. **Welcome**

Observer Muriel Rant, Education Funding Agency  
Karen Davies, new Primary Headteacher Representative from  
Whitegrove Primary School

2. **Apologies for Absence/Substitute Members**

To receive apologies for absence and to note the attendance of any  
substitute members.

3. **Declarations of Interest**

Any Member with a Disclosable Pecuniary Interest or an Affected  
Interest in a matter should withdraw from the meeting when the matter  
is under consideration and should notify the Democratic Services  
Officer in attendance that they are withdrawing as they have such an  
interest. If the Interest is not entered on the register of Members  
interests the Monitoring Officer must be notified of the interest within 28  
days.

4. **Minutes and Matters Arising**

To approve as a correct record the minutes of the meeting of 12  
September 2013.

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5. **Provision of a Multi Professional Child Development and  
Assessment Service**

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6. **Surge Classrooms**

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7. **Schools Forum: Operational and Good Practice Guide**

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8. **Educational and Children's Services Financial Benchmarking -  
2013-14 Original Budget Data**

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9. **Outcomes from the Financial Consultation with Schools**

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**Report Containing Exempt Information**

10. **Outcomes from Financial Consultation Restricted Annex**

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11. **Dates of Future Meetings**

The next meetings of the Schools Forum are scheduled at 4.30pm in  
the Council Chamber at Easthampstead House for:

Thursday 16 January 2014

Thursday 13 March 2014



**SCHOOLS FORUM  
12 SEPTEMBER 2013  
4.30 - 5.38 PM**

**Present:**

**Schools Members**

Sue Barber, Primary School Governor  
Trisha Donkin, Primary School Representative  
Ed Essery, Primary School Governor  
Martin Gocke, Pupil Referral Unit Representative  
Keith Grainger, Secondary Head Teachers Representative  
Joanna Quinn, Primary School Representative  
Trudi Sammons, Primary School Representative  
Anne Shillcock, Special Education Representative  
David Stacey, Primary School Governor Representative  
John Throssell, Primary School Governor (Vice-Chairman)

**Non-Schools Members:**

George Clement, Union Representative (Chairman)  
Robin Sharples, Oxford Diocese (Church of England)

**Observer:**

Councillor Dr Barnard, Executive Member for Children, Young People and Learning

**Apologies for absence were received from:**

Brian Fries, Secondary School Governor  
John McNab, Secondary School Governor  
Tony Reading, Primary School Governor  
Paul Salter, Secondary School Representative  
Kathy Winrow, Secondary School Representative

**1. Election of Chairman**

**RESOLVED** that George Clement be elected Chairman of the Schools Forum for the academic year 2013/14.

**GEORGE CLEMENT IN THE CHAIR**

**2. Appointment of Vice-Chairman**

**RESOLVED** that John Throssell be appointed Vice-Chairman of the Schools Forum for the academic year 2013/14.

**3. Declarations of Interest**

Martin Gocke declared an interest in respect of Item 7 in relation to school balances.

Ed Essery declared an interest in respect of Item 8 in relation to Wildmoor Heath Primary and Sandhurst Secondary Schools, as a governor at the schools.

#### 4. **Minutes and Matters Arising**

**RESOLVED** that the minutes of the meeting held on 20 June 2013 be approved and signed by the Chairman as a correct record.

##### Matters Arising

- *Minute 36*: the allocation of grant funding to support the Education Capital Programme had been confirmed and £7.86 million had been allocated for the four projects at Garth Hill, Owlsmoor Primary, for a primary surge class for North Bracknell and a secondary SEN facility. Scheme details were now being worked up for approval by the Council and subsequent inclusion on the approved capital programme.

#### 5. **2014-15 Schools Budget - Preliminary Arrangements**

The Schools Forum received an update report on the arrangements required for the 2014-15 Schools Budget and agreement was sought to distribute the briefing note and consultation document at Annex A to all schools and interested parties.

The briefing note and consultation document set out the mandatory changes that would apply to next year's budget and also sought views from schools on whether central management should continue on the budgets subject to 'de-delegation' and whether any changes should be made to the arrangements where there was a choice.

The Forum thanked the officers for the clarity and completeness of the briefing note and consultation document.

**RESOLVED** that the Schools Forum:

- NOTED** that all the mandatory changes required by the DfE were expected to be straightforward to implement, with minimal impact anticipated (paragraphs 5.9 and 5.10);
- NOTED** the changes needed to be made to comply with the DfE Funding Regulations and the approaches to be taken (paragraph 5.20);
- NOTED** that work was ongoing to establish the reasons behind the high proportionate spend on rates compared to other Local Authorities (paragraphs 5.21 to 5.24);
- AGREED** that the briefing note and consultation document at Annex A be distributed and that views of schools on the questions posed be gathered and taken into account when the 2014-15 budget was set (paragraph 5.25);
- NOTED** the provisional timetable for the production of 2014-15 school budgets (paragraph 5.26).

#### 6. **2012-13 School Balances**

The Forum received a report updating members on the level of balances held by schools as at 31 March 2013, how these compared to the previous financial year and were asked to consider whether any significant surplus balances should be subject to claw-back and re-invested within the overall Schools Budget.

The School Standards and Framework Act 1998 provided a statutory requirement for the balance of expenditure made by each school compared to its budget share to be carried forward for use by individual governing bodies in the next financial year. This requirement was confirmed in the Scheme for Financing Schools which applied to both surplus and deficit balances and related to all revenue funds held by schools in local authority accounts.

The key point of the paper was that whilst schools were managing their finances well in difficult economic conditions, the proportion of annual income remaining unspent and held in surplus balances was greater than that required as a contingency for unforeseen events, and that schools should consider spending more money to help achieve their key objectives.

**RESOLVED** that the Schools Forum:

- i. **NOTED** the level of aggregate surplus revenue balances as at 31 March 2013 totalled £4.573m, a decrease of £0.054m (1.2%) from the previous year (paragraph 5.4 (1));
- ii. **NOTED** that at 6.5% of annual income, average surplus balances were in excess of the amount required for working balances and that more funds could have been spent by schools on their key priorities (paragraph 5.4 (3));
- iii. **NOTED** that significant surplus revenue balances totalled £1.143m, an increase of £0.017m (1.5%) from the previous year (paragraph 5.7);
- iv. **NOTED** that £0.443m of Devolved Formula Capital grant remained unspent at 31 March 2013, a decrease of £0.424m (48.9%) from the previous year (paragraph 5.11 (1));
- v. **NOTED** that relevant schools had indicated that the £0.092m of Devolved Formula Capital grant funding was due to expire at 31 August 2013 would be fully spent (paragraph 5.13 (4)).

**RESOLVED** that the Schools Forum:

- a. **AGREED** that all of the significant surplus balances held by schools had been assigned for relevant purposes and should not be subject to claw back (paragraph 5.9).

## 7. **Schools Budget 2013-14 Monitoring and Other Matters**

The Schools Forum considered a report to endorse budget transfers proposed for 2013-14; receive an update the 2013-14 forecast budget monitoring position for the Schools Budget; agree loan requests received from schools, and; agree changes to the criteria for in-year budget allocations to schools experiencing significant growth in pupil numbers for which a proposed revision was tabled as follows:

1, Criteria for in-year budget allocations to schools experiencing significant growth in pupil numbers.

(Paragraph 4) ~~There is one exception to this general rule. When a school is funded on the basis of estimated actual costs, which is ordinarily a new school or one that opens additional forms of entry during a financial year, it will not be entitled to any growth allowances, provided funds for the additional costs that will arise from a planned significant in-year increase in pupil numbers are allocated from an alternative~~

source. This relates to schools that agree with a Local Authority to open a 'surge' class, for example, one additional class to accommodate up to 30 additional pupils where additional funding will be allocated irrespective of the actual number of pupils admitted, if the pupils in the 'surge' class are admitted after the census used for funding purposes. The funding allocation will be calculated in the same way as for general in-year growth, applied from the beginning of the term that the 'surge' class is open (*rather than against the number of months the 'surge' class is open*).

Where a 'surge' class opens after the census point used for calculating the school's budget for the next financial year, a further funding top up will be made to cover the full year cost of a teacher on Mainscale Point 6 and a Learning Support Assistant on Bracknell Forest pay point 12 for the relevant financial year. This funding will be made available for one year only at the commencement of the relevant financial year.'

The tabled revision to the criteria for in-year budget allocations to schools experiencing growth in pupil numbers was in response to in-year pressure on places for Year 1 pupils in North Bracknell. The Forum requested further information on the need for an additional class and the associated timeline.

In light of the potential year end under spending on the centrally managed items within the Schools Budget, it was confirmed that members of the Forum should send details of any additional spending proposals, which must be of a one-off nature, to [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) for inclusion in the appropriate budget paper for consideration by the Forum at a later date.

**RESOLVED** that the Schools Forum:

- i. **NOTED** the budget variances being forecast on the 2013-14 Schools Budget that in total aggregate to a net under spending of £0.251m, which increased to £0.646m when unallocated year end balances were also taken into account (paragraph 5.6);
- ii. **RECOMMENDED** to the Executive Member that the required budget transfers between Pupil behaviour, SEN provisions and support services and Education out of school were **AGREED** (paragraph 5.3);
- iii. **AGREED** that due to on-going uncertainties, the use of any under spend forecast for 2013-14 was considered in January 2014 when the 2014-15 budget was agreed (paragraph 5.9);
- iv. **AGREED** the loan requests for Wildmoor Heath Primary and Sandhurst Secondary Schools (paragraph 5.11);
- v. **AGREED** the updated criteria for in-year budget allocations to schools experiencing significant growth in pupil numbers, as tabled at the meeting.

## 8. **Dates of Future Meetings**

The Forum noted that the next meeting was scheduled for 28 November 2013 at 4.30pm in the Council Chamber at Easthampstead House. If there was no business to discuss meetings would be cancelled.

**CHAIRMAN**

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**TO: SCHOOLS FORUM**

**28 NOVEMBER 2013**

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**PROVISION OF A MULTI PROFESSIONAL CHILD DEVELOPMENT  
AND ASSESSMENT SERVICE  
(Director of Children, Young People & Learning)**

**1 PURPOSE OF DECISION**

- 1.1 To approve the outline of the tendering process and specification for the provision of a multi professional child development and assessment service.

**2 RECOMMENDATION**

- 2.1 **That the tendering process and specification for the provision of a multi professional child development and assessment service as set out in paragraphs 5.9 and 5.10 are AGREED.**

**3 REASONS FOR RECOMMENDATION**

- 3.1 It is a requirement of the Schools Forum (England) Regulations 2012 that the proposed terms of any contract that is to be funded fully or partially by the Schools Budget should be presented to the Schools Forum for comment at least 1 month prior to issuing the invitation to tender.

**4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 To continue provision as a grant and Service Level Agreement (SLA). This was discounted as the legal basis of such arrangements prevents effective performance or outcome based monitoring to ensure that key outcomes have been delivered and value for money secured.
- 4.2 Bring the service in house. This was not considered an option in order to facilitate opportunities for the third sector to participate in this area of work and utilise their community expertise and to maximise value for money.
- 4.3 Not continue to provide the service in Bracknell Forest. This is considered detrimental to the early intervention and prevention strategy in Bracknell and the vulnerable families who access the services. In addition, the expected outcome of ceasing the service would be increased costs in the medium term.

**5 SUPPORTING INFORMATION**

Background

- 5.1 A borough wide multi-professional Child Development and Assessment Centre with transport where required is currently being provided by Action for Children at the Margaret Wells Furby Children's Centre. It is jointly funded, with Bracknell Forest

Schools Budget contributing two thirds of the costs and the Ascot Clinical Commissioning Group (CCG) providing the remainder.

5.2 This is an early intervention and prevention service that provides a range of support for children and families with additional needs with the two most popular referrals being for a multi-professional assessment and a paediatric only assessment. Some children who initially have a paediatric assessment are then referred on by the paediatrician for a multi-professional assessment. The professionals currently involved in multi-professional assessments include:

- a paediatrician, (separately funded by health)
- speech and language therapist, (separately funded by health)
- an officer from the Early Years Foundation Stage Inclusion service (separately funded by BFC resources)
- a family worker from the Margaret Wells Furby Children's Centre (funded from the proposed contract)

5.3 The current agreement comes to an end on 31<sup>st</sup> March 2014 and the proposal is to extend this to 31 August 2014 and to tender for continuation of this service provision thereafter.

#### Project Scope

5.4 A new contract is proposed that will require a local hub which allows vulnerable families with children and young people in Bracknell to access multiple professional assessments. The contract will be awarded on 15 July 2014 with an expected start date of 1 September 2014. TUPE will apply if a new service provider is awarded the contract. The contract will be awarded in July to allow sufficient time for a new provider to mobilise and deliver the service from September.

5.5 This tender will be advertised on the South East Business Portal (SEBP), and as the market for this type of provision has grown over recent years there is an expectation of sufficient interest from providers. Any agencies interested in tendering for this contract will be signposted to the SEBP. The contract will be initially for 3+1+1 years depending on availability of funding and service performance.

5.6 Innovation and value for money will be built in to the service specification and prospective tenderers will be required to demonstrate how they will achieve this. The specification will include expected outcomes based on data collected during the course of the current agreement. Potential providers will be expected to detail current or past contracts of a similar nature, evidence where key performance indicators have been met and outcomes have been achieved, and describe how they plan on achieving the outcomes set out in the specification.

5.7 Tenders will be evaluated and weighted on the basis of 50% quality and 50% on price. The full evaluation criteria will be published with the Invitations to Tender. Due to the importance of quality, there will be a quality threshold on some/all of the questions asked to the suppliers. The emphasis on quality for this contract directly links back to the service being provided which aims to engage with some of the most vulnerable families in the Borough. This service forms part of the Early Intervention and Prevention strategy, which aims to reduce the number of families and children reliant on support services for an extended period of time. By ensuring an exceptional level of quality within this project a reduction in these costs should be seen at a later date.

### Specification

- 5.8 The specification will contain desired outcomes and outputs. It is important that the requirements are clearly defined within the specification to ensure that organisations are aware of what is expected of them if they intend to bid for this tender. The specification will be designed by the project team.
- 5.9 The objectives proposed for the service provider are outlined below;
- A specialist Child Development and Assessment Centre for the multi disciplinary assessment of children aged 0-6 years (within the Early Years Foundation Stage EYFS) who are exhibiting a developmental delay. Ongoing support during and following assessment also needs to be given to their families. The structure should allow needs to be addressed in a timely and cohesive manner.
  - A one stop shop that is in a community based location with the aim of avoiding stigma; holistic key workers supporting and empowering referred families and signposting to other forms of support as appropriate
  - A range of preventative services to minimise the need for higher level intervention
  - Access to support, treatment, training, guidance and information resource for parents, carers and professionals enabling families to understand and identify the difficulties they are facing following diagnosis
  - Support to parents to understand their responsibilities towards their children and develop their parenting abilities where appropriate
  - Monitoring and reviewing of short and long-term progress and development
  - Support, advice and counselling services for parents/carers.
  - Specialised parent training, for example on Autism Spectrum Disorder, Down's Syndrome etc
  - Weekly assessment groups running all year round
  - highly trained, knowledgeable, staff who participate in virtual teams around families
  - Team around the family meetings
  - Multi-professional meetings
  - quality Family Common Assessments (CAFs) effective and seamless transitions
  - a minimum of three children only groups to provide play opportunities, support development for children and respite for parents.
  - a minimum of two Family support groups for families of children with a diagnosed disability
- 5.10 It is the intention with the new contract to change the services available, decrease the number of family support sessions offered within the centre and increase the number of sessions for children with additional needs. There is a need to increase the support children receive prior to or at the beginning of their educational journey. Strategies to enable children to access a mainstream educational establishment can be implemented and the service would play a big part in ensuring effective transition into education, facilitating visits by the receiving setting and visiting the setting with and without the children to ensure that effective targets and strategies are in place to help make the placement successful. Intervening early will support the educational outcomes of the children and providers.

Timescales

5.11 The Key tasks and target dates for the procurement process are as follows:

| TASK   | DATE             |
|--|------------------|
| Invitation to Tender on South East Business Portal | 03 February 2014 |
| Tender Return Date                                 | 24 March 2014    |
| Complete Tender Evaluation                         | 01 May 2014      |
| Contract Award                                     | 15 July 2014     |
| Contract Start Date                                | 1 September 2014 |

Conclusion

5.12 The proposed contract will provide a service that is an important part of the Council's Early Intervention and Prevention Strategy that targets support to vulnerable children and their families to help them achieve their potential.

**6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS**

Borough Solicitor

6.1 Relevant legal issues are mentioned elsewhere in this report.

Borough Treasurer

6.2 The Borough Treasurer is satisfied that no significant financial implications arise from agreeing the tendering exercise for this service.

Impact Assessment

6.3 An Equalities Impact Assessment has been completed and is attached as Annex A.

Strategic Risk Management Issues

6.4 Failure to secure an effective and efficient contract would have an adverse impact on supporting vulnerable children and families. It would most likely result in increased costs of support over the medium term and make it less likely that the children achieve their potential.

## 7 CONSULTATION

### Principal Groups Consulted

- 7,1 Service Efficiency Review Group and CYPL DMT. The Head of Procurement, Assistant Borough Solicitor and Head of CYPL Finance were consulted in the drafting of the Procurement Plan.

### Background Papers

None

### Contact for further information

Emma Malpass, Contracts and Procurement Officer  
01344 354025 [Emma.malpass@bracknell-forest.gov.uk](mailto:Emma.malpass@bracknell-forest.gov.uk)

Karen Frost, Head of Prevention and Early Intervention  
01344 354024 [Karen.Frost@bracknell-forest.gov.uk](mailto:Karen.Frost@bracknell-forest.gov.uk)

**Initial Equalities Screening Record Form**

|   |   |  |  |
|---|---|--|--|
| <b>Date of Screening:</b>                                 | <b>Directorate:</b><br>Children, Young People and Learning  |  | <b>Section:</b><br>Prevention and Early Intervention   |
| <b>1. Activity to be assessed</b>                         | The Child Development Centre based at Margaret Wells Furby Children’s Resource Centre.<br>The service is currently joint funded by Health (CCG) and Bracknell Forest Council and operated by Action for Children. The current contract is coming to an end and therefore needs to go out to tender.         |  |  |
| <b>2. What is the activity?</b>                           | <input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change  |  |  |
| <b>3. Is it a new or existing activity?</b>               | <input type="checkbox"/> New <input checked="" type="checkbox"/> Existing   |  |  |
| <b>4. Officer responsible for the screening</b>           | Karen Frost   |  |  |
| <b>5. Who are the members of the screening team?</b>      | Karen Frost/Cherry Hall   |  |  |
| <b>6. What is the purpose of the activity?</b>            | To re-tender the Child development centre   |  |  |
| <b>7. Who is the activity designed to benefit/target?</b> | Service users - families of children aged 0-6 years with identified additional needs.<br>Families of children aged 0-6 years where a developmental delay has been identified and needs formal assessment and possible diagnosis.<br>Approximately 40 children per quarter access services within the centre |  |  |
| <b>Protected Characteristics</b>                          | <b>Please tick yes or no</b>  | <b>Is there an impact?</b><br>What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both?<br>If the impact is neutral please give a reason. | <b>What evidence do you have to support this?</b><br>E.g equality monitoring data, consultation results, customer satisfaction information etc<br>Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data |
| <b>8. Disability Equality</b>                             | N   | <b>The service is for children with identified needs and disabilities and their families.</b>  | <b>The service is inclusive, no child or family is refused access to the service due to a disability. There is a Minibus to collect families if necessary.</b>   |

Unrestricted

|  |   |   |  |   |
|--|---|---|--|---|
| 9. Racial equality   |   | N | The service is available to families where a disability or assessment is required. Families are referred to the service by a professional already involved.  | Data is collected to ascertain the ethnic backgrounds referred children/families. This is reported on at each quarters meeting.                       |
| 10. Gender equality  |   | N | The service users vary in gender. For assessments there tend to be a higher % of boys than girls referred. For family support and training generally more Mums attend however groups are open for anyone to attend | Quarterly reports show a higher % of female attendees (adults) than males.<br>Quarterly reports show a higher % of boys being referred to the service |
| 11. Sexual orientation equality  |   | N | Neutral impact.<br>No differential or adverse impacts identified   | This information is not available unless parents choose to disclose it. To date, nobody has disclosed this information.                               |
| 12. Gender re-assignment   |   | N | Neutral impact.  | This information is not available unless parents choose to disclose it. To date, nobody has disclosed this information.                               |
| 13. Age equality   |   | N | Age of the children able to access the service is 0-6 years, however there is no age range in relation to family members.  |   |
| 14. Religion and belief equality   |   | N | Neutral impact. The service will continue to be available to all families who live within Bracknell Forest   | Information regarding the religion of centre users is not currently collected.  |
| 15. Pregnancy and maternity equality   |   | N | Neutral impact.<br>Service users may be pregnant and all will have young children.   |   |
| 16. Marriage and civil partnership equality  |   | N | Neutral impact<br>No differential or adverse impacts identified  | This information is not available unless parents choose to disclose it.   |
| 17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations. | Should the existing provider not be awarded the contract there could be an impact on current employees, however TUPE would apply and be adhered to. |   |  |   |

Unrestricted

14

|  |  |   |   |
|--|--|---|---|
| 18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?   | No adverse impact identified   |   |   |
| 19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?  | No   |   |   |
| 20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?   |  | N   |   |
| 21. What further information or data is required to better understand the impact? Where and how can that information be obtained?  | None required  |   |   |
| 22. On the basis of sections 7 – 17 above is a full impact assessment required?  |  | N   | <p>There will be no reduction to the existing services and the provider of the service will be expected to monitor the clients of its service and provide an equalities breakdown on a quarterly basis.</p> <p>The needs of the local community are reviewed regularly and services developed to meet these if necessary.</p> |
| 23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed. |  |   |   |
| <b>Action</b>  | <b>Timescale</b>   | <b>Person Responsible</b>   | <b>Milestone/Success Criteria</b>   |
| Ongoing monitoring and review of services to ensure the needs of all service users are being met   | ongoing  | Service provider<br>Prevention and Early Intervention Management Team | All service users' needs are being met.   |
| 24. Which service, business or work plan will these actions be included in?  | Prevention and Early Intervention Service Plan   |   |   |
| 25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of  | Quarterly reports and meetings with provider to ensure equality of access to the service |   |   |



|                               |                              |
|-------------------------------|------------------------------|
| the screening?                |                              |
| 26. Chief Officers signature. | Signature: _____ Date: _____ |

When complete please send to [abby.thomas@bracknell-forest.gov.uk](mailto:abby.thomas@bracknell-forest.gov.uk) for publication on the Council's website.

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**TO: SCHOOLS FORUM**  
**DATE: 28 NOVEMBER 2013**

**SURGE CLASSROOMS**  
**(Director of Children, Young People & Learning)**

**1 INTRODUCTION**

1.1 This report is in response to the request from Schools Forum on 12 September 2013 for further information on the need for the additional surge class at Harmans Water primary school and the associated timeline.

**2 SUPPORTING INFORMATION**

Background

2.1 Bracknell Forest has experienced a four year period of rising school rolls across the Borough and the Council has a statutory duty to provide sufficient school places.

2.2 A surge class is being taken at Harmans Water Primary school for Year 1 from January 2014 to meet the demand for school places arising from in year admissions.

Surge Classrooms

2.3 The Council aims to maintain a small surplus of primary places in each organisational area to prevent parents having to travel long distances to school, and the associated home to school transport costs that would be incurred for journeys in excess of two miles.

2.4 It should be noted however that the surplus of places in the intake year has reduced from 15% in previous years to less than 5% in September 2013 due to pressure from rising rolls. The financial implications of creating and maintaining a surplus of places make this a contentious issue but the Council aims to maintain a workable surplus within the available budgets.

2.5 A surge class provides up to 30 additional school places in one year group only, and this forms part of the Council's overall response to providing sufficient pupil places. Surge classes address specific pressure points either at that school or across an organisational area, and have previously been taken at five schools as set out in Table One below:

Table One: Surge Classrooms Previously Created

| SCHOOL              | DATE TAKEN     |
|---------------------|----------------|
| Whitegrove Primary  | September 2009 |
| Crown Wood Primary  | September 2012 |
| Sandy Lane Primary  | September 2012 |
| The Pines Primary   | September 2013 |
| Holly Spring Infant | September 2013 |

2.6 Further surge classrooms may also be required at other schools in future years.

In Year Admissions

- 2.7 The Council has a good track record of forecasting pupil numbers through its School Places Plan (SPP) which forecasts total numbers on roll and pupil numbers in the intake year at each school. In year admissions are, however, more difficult to forecast because they cannot be systematically predicted other than by trend analysis from previous years. In addition it is not possible to predict the ages of the pupils transferring between schools or arising from families moving into the Borough.
- 2.8 During the summer of 2013 the numbers of in year applications for September 2013 Year 1 year group rose significantly in excess of the previous years as set out on Table Two below:

Table Two: Numbers of In Year Applications received over the summer from Families Moving In

| 2011/12 | 2012/13 | 2013/14   |
|---------|---------|-----------|
| 61      | 75      | <b>96</b> |

- 2.9 The 96 summer applications for 2013/14 greatly exceeded the numbers in previous years, and the surplus of 10 Y1 places at the beginning of July 2013 in North & South Bracknell was reduced to zero by the beginning of August 2013. As schools broke up for their 2013 summer break, School Admissions were unable to offer Y1 places to North or South Bracknell residents, and the only Y1 surplus places were the 6 at Wildmoor Heath in Crowthorne and 20 at College Town Infants in Sandhurst.
- 2.10 During the summer 9 other children from families moving into north and south of the borough could only be offered places in Crowthorne and Sandhurst. Rather than bussing infant pupils across the Borough the Admissions & Property team were directed to create a surge at Harmans Water to address this specific pressure.

Harmans Water Surge

- 2.11 Harmans Water Primary was selected for a surge class for the following reasons:
1. It had a spare classroom, so no capital was required, other than F&E and ICT
  2. It was centrally located in South Bracknell
  3. It had a waiting list of 11 in that year group
  4. The school had previously accommodated higher numbers
- 2.12 The waiting list was a significant factor because it would help fill up the surge class to reduce the resource implications for the school, plus this would free up Y1 places at other schools creating headroom in Y1 at more than one school.

Consultation

- 2.13 The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012, as set out in the School Admissions Code 2012, state that own admission authorities are not required to consult on their PAN where they propose either to increase or keep the same PAN. For a community or voluntary controlled school, the local authority (as admission authority) must

consult at least the governing body of the school where it proposes either to increase or keep the same PAN.

- 2.14 It has not therefore been past practice to consult on school expansions wider than the individual schools in question. It should also be noted that the crisis point was reached during the 2013 summer break when schools were not generally available to consult. The Council engaged directly with the Headteacher and Governors at Harmans Water, who agreed to take a surge class as soon as a suitable teacher could be appointed.

### 3 EQUALITIES IMPACT ASSESSMENT

- 3.1 No issues, the proposed surge classroom is accessible to disabled people.

### 4 STRATEGIC RISK MANAGEMENT ISSUES

4.1

| Issue   | Comment  |
|---|--|
| Sufficient school places risk = HIGH  | There were no Y1 places in North or South Bracknell, and the Council had no alternative but to create the additional school places.  |
| Resource risk for the school = HIGH in the short term but LOW in the medium term. | A short term resource issue will exist until pupil numbers increase to the point where revenue costs are exceeded by formula funding. Medium term pupil forecasts mitigate this risk as pupil numbers will continue to rise. |

#### Background Papers

School Places Plan

#### Contacts for further information

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**TO: SCHOOLS FORUM**  
**DATE: 28 NOVEMBER 2013**

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## **SCHOOLS FORUM: OPERATIONAL AND GOOD PRACTICE GUIDE (Director of Children, Young People & Learning)**

### **1 PURPOSE OF REPORT**

- 1.1 This report presents the Schools Forum with the latest version of the Department for Education's (DfE) *Schools Forum: Operational and Good Practice Guidance*. Agreement is sought to a small number of changes and also the identification by members of the Forum of any other changes that may be beneficial.

### **2 RECOMMENDATIONS**

- 2.1 **The changes proposed to the operational arrangements for the Schools Forum as set out in paragraph 5.5 are AGREED;**
- 2.2 **That members of the Forum AGREE any other changes they wish to be made.**

### **3 REASONS FOR RECOMMENDATIONS**

- 3.1 It is appropriate for the Schools Forum to be aware of, and where relevant, comment on these matters.

### **4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 Not applicable.

### **5 SUPPORTING INFORMATION**

#### Purpose

- 5.1 The DfE guide is designed to provide members of Schools Forums, local authority officers and elected members with advice and information on good practice in relation to the operation of Schools Forums.
- 5.2 The guide draws on the experience and knowledge of Schools Forum members, local authority members and officers and the Department and its partners. Other than where it is describing requirements set out in the Schools Forum Regulations 2012 it is not designed to be prescriptive – what is good practice in one Schools Forum may not be appropriate in another, given the diverse circumstances of local areas. The guide is intended to stimulate debate within Schools Forums and contribute to their ongoing development.
- 5.3 The guide has been the subject of consultation with a wide variety of partners, in particular, members of DfE Schools and Academies Funding Group, made up of

representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors.

5.4 The guide can be found at Annex 1.

#### Local context

5.5 A review by officers of the latest guidance has identified the following areas where changes are considered beneficial and relatively straightforward to implement:

- Election of a non-schools member to represent 16-19 providers. This is a new requirement, expected to be effective from January 2014. Relevant providers will be contacted in the new year to arrange the election.
- Improve the flow of information to governing bodies on the outcomes of consultations with the Schools Forum in respect of contracts to be funded from the Schools Budget and other financial issues. This is a Schools Forum responsibility and the proposal is for the Council to email copies of the agenda for each meeting, and the subsequent minutes setting out decisions to head teachers for onward reporting to relevant governor meetings.
- Some corrections are required to budgets that should be de-delegated, rather than centrally managed, and these changes were set out on the funding consultation sent to all schools in September. It relates to funds for premature retirement / dismissal cost, support to new, amalgamating or closing schools, exceptional costs in primary schools and checks on pupil eligibility to a free school meal.
- Improvements to induction of new members to ensure appropriate background information are made available in a timelier manner.
- Improvements in communications to non-school partners, in particular private, voluntary and independent sector providers of early years childcare and education. This will be done through emailing minutes and agenda items of the Forum to all providers.

5.6 All other aspects of the local operation of the Bracknell Forest Schools Forum are considered to be compliant with Regulations and representative of good practice. However, Forum Members are invited to make any further suggestions for improvement.

#### Conclusion

5.7 Overall, the Bracknell Forest Schools Forum operates along the best practise model described by the DfE in the latest (DfE) *Schools Forum: Operational and Good Practice Guidance*. There are a small number of areas for improvement that have been identified and are straightforward to implement and these will be introduced over the coming months.

## **6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS**

#### Borough Solicitor

6.1 The relevant legal provisions are addressed within the main body of the report.



### Borough Treasurer

- 6.2 The Borough Treasurer is satisfied that no significant financial implications arise from this report.

### Equalities Impact Assessment

- 6.3 There are no specific impact assessments arising from this report.

### Strategic Risk Management Issues

- 6.4 There are no specific strategic risk management issues arising from this report

### Other Officers

- 6.5 There are no issues arising from this report that are relevant to other officers.

## **7 CONSULTATION**

### Principal Groups Consulted

- 7.1 None. For consultation with the Schools Forum only.

### Background Papers

Schools Forums: operational and good practice guide – October 2013 version  
From the DfE

#### Contact for further information

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#### Doc. Ref

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Education  
Funding  
Agency

# **Schools Forums: operational and good practice guide**

**For local authorities and members of  
Schools Forums**

**October 2013**

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## Executive summary

The two tables in this section are provided as a summary of the structure of Schools Forums and the decision making powers of the local authority (LA) and the Schools Forum according to Regulations.

| <b>TABLE 1: SCHOOLS FORUM STRUCTURE</b> |  |   |  |
|---|--|---|--|
| <b>Category</b>                         | <b>Schools Members</b>   | <b>Academies Members</b>  | <b>Non-School Members</b>  |
| Represented groups                      | Where the LA maintains the following types of school, they must be represented on the Schools Forum:- <ul style="list-style-type: none"> <li>• Secondary Schools</li> <li>• Special Schools</li> <li>• Nursery Schools</li> <li>• PRUs</li> </ul> There is no specific requirement in Regulations for a primary rep, but this is captured by requiring membership to be based on pupil proportions | No specific groups, but academies members will represent academies, free schools, UTCs and Studio Schools | 16-19 providers<br><br>Early years Private, Voluntary and Independent (PVI) providers<br><br>Before considering other groups, the LA must consider diocesan representation |
| Type of member                          | Within each of the five groups above there are the following types of member:- <ul style="list-style-type: none"> <li>• Headteachers (or their representative)</li> <li>• Governors</li> <li>• Headteachers and Governors</li> </ul> In overall terms there must be at least one headteacher (or their representative) and one governor  | Any   | Any  |

| Category                | Schools Members  | Academies Members  | Non-School Members  |
|-------------------------|--|--|---|
| Schools Forum Structure | <p>Schools members and academies members must comprise at least 2/3rds of the Schools Forum membership</p> <p>Primary schools, secondary schools and academies must be broadly proportionately represented on Schools Forum, based on the total number of pupils registered at them</p>  |  |   |
| Voting                  | <p>Only primary representatives can vote on primary school de-delegation</p> <p>Only secondary representatives can vote on secondary school de-delegation</p> <p>All schools members can vote on any other Schools Forum business, including the consultation on the funding formula</p> | <p>No voting on de-delegation</p> <p>All academies members can vote on any other Schools Forum business, including the consultation on the funding formula</p> | <p>No voting on de-delegation</p> <p>Only PVI representatives can vote on the consultation on the funding formula.</p> <p>All non-school members can vote on any other Schools Forum business</p> |
| Elected by              | <p>The relevant sub-group of the relevant type of school e.g. primary school governor representatives are elected by the governors of primary schools, secondary school headteachers are elected by the</p>  | <p>Proprietors of academies</p>  | <p>Election only applies to the representative for the 16-19 providers, who is elected by all 16-19 providers<sup>1</sup></p>   |

<sup>1</sup> This is a change proposed in the draft 2013 School and Early Years Finance Regulations, expected to come into force in January 2014. Further information on the representative for 16-19 providers can be found in paragraph 1.38

|  |                                    |  |
|--|------------------------------------|--|
|  | headteachers of secondary schools. |  |
|--|------------------------------------|--|

| <b>Category</b>  | <b>Schools Members</b>   | <b>Academies Members</b>  | <b>Non-School Members</b>   |
|--|--|---|---|
| LA appointment of members  | Only if no election takes place by the agreed date or in the event of a tie  | Only if no election takes place by the agreed date or in the event of a tie   | Can appoint a 16-19 representative only if no election takes place by the agreed date or in the event of a tie<br><br>For all other non-schools members the LA appoints, but it is good practice to seek nominations from the relevant bodies |
| Other attendees who are permitted to contribute to a Schools Forum meeting | An observer appointed by the Secretary of State<br><br>The Director of Children's Services<br><br>The Executive Member for Children's Services<br><br>The Executive Member with responsibility for resources | The Chief Financial Officer<br><br>Officers providing financial & technical advice to Schools Forum<br><br>Presenters (restricted to the paper they are presenting) |   |



**TABLE 2 - SCHOOLS FORUMS: POWERS AND RESPONSIBILITIES 2014-15**

| <b>Function</b>  | <b>Local Authority</b>   | <b>Schools Forum</b>   | <b>DfE Role</b> |
|--|--|--|-----------------|
| Formula change (including redistributions)   | Proposes and decides   | Must be consulted [Voting restrictions in table 1 above] and informs the governing bodies of all consultations | None            |
| Contracts  | Propose at least one month prior to invitation to tender, the terms of any proposed contract | Gives a view and informs the governing bodies of all consultations   | None            |
| Financial issues relating to:<br>arrangements for pupils with special educational needs;<br>arrangements for use of pupil referral units and the education of children otherwise than at school;<br>arrangements for early years provision;<br>administration arrangements for the allocation of central government grants | Consult annually   | Gives a view and informs the governing bodies of all consultations   | None            |
| Minimum funding guarantee (MFG)  | Proposes any exclusions from MFG for application to DfE                                      | Gives a view   | Approval        |

| Function   | Local Authority | Schools Forum  | DfE Role  |
|--|-----------------|--|---|
| <p>De-delegation for mainstream schools for:</p> <ul style="list-style-type: none"> <li>contingencies</li> <li>administration of free school meals insurance</li> <li>licences/subscriptions</li> <li>staff costs - supply cover</li> <li>support for minority ethnic pupils/underachieving groups</li> <li>behaviour support services</li> <li>library and museum services</li> </ul> | <p>Proposes</p> | <p>Primary and secondary school member representatives will decide for their phase</p> | <p>Will adjudicate where Schools Forum does not agree LA proposal</p> |
| <p>Central spend on and the criteria for allocating funding from:</p> <ul style="list-style-type: none"> <li>growth fund (to meet requirements for basic need and infant class size regulations)</li> <li>falling rolls fund for surplus places in good or outstanding schools where a population bulge is expected in 2-3 years</li> </ul>  | <p>Proposes</p> | <p>Decides</p>   | <p>Adjudicates where Schools Forum does not agree LA proposal</p>     |
| <p>Central spend on:</p> <ul style="list-style-type: none"> <li>funding for significant pre-16 pupil growth equal pay back-pay</li> <li>places in independent schools for non-SEN pupils</li> <li>early years expenditure</li> </ul>   | <p>Proposes</p> | <p>Decides</p>   | <p>Adjudicates where Schools Forum does not agree LA proposal</p>     |

| <b>Function</b>  | <b>Local Authority</b>  | <b>Schools Forum</b>  | <b>DfE Role</b>  |
|--|---|---|--|
| Central spend on:<br>admissions<br>servicing of schools forum  | Proposes up to the value committed in 2013-14   | Decides for each line   | Adjudicates where Schools Forum does not agree LA proposal |
| Central spend on:<br>capital expenditure funded from revenue<br>contribution to combined budgets<br>schools budget centrally funded termination of<br>employment costs<br>schools budget funded prudential borrowing<br>costs<br>special education needs transport costs | Proposes up to the value committed in 2013/14 and where expenditure has already been committed. | Decides for each line   | Adjudicates where Schools Forum does not agree LA proposal |
| Carry forward a deficit on central expenditure to the next year to be funded from the schools budget   | Proposes  | Decides   | Adjudicates where Schools Forum does not agree LA proposal |
| Scheme of financial management changes   | Proposes and consults the governing body and Head of every School                               | Approves  | Adjudicates where Schools Forum does not agree LA proposal |
| Membership: length of office of members  | Decides   | None (but good practice would suggest that they gave a view)              | None   |
| Voting procedures  | None  | Determine voting procedures   | None   |
| Chair of Schools Forum   | Facilitates   | Elects<br><i>(may not be an elected member of the Council or officer)</i> | None   |

## Introduction

1. This guide is designed to provide members of Schools Forums, local authority officers and elected members with advice and information on good practice in relation to the operation of Schools Forums.
2. It is organised in two sections:
  - Section 1 provides information on the constitutional and organisational requirements for Schools Forums; and
  - Section 2 covers a number of key aspects of the operation of Schools Forums at local level, drawing on good practice from a number of Schools Forums.
3. The guide draws on the experience and knowledge of Schools Forum members, local authority members and officers and the Department and its partners. Other than where it is describing requirements set out in the Schools Forum Regulations 2012 it is not designed to be prescriptive – what is good practice in one Schools Forum may not be appropriate in another, given the diverse circumstances of local areas. However, it is hoped the guide will stimulate some debate within Schools Forums and contribute to their ongoing development.
4. The Department hopes that Schools Forums and local authorities find this guide useful. It has been the subject of consultation with a wide variety of external partners. In particular, members of the Department’s Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The Department is grateful for their assistance.
5. The [Department’s website](#) contains details of all the announcements, documents and other information relating to school funding and Schools Forums. This website also has a range of useful links to other sites that may be of relevance to Schools Forum members.
6. The main [school funding page](#) on the DfE website has links to the latest news and information on schools funding. There are also dedicated [Schools Forums pages](#) and a [Quick guide to Schools Forums](#).
7. If you have any queries about the operation of Schools Forums please contact the Education Funding Agency: [reformteam.funding@education.gsi.gov.uk](mailto:reformteam.funding@education.gsi.gov.uk).

The postal address of the agency is:  
Education Funding Agency  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

# Section 1 – Schools Forum Regulations: Constitution and Procedural Issues

## Regulations

- 1.1. National regulations<sup>2</sup> govern the composition, constitution and procedures of Schools Forums. Local authorities can provide Schools Forum members with a copy of these regulations or alternatively they are available from the [Department's website](#).
- 1.2. A [Quick guide to Schools Forums](#) for schools and academies is also available on the department's website. This explains the role of Schools Forums and the responsibilities of schools and academies.

## Schools Forum powers

- 1.3. Schools Forums generally have a consultative role. However, there are situations in which they have decision-making powers. The respective roles of Schools Forums, local authorities and the DfE are summarised in Table 1 on pages 3-5. The overarching areas on which Schools Forums make decisions on local authority proposals are:
  - De-delegation from mainstream schools budgets (separate approval will be required by the primary and secondary phase members of Schools Forum), for prescribed services to be provided centrally.
  - To create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need) and agree the criteria for maintained schools and academies to access this fund.
  - To create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund.
  - Continued funding at existing levels for prescribed historic commitments where the effect of delegating this funding would be destabilising.
  - Funding for the local authority in order to meet prescribed statutory duties placed upon it. Approval is required to confirm the amounts for each duty and no new commitments or increases in expenditure from 2013/14 are permitted unless agreed by the Secretary of State.
  - Funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place and/or free school meals.

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<sup>2</sup> Schools Forums (England) Regulations 2012 (S.I. 2012/2261)

- Authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period.

In each of these cases, the local authority can appeal to the DfE if the Schools Forum rejects its proposal.

- 1.4. Local Authorities should be aware that the provisions of the Local Government Act 2000 restrict the delegation of local authority decisions to Cabinet, a member of Cabinet, a Committee of Cabinet or an officer of the Council, which would not include Schools Forums. As a result the local authority cannot delegate its decision making powers to Schools Forum, e.g. decisions on the funding formula.
- 1.5. Regulations state that the local authority must consult the Schools Forum annually in connection with various schools budget functions, namely:
  - amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
  - arrangements for the education of pupils with special educational needs
  - arrangements for the use of pupil referral units and the education of children otherwise than at school
  - arrangements for early years provision
  - administrative arrangements for the allocation of central government grants paid to schools via the local authority
- 1.6. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.
- 1.7. The Schools Forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations carried out by the local authority relating to the issues in paragraphs 1.5 and 1.6.
- 1.8. For 2014-15, local authorities will need to discuss with the Schools Forum any proposals to:
  - vary the Minimum Funding Guarantee (MFG)
  - use exceptional factors
  - vary pupil numbers
  - allow additional categories of, or spending on, central budgets
  - amend the sparsity factor
  - vary the lump sum for amalgamating schools
  - vary the protection for special schools and special academies
  - Proposals will need to be approved by the Secretary of State.

## Membership

- 1.9. The Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice.

- 1.10. There is no maximum or minimum size of a Schools Forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the Schools Forum to a reasonable size to ensure that it does not become too unwieldy.
- 1.11. Types of member: Schools Forums must have 'schools members' (para 1.16-1.32), 'academies member(s)' if there is at least one academy in the local authority's area (para 1.33-1.37) and 'non-schools members' (para 1.38-1.42). Schools and academies members together must number at least two-thirds of the total membership of the Schools Forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of Forum should be regularly reviewed, e.g. annually. There is no requirement for academies members to represent specific phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers.
- 1.12. Schools Forum members will need the skills and competencies to manage Forum business (as detailed in Table 2 on pages 6-8) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicate decisions, and the reasons behind them, effectively

## Term of office

- 1.13. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner as between members. They need not have identical terms – there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single point. The term of office should not be of a length that would hinder the requirement for the structure of Schools Forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:-
- Holding vacancies until the Schools Forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time
  - Increasing the size of Schools Forum temporarily to appoint additional academy members, then delete schools member posts at the end of a term of office or when a vacancy arises
  - Consider continuity of service – where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member?
- 1.14. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

1.15. As well as the term of office coming to an end, a member ceases to be a member of the Schools Forum if he or she resigns from the Schools Forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the Schools Forum. For example, a secondary schools member must stand down if their school converts to an academy. A schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the Schools Forum even if they remain a governor of a school represented by another group or sub-group. Other situations in which membership of the Schools Forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents.

## Schools members

- 1.16. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, Schools Forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the LA. Middle schools and all through schools are treated according to their deemed status.
- 1.17. Where a local authority maintains one or more special schools the Schools Forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).
- 1.18. The local authority then has discretion to divide the groups referred to in paragraph 1.16 and 1.17 into one or more of the following sub-groups–
- headteachers or headteachers’ representatives in each group;
  - governors in each group;
  - headteachers or headteachers representatives and governors in each group;
  - representatives of the particular school category.
- 1.19. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups do not have to be of equal size – for example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of Schools Forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the Schools Forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools’ members.
- 1.20. Whatever the membership structure of schools members on a Schools Forum, the important issue is that it should reflect most effectively the profile of education provision across the local authority to ensure that there is not an in-built bias towards any one phase or group.



## Election and nomination of schools members

- 1.21. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.
- 1.22. It is good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, e.g. community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election.
- 1.23. It is not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, i.e. if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.
- 1.24. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of Schools Forums are nominated to represent their constituents.
- 1.25. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a Schools Forum, or the committee/democratic services of a local authority. This may just include the provision of advice but may also consist of providing administrative support in actually running the elections themselves.
- 1.26. As a minimum, we would recommend that the clerk of a Schools Forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the Schools Forum and be able to advise the Chair of the Schools Forum and local authority on action that needs to be taken, where necessary, to seek new nominees.
- 1.27. In determining the process by which elections should be operated it is perfectly legitimate for a local authority to devise, in consultation with their Schools Forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.
- 1.28. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).
- 1.29. It would not be compliant with the Regulations for the steering committee or Chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a Schools Forum. Schools members must be elected, subject to paragraph 1.30 below.

- 1.30. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.
- 1.31. We would recommend that any scheme takes into account a number of factors:
- a. the process for collecting names of those wishing to stand for election;
  - b. the timescale for notifying all constituents of the election and those standing;
  - c. the arrangements for dispatching and receiving ballots;
  - d. the arrangements for counting and publicising the results;
  - e. any arrangements for unusual circumstances such as only one candidate standing in an election; and
  - f. whether existing members can stand for re-election.
- 1.32. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the Schools Forum.

## **Election and nomination of academies members**

- 1.33. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 1.21 to 1.32. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored, non-recoupment and converter academies.
- 1.34. Where there is only one academy in the local authority's area, then their proprietor body must select the person who will represent them.
- 1.35. There is no requirement for academies members to be split into specific sub-groups. e.g. primary, secondary, special, alternative provision. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.
- 1.36. It is possible that a single person be appointed as an academies member to more than one Schools Forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate Schools Forum.
- 1.37. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

## Non-schools members

- 1.38. Non-schools members may number no more than a third of a Schools Forum's total membership (excluding observers – see paragraph 1.51). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other institutions that specialise in special education needs (SEN) and learning difficulties and disabilities (LDD) provision (ISPs), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.
- 1.39. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and four year olds comes from the Schools Budget, and all settings are funded through the Early Years Single Funding Formula (EYSFF) including funding for the free entitlement for disadvantaged two-year-olds.
- 1.40. Before appointing additional non-schools members to the Schools Forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the Schools Forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate – schools-based such as a headteacher or governor, or someone linked more generally with the diocese, e.g. a member of the education board.
- 1.41. It is also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a Schools Forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at-risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.
- 1.42. The purpose of non-schools members is also to bring greater breadth of discussion to Schools Forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a Schools Forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

## Other membership issues

- 1.43. There are three restrictions placed on who can be a non-schools member of a Schools Forum. The local authority cannot appoint:
- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) 'executive members',
  - the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b)),
  - other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c)).
- 1.44. Schools Forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the Schools Forum).
- 1.45. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of Schools Forums.
- 1.46. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.
- 1.47. However, the inclusion of non-executive elected members and certain officers is not a requirement. Many Schools Forums do not have such members on them and it is for each local authority and Schools Forum to consider how best to ensure the right balance of school and non-school representation on the Schools Forum, taking into account their local circumstances and preferences.

## The role of executive elected members

- 1.48. A Schools Forum needs to ensure that there are systems in place for executive members of the Council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the Schools Budget and individual budget shares.
- 1.49. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in Schools Forum meetings. By doing so such elected members are able to contribute to the discussion and receive first-hand the views of the Schools Forum: it is clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at Schools Forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the Schools Forum and executive members.

Communication may also be assisted if Schools Forum members attended relevant Cabinet meetings as members of the public, e.g. when the funding formula is decided.

## Recording the composition of Schools Forums

- 1.50. Each local authority must make a written record of the composition of its Schools Forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members.

## Observers

- 1.51. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at Schools Forum meetings, e.g. a representative from the Education Funding Agency (EFA). This allows a conduit for national policy to be discussed at a local level and provide access for Schools Forum to an additional support mechanism, e.g. where there are highly complex issues to resolve.

## Participation of local authority officers at meetings

- 1.52. Only specific officers can speak at meetings of the Schools Forum. These officers are:
  - Director of Children's Services or their representative
  - Chief Financial Officer or their representative
  - Any person invited by Schools Forum to provide financial or technical advice
  - Any person presenting a paper to Schools Forum but their ability to speak is limited to the paper that they are presenting.
- 1.53. In the majority of cases Schools Forums are supported by a specific officer. In the course of their work, however, Schools Forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the Schools Forum's requests as far as possible.

## Procedures

- 1.54. Many procedural matters are not prescribed in the Regulations and are at the discretion either of the local authority or the Schools Forum itself. However, there are requirements in the Regulations relating to:
  - a. quorum: A meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it is 40% of the current

membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (e.g. election of a Chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it is not legally obliged to do so. In practice, the arrangements for meetings should be made to reduce the chance of a problem with quora. The quorum stipulation is in the Regulations to help ensure the legitimacy of decisions;

- b. election of a Chair: Under the Regulations, if the position of Chair falls vacant the Schools Forum must decide how long the term of office of the next Chair will be. This can be for any period, but the Schools Forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as Chair has a term of office as a member which comes to an end before their term of office as Chair ends. The Schools Forum must elect a Chair from amongst its own members, so it is not possible to elect an independent Chair. In addition any elected member of the local authority or officer of the local authority who is a member of a Schools Forum may not hold the office of Chair. Schools Forums can also appoint to a position of vice Chair to provide cover if the Chair is absent or the post vacant;
- c. voting procedures: The Regulations provide that a Schools Forum may determine its own voting procedures save that voting on:-
- the funding formula is limited to schools members, academies members and PVI representatives
  - de-delegation will be limited to the specific primary and secondary phase of maintained schools members.

The powers which Schools Forums have to take decisions on a range of funding matters increase the importance of clear procedures, e.g. decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the Schools Forum – for example a decision might be taken by voting to accept and adopt a report by a working group (see 1.58). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a Schools Forum makes in relation to any vote taken;

- d. substitutes: The local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at Schools Forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with Schools Forum members.
- e. defects and vacancies: The Regulations provide that proceedings of the Schools Forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy on the Schools Forum invalidate proceedings (see paragraph 1.52(a) on quorum).

- f. timing: Schools Forums must meet at least four times a year
- 1.55. Where the Regulations make no provision on a procedural matter, local discretion should be exercised. It is for the local authority to decide how far it wishes to establish rules for the Schools Forum to follow, in the form of standing orders. While it is entitled to do so, it is of course good practice to allow the Schools Forum to set its own rules so far as possible.

## Public access

- 1.56. Schools Forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result Schools Forums are required to be open to the public. Furthermore papers, agendas and minutes must be publicly available well in advance of each meeting. It is good practice that notification that Schools Forum is a public meeting is included on the website and papers are published at least a week in advance.
- 1.57. Some Schools Forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

## Working groups

- 1.58. It is open to a Schools Forum to set up working groups of members to discuss specific issues, and to produce draft advice and decisions for the Schools Forum itself to consider. The groups can also include wider representation - for example, an early years reference group can represent all the different types of provider to consider the detail of the early years single funding formula. The reference group would then be able to give its considered view on the local authority's proposals to the Schools Forum. The Schools Forum should not delegate actual decisions or the finalisation of advice to a working group, as this may have the effect of excluding legitimate points of view.

## Urgent business

- 1.59. It is good practice for the local authority to agree with its Schools Forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the Schools Forum, before the next scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the Schools Forum have an opportunity to participate, the logistics provide a

reasonable opportunity for consideration and the local authority policy on data security is not compromised.

- 1.60. It is not legal for the Chair to take a decision on behalf of the Schools Forum, no matter how urgent the matter in question; but a Schools Forum may wish to put in place a procedure for the Chair to give the local authority a view on an urgent issue.

## **Resources of the Schools Forum**

- 1.61. The costs of a Schools Forum fall in the centrally retained budget portion of the Schools Block of local authorities. Nationally there is variation in the level of funding local authorities identify against Schools Forum expenditure: the median budgeted expenditure in 2013-14 was £24,158.
- 1.62. It is legitimate to charge the running costs of Schools Forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some Schools Forums have a budget of their own to use for activities such as commissioning research or other reports. The 2012 School and Early Years Finance Regulations provide that the level of resource devoted to running Schools Forums in 2013-14 is limited to 2012-13 levels unless the Secretary of State agrees an increase. Similar arrangements are in the draft 2013 Regulations.



## Section 2 – Effective Schools Forums

### Introduction

- 2.1. As the previous section outlined, local authorities have responsibility for establishing Schools Forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.
- 2.2. The following outlines some aspects of what local authorities and Schools Forums should consider in ensuring that their Schools Forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it is able to play a meaningful part in the discussions of the Schools Forum.
- 2.3. Central to the effectiveness or otherwise of a Schools Forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of Schools Forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:
  - *Partnership: Having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority.*
  - *Effective Support: The business of the Schools Forum is supported by the local authority in an efficient and professional manner.*
  - *Openness: It is important that a Schools Forum feels it is receiving open, honest and objective advice from its local authority.*
  - *Responsiveness: Local authorities should as far as possible be responsive to requests from their Schools Forums and their members. Schools Forums themselves should also be aware of the resource implications of their requests.*
  - *Strategic view: Members of Schools Forum should consider the needs of the whole of the educational community, rather than using their position on a Schools Forum to advance their own sectional or specific interests.*
  - *Challenge and Scrutiny: Schools Forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area. The extent to which Schools Forums can scrutinise and challenge such proposals is an important aspect of their effectiveness.*
- 2.4. The characteristics identified above are just some of the aspects that will contribute to an effective Schools Forum. The following provides more detail on some of the specific issues that local authorities and Schools Forums may wish to consider in thinking about their own arrangements.

## Induction of new members

- 2.5. When new members join the Schools Forum appropriate induction materials should be provided. These might include material relating to the operation of the Schools Forum together with background information about the local and national school funding arrangements. Typically they might comprise:
  - a. the constitution of the Schools Forum
  - b. a list of members including contact details and their terms of office
  - c. any locally agreed terms of reference explaining the relationship between the Schools Forum and the local authority
  - d. copies of minutes of previous meetings
  - e. the programme of Schools Forum meetings for the year
  - f. the local Schools Forum web address
- 2.6. This Operational and Good Practice Guide, suitably supplemented by local material, should also be provided to new members on their appointment.
- 2.7. Where there is sufficient turnover of Schools Forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the Schools Forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

## Training

- 2.8. Ideally Schools Forum members should be able to use some of the budget set aside for Schools Forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the Schools Forum budget.
- 2.9. Training will need to be provided in response to any changes in the role of the Schools Forum and national developments in respect of school funding.

## Agenda setting

- 2.10. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a Schools Forum.
- 2.11. The frequency and timing of meetings of the Schools Forum should be agreed in advance of each financial or academic year. In drawing up this cycle of meetings, in consultation with the Schools Forum, the local authority should provide a clear overview of the key consultative and decision-making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance meetings will need to be scheduled at appropriate points to enable the

Schools Forum to consider the outcomes of local consultations and national announcements.

- 2.12. Although the business of Schools Forums must be open and transparent, it is recognised that from time to time items of a confidential nature will need to be discussed. It is recommended that authorities apply the same principles that they apply to Council/Cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, e.g. placing them together at the end of the agenda.

## **Preparation for a Schools Forum meeting**

- 2.13. It is vital that Schools Forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.
- 2.14. The vast majority of a Schools Forum's business will be transacted on the basis of prepared papers. It is therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It is also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.
- 2.15. It is good practice for the Schools Forum and local authority to agree a standard for these. It is usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to Schools Forum members.
- 2.16. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of the Schools Forum. Ideally such a standard should be agreed between the Schools Forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An Executive Summary of the reports can provide Schools Forum members and members of the public with an overview of the agenda and the decisions required.
- 2.17. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some Schools Forums ensure that each represented group meets in the days immediately prior to the Schools Forum meeting to ensure the agenda is discussed and Schools Forum members are properly briefed by the group they represent. Although on occasions it is inevitable that Schools Forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

- 2.18. Schools Forums can consider adopting a flexible arrangement for time immediately prior to the meeting. For example it could be used for training of new members, or as a drop-in session for members to ask items of clarification, or for members to meet without officers to discuss the agenda.

## **Chairing the Schools Forum**

- 2.19. The Chair of a Schools Forum plays a key role in setting the tone, pace and overall dynamic of the Schools Forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the Schools Forum to making well informed decisions.
- 2.20. The relationship between the Chair and the local authority is therefore vital. The Chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of School Forum business. It is good practice for there to be a pre-meeting between the senior officer of the local authority supporting the Schools Forum and the Chair of the Schools Forum to ensure that all the issues are clearly understood.
- 2.21. Equally, the Chair has the responsibility of representing the views of the Schools Forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the Schools Forum take the view that they do not have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the Chair and Schools Forum should be fully aware of the consequences of deferral.
- 2.22. The independence of Schools Forum is paramount. Enhancing the role of Chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the Chair undertakes significant work for the LA in another capacity, e.g. as an external consultant, they could be viewed as equivalent to an officer of the local authority.
- 2.23. Local authorities could consider if sharing contact details of the Schools Forum Chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

## **Clerking the Schools Forum**

- 2.24. Clerking of a Schools Forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the Schools Forum, the Chair and the local authority. It is a role often undertaken by an employee of the local authority though we would recommend consideration is given to the use of an independent clerk.
- 2.25. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the

conclusion and action agreed in relation to each agenda item. Verbatim reports of a Schools Forum's discussion, however, are unlikely to be very useful. Schools Forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

2.26. Beyond this a good clerk can:

- a. provide the route by which Schools Forum members can access further information and co-ordinate communication to Schools Forum members outside of the formal meeting cycle;
- b. respond to any queries about the business of the Schools Forum from headteachers, governors and others who are not on the Schools Forum themselves;
- c. be responsible for ensuring contact details of all members are up to date;
- d. maintain the list of members on the Schools Forum and advise on membership issues in general;
- e. assist with the co-ordination of nomination/election processes run by the constituent groups;
- f. keep the Schools Forum website up to date: e.g. by posting latest minutes and papers etc;
- g. monitor, on a regular basis, the Schools Forum and general Schools Funding section of the Department for Education (DfE) website or the gov.uk website; and arrange for the distribution of any relevant DfE information to Schools Forum members;
- h. if appropriate, provide technical advice in relation to the Schools Forum regulations and in relation to the operation of a Schools Forum's local constitution; and
- i. organise, operate and record any voting activity of the Schools Forum in line with the provisions of its local constitution.

2.27. Not all of these tasks may be able to be undertaken by the Schools Forum clerk. However, each one is important and there should be arrangements in place to ensure they are discharged adequately.

## **Good practice for Schools Forum meetings**

2.28. Schools Forums should ensure there is a clear debate of all agenda items. Whilst sub-group meetings are valuable in working through detailed issues, Schools Forum should consider that the level of debate held at the Schools Forum meeting and recorded in the minutes will be the official reflection of the level of challenge and discussion on each issue.

2.29. The use of nameplates for Schools Forum members also showing which group they are representing can be helpful to members of the public and presenters of papers.

2.30. The use of coloured cards or coloured nameplates can be helpful when specific members of Schools Forum are eligible to vote on specific items, e.g. de-delegation or changes to the funding formula.

2.31. Consultations with Schools Forum are a key responsibility of a local authority, ranging from the funding formula to the letting of contracts. Each consultation will be different and depend on the subject being consulted on, but local authorities should consider the following factors as good practice for effective consultation:-

- Plan and consult early
- Allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- An open and honest approach
- Fully inclusive
- Allow for ongoing dialogue
- Provide feedback
- Clear communications.

## Meeting notes and recording of decisions

2.32. A vital part of the effective operation of a Schools Forum is to ensure that an accurate record of the meeting is taken. This must include the clear recording of votes where there are contrary views. Recommendations to, and decisions of, Schools Forum must be clearly set out.

2.33. Notes or minutes of each Schools Forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions/votes. It is good practice to formally agree the accuracy of the note/minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result.

2.34. In order to provide clarity about representation at each meeting, it is good practice for the minutes to record the group and/or subgroup that each member represents against their name.

## Communication

2.35. Communication to the wider educational community of the discussions and debates of, and decisions made by, Schools Forum is fundamental to their effective operation. The more schools and other stakeholders know about the proceedings of the Schools Forum, the more their work will be an important and central part of the context of local educational funding. This is particularly important given the decision making role that the Schools Forum has. Local authorities should consider the operational differences between the types of stakeholders and plan their communications accordingly. For example ensuring effective communications across the PVI sector may be more difficult than with schools, who are more likely to have existing channels of communication e.g. headteacher meetings.

2.36. Each Schools Forum should therefore be clear what its channels of communication are. One channel is the requirement that all its agenda, minutes and papers are publicly available on the local authority's website. However, the Schools Forum should also consider additional communication processes. These could include:

- a. the reporting back by Schools Forum members to their 'parent' group of the business of the Schools Forum is a key responsibility of Schools Forum members. This can be a particularly useful method of ensuring that Schools Forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at Schools Forum meetings;
- b. an annual report on the proceedings of the Schools Forum;
- c. attendance by the Chair, or other Schools Forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the Children's Services Department; or
- d. a brief email to all schools, early years providers and other stakeholders after each Schools Forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- e. a Schools Forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of Schools Forum and its members.

## News updates

- 2.37. Most, but not all, members of the Schools Forum will already be in receipt of regular information on school funding matters from the local authority and DfE. Other Schools Forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.
- 2.38. Many local authorities have already established dedicated Schools Forum websites on which they post key information for Schools Forum members and other interested parties.



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TO: SCHOOLS FORUM  
DATE: 28 NOVEMBER 2013

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**EDUCATION AND CHILDREN'S SERVICES FINANCIAL BENCHMARKING -  
2013-14 ORIGINAL BUDGET DATA  
(Director of Children, Young People and Learning)**

**1 INTRODUCTION**

- 1.1 This is an annual information report that provides members of the Forum with financial benchmarking data in respect of the 2013-14 original budget that has been made available by the Department for Education (DfE). It can be used to help identify budget areas that may require review due to their relative high or low cost when compared to other Local Authorities (LAs) in England or our statistical neighbours.

**2 SUPPORTING INFORMATION**

**Background**

- 2.1 Section 251 of the Apprenticeships, Skills, Children & Learning Act 2009 provides a statutory requirement for each Local Authority (LA) to publish financial data in a format prescribed by the DfE – the Section 251 Statements. The DfE has recently released financial benchmarking data relating to 2013-14 budgets, and whilst this has not been nationally published, the DfE has indicated that this information should be made available to Schools Forums. The tables include benchmarking data for both Education and Children's Social Care Services.
- 2.2 The relevant data in respect of Bracknell Forest Council (BFC) is attached in the following Appendices:
- Annex A is a copy the Authority's Section 251 Statement used in the DfE benchmarking exercise.
  - Annex B (92 columns of data) shows all available financial data expressed as a net amount of budgeted spend per capita. The DfE has also made this information available on a gross cost basis, but only the net amount has been included in this report.
  - Annex C (10 columns of data) highlights for a selective range of budgets, expenditure for year on year comparisons.
  - Annex D (10 columns of data) provides some additional data, including information in respect of School Block Unit (i.e. per pupil) funding amounts and the percentage of schools on the Minimum Funding Guarantee (MFG).
- 2.3 Changes introduced to the national education funding framework at April 2013 mean that the format of the Section 251 Statement and resultant benchmarking data has, in places, changed significantly from 2012-13:

**Interpretation of the data**

- 2.4 To aid comparisons, the appendices show both the mean (simple average from dividing the total value by the number of values) and median averages (the middle value when all figures are listed in ascending order), as well as maximum and

minimum amounts for all Authorities in England. It is also possible to make comparisons with the 10 other LAs deemed by the DfE to have characteristics that most closely match those in BFC i.e. 'our statistical neighbours'.

- 2.5 These are, in order of closeness to the BFC profile, Hertfordshire, Central Bedfordshire, West Berkshire, Buckinghamshire, Hampshire, Surrey, Windsor and Maidenhead, Cheshire East, Oxfordshire and Cambridgeshire. Whilst these LAs have the closest characteristics to BFC, it needs to be noted that 6 of this group are significantly larger County Council's that benefit to a far greater extent from economies of scale than smaller unitary authorities like BFC which leads to some BFC costs being relatively higher when expressed on a per capita basis on the Section 251 tables.
- 2.6 In interpreting the data, it needs to be borne in mind that a number of authorities have commented on the unclear and brief guidance from the DfE on how to complete the Section 251 Statements. Therefore, it is likely that not all authorities have completed the statements on the same basis.

### **Analysis of the tables**

- 2.7 The following comments have been provided in respect of the largest variations in BFC spend compared to the statistical neighbours. All comparisons in this report relate to the average median as this comparator is considered the least sensitive to distortion from extreme values. Many variances are similar to previous years and therefore the same explanation is reported.

### **Annex B – Per capita table (net)**

Generally speaking, in Annex B, each £1 of per pupil spend in the tables equates to £17,200.

### ***Schools Budget Items – 100% funded from the Dedicated Schools grant***

Statutory Regulations require that the total spent within the Schools Budget is at least at the level of grant funding provided by the government for this purpose. BFC has always set the budget at the level of approved grant, and therefore whilst there will be above and below average spend within different parts of the Schools Budget that reflect the decisions agreed by the Schools Forum, overall, the total planned spend will be equivalent to total government grant made available to support the Schools Budget.

The following items are highlighted for comment:

1. De-delegated items (columns 2 - 10) is the highest amount and reflects the budget decisions supported by schools and the Forum to allow for the continued central management of relevant budgets by the Council. Some LAs have fully delegated these budgets and others have completed partial delegation. These would be the main reasons for the large range of different amounts of per pupil funding.
2. High Needs budgets (11 - 21). Overall, planned spend is 7.5% above average. The level of spend reflects the limited provisions maintained by the Council and the need to use more expensive out of Borough providers or special schools maintained by other local authorities. Work is underway to establish further

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options to reduce these costs, including the potential development of a new SEN facility at Eastern Road.

3. Central provision within the Schools Budget (23 - 35). There are 2 budgets where spend is noticeably above the average. Spend on combined services, such as support to educational attainment for looked after children, child and family multi-disciplinary assessments is 2.7 times the average and reflects the high priority placed on early interventions and prevention services that support improved outcomes for children and reduced expenditure over the medium to long term. Spend on pupil growth and infant class sizes is 85% above average. This budget is recalculated each year to take account of the latest estimate of pupil numbers and provisional data from the October 2013 school census indicates that the budget has been accurately set. Not all LAs fund pupil growth and infant class sizes.
4. Overall, BFC spend 2% more than average on the Schools Budget of the 10 LAs in the neighbourhood grouping (36). This funding has been allocated to the different expenditure headings in accordance with the budget decisions of the Schools Forum reflecting local priorities and is particularly influenced by the capacities around SEN provisions.

### *Local Authority Budget – Funded by BFC*

5. Asset management – education (41). Spend is 4.25 higher than average and highest in the statistical grouping. It reflects the work involved in supporting the school expansion programme and planned works. It includes spend in both CYPL and Corporate Services Departments.
6. Statutory / Regulatory duties - education (42). Spend is 86% higher than average and highest in the statistical grouping. Spend continues to reduce which reflects the efficiency improvements introduced. Costs are expected to remain relatively high due to the limited opportunities to benefit from economies of scale and the relative cost base faced by the Council. The average spend on this item for the 11 LAs closest in size to BFC is £86, £2 above the BFC amount.
7. Home to school transport (non-SEN) (49). Spend is 27% of average and reflects the relatively small geographical size of the Borough and the limited criteria that the transport policy includes for non-SEN transport. For example, transport for denominational reasons is not subsidised.
8. Young people's learning and development (51). Spend is 12 times the average and highest in the statistical grouping. This reflects the cost of the Advizer contract only that provides some information, advice and guidance to post 16 students, but the vast majority relates to targeted support. A review of what should actually be recorded on this line suggests the BFC figure is over stated by around £30 per head, and that this spend should be recorded against line 3.5.2 Targeted services for young people. Adjusting for this correction results in spend figures more in line with the general expectation.
9. Safeguarding children and young people's services (75 – 79) is 10% above the average and is mainly as a consequence of the cost of social workers which is set at the level assessed as being required to ensure the safety of children.
10. In summary, total spend on children and young people's services and youth justice (92) is 2% above average which is considered a reasonable variance.

### Annex C – year on year changes

#### *Schools Budget – 100% funded from the Dedicated Schools Grant*

1. The changes highlighted through this section will arise from changes agreed to the budget each year which are subject to consultation with the Forum. In some instances, the explanations given above to Annex B are the reason for changes shown in Annex C.
2. The increase in SEN provision (1) mainly reflects moving the £0.084m budget for the Autistic outreach service from Kennel Lane Special School's delegated budget and recording it as a support service. There are significant increases recorded by the statistical neighbours, but no information is held to explain their changes. The BF increase at 20% compares to 36% for all of England. SEN has seen significant changes from the funding reforms and budgets changes are not unexpected.
3. The rise in School Specific Contingency (4) is a consequence of moving in the budget for support to schools in financial difficulty which was recorded on a separate line on the 2012-13 return. This explains the 22% increase. Again, as BFC does not have access to other LAs data, no explanation is available to the reductions recorded by others.

#### *LEA Budget – Funded by BFC*

4. There have been minor year on year changes in BFC against the items included on the benchmarking data.

### Annex D – Additional Information

1. The Schools Block Unit of Funding (1) represents the amount of core funding received by BFC for each child on roll at a mainstream school (including academies). BFC funding is at the average of the statistical neighbours. It is based on the 2012-13 budget statement, adjusted where relevant to match the new requirements of the funding reforms.
2. Percentage of schools on the MFG are shown in columns 3 and 4. These reflect to requirements of the national formula that all LAs must apply, subject to adjustment where agreed by the DfE. BFC has below average numbers for the statistical neighbours, and is in line with the all England Average.
3. Columns 5 – 10 show gross per capita spend on SEN transport, support to looked after children and safeguarding. The divisors for the per capita spend amounts relate to actual users of the service, so include number of statemented pupils, number of looked after children and children in need. Columns 8 – 10 show the same analysis on a net amount per capita basis. BFC is in line with or below the average spend by statistical neighbours on these budgets.

### Next Steps

- 2.8 The Council uses this data to help inform on areas of budget that need to be reviewed to assist in obtaining value for money.

**3 EQUALITIES IMPACT ASSESSMENT**

3.1 Not applicable.

**4 STRATEGIC RISK MANAGEMENT ISSUES**

4.1 None.

Background Papers

Benchmarking Tables of LA Expenditure: 2013-14 – DfE document

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## 2013-14 Section 251 Statement – Bracknell Forest Council Table 1

| Description   | Gross             | Income   | Net               |
|---|-------------------|----------|-------------------|
| <b>Schools Budget</b>   |                   |          |                   |
| 1.0.1 Individual Schools Budget (before Academy recoupment)                     | 69,210,200        |          | 69,210,200        |
| <b>De-delegated items</b>   |                   |          |                   |
| 1.1.1 Contingencies   | 369,381           | 0        | 369,381           |
| 1.1.2 Behaviour support services  | 482,787           | 0        | 482,787           |
| 1.1.3 Support to UPEG and bilingual learners                                    | 127,065           | 0        | 127,065           |
| 1.1.4 Free school meals eligibility   | 0                 | 0        | 0                 |
| 1.1.5 Insurance   | 0                 | 0        | 0                 |
| 1.1.6 Museum and Library services   | 0                 | 0        | 0                 |
| 1.1.7 Licences/subscriptions  | 85,584            | 0        | 85,584            |
| 1.1.8 Staff costs supply cover  | 327,288           | 0        | 327,288           |
| <b>High Needs Budget</b>  |                   |          |                   |
| 1.2.1 Top up funding - maintained providers                                     | 3,530,140         | 0        | 3,530,140         |
| 1.2.2 Top up funding - Academies and Free Schools                               | 91,440            | 0        | 91,440            |
| 1.2.3 Top up funding - independent providers                                    | 4,423,353         | 0        | 4,423,353         |
| 1.2.4 Other AP provision  | 360,880           | 0        | 360,880           |
| 1.2.5 SEN support services  | 1,120,620         | 0        | 1,120,620         |
| 1.2.6 Support for inclusion   | 84,000            | 0        | 84,000            |
| 1.2.7 Hospital education services   | 0                 | 0        | 0                 |
| 1.2.8 Special schools and PRUs in financial difficulty                          | 14,470            | 0        | 14,470            |
| 1.2.9 PFI and BSF costs at special schools                                      | 0                 | 0        | 0                 |
| 1.2.10 Direct payments (SEN and disability)                                     | 0                 | 0        | 0                 |
| <b>Early Years Budget</b>   |                   |          |                   |
| 1.3.1 Central expenditure on children under 5                                   | 1,259,900         | 0        | 1,259,900         |
| <b>Central provision within the schools budget</b>                              |                   |          |                   |
| 1.4.1 Contribution to combined budgets  | 602,127           | 0        | 602,127           |
| 1.4.2 School admissions   | 175,970           | 0        | 175,970           |
| 1.4.3 Servicing of schools forums   | 21,439            | 0        | 21,439            |
| 1.4.4 Termination of employment costs   | 52,000            | 0        | 52,000            |
| 1.4.5 Carbon reduction commitment allowances                                    | 80,000            | 0        | 80,000            |
| 1.4.6 Capital expenditure from revenue (CERA)                                   | 0                 | 0        | 0                 |
| 1.4.7 Prudential borrowing costs  | 0                 | 0        | 0                 |
| 1.4.8 Fees to independent schools without SEN                                   | 30,000            | 0        | 30,000            |
| 1.4.9 Equal pay - back pay  | 0                 | 0        | 0                 |
| 1.4.10 Pupil growth/ Infant class sizes   | 441,240           | 0        | 441,240           |
| 1.4.11 SEN transport  | 0                 | 0        | 0                 |
| 1.4.12 Exceptions agreed by Secretary of State                                  | 30,000            | 0        | 30,000            |
| 1.5.1 Other Specific Grants   | 0                 | 0        | 0                 |
| <b>1.6.1 TOTAL SCHOOLS BUDGET (before Academy recoupment)</b>                   | <b>82,919,884</b> | <b>0</b> | <b>82,919,884</b> |
| 1.7.1 Estimated Dedicated Schools Grant for 2013-14                             | 78,411,833        |          |                   |
| 1.7.2 Dedicated Schools Grant brought forward from 2012-13                      | 0                 |          |                   |
| 1.7.3 EFA funding   | 4,508,051         |          |                   |
| 1.7.4 Local Authority additional contribution                                   | 1                 |          |                   |
| <b>1.7.5 Total funding supporting the Schools Budget (lines 1.7.1 to 1.7.4)</b> | <b>82,919,885</b> |          |                   |

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| Description   | Gross            | Income         | Net              |
|---|------------------|----------------|------------------|
| <b>Other education and community budget</b>   |                  |                |                  |
| 2.0.1 Therapies and other health related services   | 0                | 0              | 0                |
| 2.0.2 Central support services  | 0                | 0              | 0                |
| 2.0.3 Education welfare service   | 238,924          | 0              | 238,924          |
| 2.0.4 School improvement  | 916,716          | 258,380        | 658,336          |
| 2.0.5 Asset management - education  | 270,650          | 0              | 270,650          |
| 2.0.6 Statutory/ Regulatory duties - education  | 1,356,442        | 0              | 1,356,442        |
| 2.0.7 Premature retirement cost/ Redundancy costs (new provisions)  | 25,525           | 0              | 25,525           |
| 2.0.8 Monitoring national curriculum assessment   | 15,000           | 0              | 15,000           |
| 2.1.1 Educational psychology service  | 327,242          | 0              | 327,242          |
| 2.1.2 SEN administration, assessment and coordination and monitoring  | 337,342          | 0              | 337,342          |
| 2.1.3 Parent partnership, guidance and information  | 42,700           | 0              | 42,700           |
| 2.1.4 Home to school transport: SEN transport expenditure(0 - 25)   | 1,672,782        | 49,100         | 1,623,682        |
| 2.1.5 Home to school transport: other home to school transport expenditure  | 345,582          | 150            | 345,432          |
| 2.1.6 Supply of school places   | 25,000           | 0              | 25,000           |
| 2.2.1 Young people's learning and development   | 643,322          | 0              | 643,322          |
| 2.2.2 Adult and Community learning  | 706,166          | 668,760        | 37,406           |
| 2.2.3 Pension costs   | 275,000          | 0              | 275,000          |
| 2.2.4 Joint use arrangements  | 0                | 0              | 0                |
| 2.2.5 Insurance   | 0                | 0              | 0                |
| 2.3.1 Other Specific Grant  | 0                | 0              | 0                |
| <b>2.4.1 Total Other education and community budget</b>   | <b>7,198,393</b> | <b>976,390</b> | <b>6,222,003</b> |
| <b>Safeguarding children and young people's services</b>  |                  |                |                  |
| 3.0.1 Funding for individual Sure Start Children's Centres  | 686,970          | 18,670         | 668,300          |
| 3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres | 175,763          | 0              | 175,763          |
| 3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres                                   | 251,162          | 7,580          | 243,582          |
| 3.0.4 Other early years funding   | 734,925          | 3,890          | 731,035          |
| 3.0.5 Total Sure Start Children's Centres and Early Years Funding   | 1,848,820        | 30,140         | 1,818,680        |
| 3.1.1 Residential care  | 1,801,466        | 0              | 1,801,466        |
| 3.1.2 Fostering services  | 1,998,012        | 23,940         | 1,974,072        |
| 3.1.3 Adoption services   | 263,160          | 27,570         | 235,590          |
| 3.1.4 Special guardianship support  | 107,560          | 0              | 107,560          |
| 3.1.5 Other children looked after services  | 429,810          | 0              | 429,810          |
| 3.1.6 Short breaks (respite) for looked after disabled children   | 355,724          | 58,130         | 297,594          |
| 3.1.7 Children placed with family and friends   | 59,408           | 0              | 59,408           |
| 3.1.8 Education of looked after children  | 7,390            | 0              | 7,390            |
| 3.1.9 Leaving care support services   | 353,130          | 0              | 353,130          |
| 3.1.10 Asylum seeker services children  | 69,350           | 69,350         | 0                |
| 3.1.11 Total Children Looked After  | 5,445,010        | 178,990        | 5,266,020        |
| 3.2.1 Other children and families services  | 48,180           | 0              | 48,180           |
| 3.3.1 Social work (including LA functions in relation to child protection)  | 3,818,220        | 0              | 3,818,220        |
| 3.3.2 Commissioning and Children's Services Strategy  | 28,620           | 0              | 28,620           |
| 3.3.3 Local Safeguarding Children Board   | 86,660           | 21,020         | 65,640           |
| <b>3.3.4 Total Safeguarding Children and Young People's Services</b>  | <b>3,933,500</b> | <b>21,020</b>  | <b>3,912,480</b> |

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| Description   | Gross              | Income           | Net                |
|---|--------------------|------------------|--------------------|
| <b>Family support services</b>  |                    |                  |                    |
| 3.4.1 Direct payments   | 91,140             | 0                | 91,140             |
| 3.4.2 Short breaks (respite) for disabled children  | 637,220            | 0                | 637,220            |
| 3.4.3 Other support for disabled children   | 30,540             | 0                | 30,540             |
| 3.4.4 Targeted family support   | 886,430            | 0                | 886,430            |
| 3.4.5 Universal family support  | 217,600            | 0                | 217,600            |
| <b>3.4.6 Total Family Support Services</b>  | <b>1,862,930</b>   | <b>0</b>         | <b>1,862,930</b>   |
| <b>Services for young people</b>  |                    |                  |                    |
| 3.5.1 Universal services for young people   | 740,200            | 118,940          | 621,260            |
| 3.5.2 Targeted services for young people  | 422,380            | 35,780           | 386,600            |
| <b>3.5.3 Total Services for young people</b>  | <b>1,162,580</b>   | <b>154,720</b>   | <b>1,007,860</b>   |
| <b>3.6.1 Youth justice</b>  | <b>590,720</b>     | <b>242,240</b>   | <b>348,480</b>     |
| <b>4.0.1 Capital Expenditure from Revenue (CERA) (Non-schools budget functions and Children's and young people services)</b>  | <b>0</b>           | <b>0</b>         | <b>0</b>           |
| <b>5.0.1 Total Schools Budget and Other education and community budget (excluding CERA) (lines 1.6.1 and 2.4.1)</b>   | <b>90,118,277</b>  | <b>976,390</b>   | <b>89,141,887</b>  |
| <b>5.0.2 Total Children and Young People's Services and Youth Justice Budget (excluding CERA)(lines 3.0.5 + 3.1.11 + 3.2.1 + 3.3.4 + 3.4.6 + 3.5.3 + 3.6.1)</b>           | <b>14,891,740</b>  | <b>627,110</b>   | <b>14,264,630</b>  |
| <b>6 Total Schools Budget, Other education and community budget, Children and Young People's Services and Youth Justice Budget (excluding CERA) (lines 5.0.1 + 5.0.2)</b> | <b>105,010,017</b> | <b>1,603,500</b> | <b>103,406,517</b> |



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Annex B

Per Capital Table (net)

| Statistical Neighbours            | Col 1   | Col 2                       | Col 3                                      | Col 4   | Col 5   | Col 6               | Col 7  | Col 8                                | Col 9                                       | Col 10                |
|-----------------------------------|---|-----------------------------|--|---|---|---------------------|--|--------------------------------------|---|-----------------------|
|                                   | 1.0.1<br>Individual<br>Schools<br>Budget<br>(before<br>Academy<br>recoupment)<br>** | 1.1.1<br>Contingencies<br>* | 1.1.2<br>Behaviour<br>support<br>services* | 1.1.3<br>Support to<br>UPEG and<br>bilingual<br>learners* | 1.1.4 Free<br>school<br>meals<br>eligibility* | 1.1.5<br>Insurance* | 1.1.6<br>Museum<br>and<br>Library<br>services* | 1.1.7<br>Licences/<br>subscriptions* | 1.1.8<br>Staff<br>costs<br>supply<br>cover* | DEDELEGATED<br>ITEMS* |
| <b>ENGLAND - Average (mean)</b>   | <b>4,350</b>  | <b>10</b>                   | <b>6</b>                                   | <b>5</b>  | <b>1</b>                                      | <b>3</b>            | <b>0</b>                                       | <b>2</b>                             | <b>8</b>                                    | <b>36</b>             |
| <b>ENGLAND - Average (median)</b> | <b>4,312</b>  | <b>7</b>                    | <b>3</b>                                   | <b>3</b>  | <b>1</b>                                      | <b>0</b>            | <b>0</b>                                       | <b>0</b>                             | <b>4</b>                                    | <b>35</b>             |
| <b>ENGLAND - Minimum</b>          | <b>2,134</b>  | <b>0</b>                    | <b>0</b>                                   | <b>0</b>  | <b>0</b>                                      | <b>0</b>            | <b>0</b>                                       | <b>0</b>                             | <b>0</b>                                    | <b>0</b>              |
| <b>ENGLAND - Maximum</b>          | <b>6,935</b>  | <b>140</b>                  | <b>35</b>                                  | <b>58</b>   | <b>11</b>                                     | <b>35</b>           | <b>13</b>                                      | <b>27</b>                            | <b>51</b>                                   | <b>150</b>            |
| <b>Average (median)</b>           | <b>4,082</b>  | <b>5</b>                    | <b>3</b>                                   | <b>1</b>  | <b>0</b>                                      | <b>0</b>            | <b>0</b>                                       | <b>2</b>                             | <b>2</b>                                    | <b>27</b>             |
| <b>Minimum</b>                    | <b>3,735</b>  | <b>0</b>                    | <b>0</b>                                   | <b>0</b>  | <b>0</b>                                      | <b>0</b>            | <b>0</b>                                       | <b>0</b>                             | <b>0</b>                                    | <b>8</b>              |
| <b>Maximum</b>                    | <b>4,378</b>  | <b>23</b>                   | <b>30</b>                                  | <b>17</b>   | <b>1</b>                                      | <b>13</b>           | <b>0</b>                                       | <b>5</b>                             | <b>20</b>                                   | <b>86</b>             |
| 867 Bracknell Forest              | 4,034   | 23                          | 30   | 8   | 0   | 0                   | 0  | 5                                    | 20  | 86                    |
| 919 Hertfordshire                 | 4,084   | 11                          | 0  | 0   | 1   | 0                   | 0  | 2                                    | 0   | 13                    |
| 823 Central Bedfordshire          | 4,035   | 5                           | 0  | 0   | 0   | 0                   | 0  | 0                                    | 3   | 8                     |
| 869 West Berkshire                | 4,240   | 8                           | 9  | 10  | 0   | 0                   | 0  | 2                                    | 0   | 29                    |
| 825 Buckinghamshire               | 3,735   | 9                           | 0  | 0   | 0   | 0                   | 0  | 0                                    | 2   | 11                    |
| 850 Hampshire                     | 4,252   | 1                           | 13   | 8   | 0   | 0                   | 0  | 1                                    | 3   | 27                    |
| 936 Surrey                        | 4,082   | 18                          | 11   | 6   | 0   | 0                   | 0  | 4                                    | 2   | 41                    |
| 868 Windsor and Maidenhead        | 4,378   | 2                           | 6  | 0   | 0   | 0                   | 0  | 3                                    | 16  | 28                    |
| 895 Cheshire East                 | 4,164   | 4                           | 3  | 0   | 0   | 0                   | 0  | 3                                    | 2   | 13                    |
| 931 Oxfordshire                   | 4,013   | 0                           | 2  | 1   | 0   | 6                   | 0  | 0                                    | 4   | 13                    |
| 873 Cambridgeshire                | 3,834   | 5                           | 0  | 17  | 1   | 13                  | 0  | 2                                    | 1   | 37                    |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recoupment academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

i) In 2012-13, the following columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

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| Statistical Neighbours            | Col 11  | Col 12  | Col 13   | Col 14                         | Col 15                           | Col 16                            | Col 17                            | Col 18   | Col 19   | Col 20  | Col 21                  | Col 22  |
|-----------------------------------|---|---|--|--------------------------------|----------------------------------|-----------------------------------|-----------------------------------|--|--|---|-------------------------|---|
|                                   | 1.2.1 Top up funding - maintained providers ***** | 1.2.2 Top up funding - Academies and Free Schools ***** | 1.2.3 Top up funding - independent providers ***** | 1.2.4 Other AP provision ***** | 1.2.5 SEN support services ***** | 1.2.6 Support for inclusion ***** | 1.2.7 Hospital education services | 1.2.8 Special schools and PRUs in financial difficulty ***** | 1.2.9 PFI and BSF costs at special schools ***** | 1.2.10 Direct payments (SEN and disability) ***** | HIGH NEEDS BUDGET ***** | 1.3.1 Central expenditure on children under 5 ***** |
| <b>ENGLAND - Average (mean)</b>   | <b>136</b>  | <b>20</b>   | <b>63</b>  | <b>11</b>                      | <b>34</b>                        | <b>14</b>                         | <b>3</b>                          | <b>0</b>   | <b>1</b>   | <b>0</b>  | <b>281</b>              | <b>34</b>   |
| <b>ENGLAND - Average (median)</b> | <b>131</b>  | <b>16</b>   | <b>62</b>  | <b>5</b>                       | <b>33</b>                        | <b>9</b>                          | <b>0</b>                          | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>277</b>              | <b>27</b>   |
| <b>ENGLAND - Minimum</b>          | <b>21</b>   | <b>0</b>  | <b>0</b>   | <b>0</b>                       | <b>0</b>                         | <b>0</b>                          | <b>0</b>                          | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>143</b>              | <b>0</b>  |
| <b>ENGLAND - Maximum</b>          | <b>888</b>  | <b>120</b>  | <b>207</b>   | <b>86</b>                      | <b>103</b>                       | <b>71</b>                         | <b>40</b>                         | <b>18</b>  | <b>63</b>  | <b>28</b>   | <b>1,051</b>            | <b>168</b>  |
| <b>Average (median)</b>           | <b>126</b>  | <b>17</b>   | <b>63</b>  | <b>3</b>                       | <b>32</b>                        | <b>16</b>                         | <b>1</b>                          | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>305</b>              | <b>19</b>   |
| <b>Minimum</b>                    | <b>73</b>   | <b>3</b>  | <b>35</b>  | <b>0</b>                       | <b>12</b>                        | <b>0</b>                          | <b>0</b>                          | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>153</b>              | <b>3</b>  |
| <b>Maximum</b>                    | <b>198</b>  | <b>81</b>   | <b>151</b>   | <b>20</b>                      | <b>61</b>                        | <b>28</b>                         | <b>8</b>                          | <b>1</b>   | <b>1</b>   | <b>0</b>  | <b>398</b>              | <b>51</b>   |
| 64 867 Bracknell Forest           | 120   | 3   | 151  | 12                             | 38                               | 3                                 | 0                                 | 0  | 0  | 0   | 328                     | 23  |
| 919 Hertfordshire                 | 126   | 4   | 47   | 1                              | 31                               | 18                                | 5                                 | 1  | 1  | 0   | 232                     | 37  |
| 823 Central Bedfordshire          | 73  | 60  | 35   | 9                              | 22                               | 16                                | 0                                 | 0  | 0  | 0   | 216                     | 40  |
| 869 West Berkshire                | 135   | 20  | 76   | 0                              | 32                               | 28                                | 0                                 | 0  | 0  | 0   | 291                     | 13  |
| 825 Buckinghamshire               | 155   | 48  | 99   | 4                              | 61                               | 28                                | 3                                 | 0  | 0  | 0   | 398                     | 18  |
| 850 Hampshire                     | 89  | 11  | 36   | 0                              | 12                               | 4                                 | 1                                 | 0  | 0  | 0   | 153                     | 21  |
| 936 Surrey                        | 138   | 16  | 122  | 20                             | 37                               | 0                                 | 4                                 | 0  | 0  | 0   | 337                     | 18  |
| 868 Windsor and Maidenhead        | 133   | 17  | 145  | 0                              | 25                               | 24                                | 1                                 | 0  | 0  | 0   | 344                     | 14  |
| 895 Cheshire East                 | 198   | 10  | 63   | 0                              | 29                               | 6                                 | 0                                 | 0  | 0  | 0   | 305                     | 19  |
| 931 Oxfordshire                   | 85  | 37  | 41   | 3                              | 60                               | 7                                 | 8                                 | 0  | 0  | 0   | 241                     | 51  |
| 873 Cambridgeshire                | 120   | 81  | 47   | 4                              | 35                               | 22                                | 0                                 | 0  | 0  | 0   | 310                     | 3   |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recouplement academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

wing columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

| Statistical Neighbours            | Col 23   | Col 24                              | Col 25  | Col 26  | Col 27  | Col 28   | Col 29                                       | Col 30   | Col 31                                    | Col 32  | Col 33                           | Col 34  | Col 35                                  | Col 36  |
|-----------------------------------|--|-------------------------------------|---|---|---|--|--|--|---|---|----------------------------------|---|---|---|
|                                   | 1.4.1<br>Contribution<br>to combined<br>budgets ** | 1.4.2<br>School<br>admissions<br>** | 1.4.3<br>Servicing of<br>schools<br>forums ** | 1.4.4<br>Termination<br>of<br>employment<br>costs** | 1.4.5<br>Carbon<br>reduction<br>commitment<br>allowances ** | 1.4.6<br>Capital<br>expenditure<br>from revenue<br>(CERA) ** | 1.4.7<br>Prudential<br>borrowing<br>costs ** | 1.4.8<br>Fees<br>to<br>independen<br>t schools<br>without<br>SEN** | 1.4.9<br>Equal<br>pay -<br>back pay<br>** | 1.4.10<br>Pupil<br>growth/<br>Infant<br>class sizes<br>** | 1.4.11<br>SEN<br>transport<br>** | 1.4.12<br>Exceptions<br>agreed by<br>Secretary of<br>State ** | 1.5.1<br>Other<br>Specific<br>Grants ** | 1.6.1<br>TOTAL<br>SCHOOL<br>BUDGET<br>(before<br>Academy<br>recoupment)<br>** |
| <b>ENGLAND - Average (mean)</b>   | 24   | 9                                   | 1   | 5   | 5   | 18   | 3  | 2  | 4   | 18  | 3                                | 3   | 2                                       | 4,989   |
| <b>ENGLAND - Average (median)</b> | 15   | 9                                   | 1   | 1   | 5   | 0  | 0  | 0  | 0   | 14  | 0                                | 2   | 0                                       | 4,933   |
| <b>ENGLAND - Minimum</b>          | 0  | 0                                   | 0   | 0   | 0   | 0  | 0  | 0  | 0   | 0   | 0                                | 0   | 0                                       | 2,723   |
| <b>ENGLAND - Maximum</b>          | 118  | 41                                  | 28  | 42  | 81  | 643  | 68   | 117  | 67  | 80  | 51                               | 104   | 199                                     | 8,321   |
| <b>Average (median)</b>           | 13   | 10                                  | 0   | 0   | 4   | 4  | 0  | 0  | 0   | 14  | 0                                | 2   | 0                                       | 4,701   |
| <b>Minimum</b>                    | 0  | 5                                   | 0   | 0   | 0   | 0  | 0  | 0  | 0   | 2   | 0                                | 0   | 0                                       | 4,456   |
| <b>Maximum</b>                    | 55   | 21                                  | 4   | 4   | 6   | 51   | 17   | 2  | 57  | 28  | 7                                | 2   | 0                                       | 5,058   |
| 867 Bracknell Forest              | 35   | 10                                  | 1   | 3   | 5   | 0  | 0  | 2  | 0   | 26  | 0                                | 2   | 0                                       | 4,796   |
| 919 Hertfordshire                 | 8  | 11                                  | 1   | 0   | 6   | 41   | 0  | 0  | 0   | 20  | 0                                | 2   | 0                                       | 4,594   |
| 823 Central Bedfordshire          | 0  | 8                                   | 0   | 0   | 0   | 0  | 0  | 0  | 0   | 20  | 0                                | 0   | 0                                       | 4,456   |
| 869 West Berkshire                | 0  | 12                                  | 4   | 0   | 4   | 0  | 0  | 0  | 0   | 4   | 0                                | 2   | 0                                       | 4,746   |
| 825 Buckinghamshire               | 31   | 21                                  | 0   | 3   | 4   | 48   | 0  | 0  | 0   | 2   | 0                                | 2   | 0                                       | 4,506   |
| 850 Hampshire                     | 13   | 6                                   | 0   | 4   | 0   | 38   | 2  | 1  | 57  | 28  | 0                                | 2   | 0                                       | 4,722   |
| 936 Surrey                        | 13   | 13                                  | 0   | 0   | 5   | 0  | 0  | 0  | 0   | 22  | 0                                | 2   | 0                                       | 4,808   |
| 868 Windsor and Maidenhead        | 14   | 15                                  | 2   | 0   | 5   | 4  | 0  | 0  | 0   | 14  | 0                                | 2   | 0                                       | 5,058   |
| 895 Cheshire East                 | 0  | 5                                   | 0   | 0   | 0   | 0  | 17   | 0  | 0   | 5   | 0                                | 0   | 0                                       | 4,701   |
| 931 Oxfordshire                   | 16   | 6                                   | 0   | 3   | 0   | 51   | 17   | 0  | 0   | 8   | 7                                | 2   | 0                                       | 4,637   |
| 873 Cambridgeshire                | 55   | 5                                   | 0   | 0   | 5   | 18   | 0  | 0  | 0   | 9   | 0                                | 2   | 0                                       | 4,504   |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recoupment academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

i) Following columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

| Statistical Neighbours            | Col 37   | Col 38                          | Col 39                           | Col 40                     | Col 41                              | Col 42   | Col 43   | Col 44   | Col 45                                  | Col 46  | Col 47   | Col 48  | Col 49   |
|-----------------------------------|--|---------------------------------|----------------------------------|----------------------------|-------------------------------------|--|--|--|---|---|--|---|--|
|                                   | 2.0.1 Therapies and other health related services* | 2.0.2 Central support services* | 2.0.3 Education welfare service* | 2.0.4 School improvement * | 2.0.5 Asset management - education* | 2.0.6 Statutory/Regulatory duties - education* | 2.0.7 Premature retirement cost/Redundancy costs (new provisions)* | 2.0.8 Monitoring national curriculum assessment* | 2.1.1 Educational psychology service*** | 2.1.2 SEN administration, assessment and coordination and monitoring*** | 2.1.3 Parent partnership, guidance and information *** | 2.1.4 Home to school transport: SEN expenditure (0 - 25)*** | 2.1.5 Home to school transport: other home to school transport expenditure *** |
| <b>ENGLAND - Average (mean)</b>   | <b>2</b>   | <b>10</b>                       | <b>13</b>                        | <b>35</b>                  | <b>13</b>                           | <b>49</b>                                      | <b>8</b>   | <b>1</b>   | <b>15</b>                               | <b>12</b>   | <b>2</b>   | <b>69</b>   | <b>51</b>  |
| <b>ENGLAND - Average (median)</b> | <b>0</b>   | <b>6</b>                        | <b>14</b>                        | <b>31</b>                  | <b>7</b>                            | <b>47</b>                                      | <b>0</b>   | <b>0</b>   | <b>14</b>                               | <b>11</b>   | <b>2</b>   | <b>68</b>   | <b>18</b>  |
| <b>ENGLAND - Minimum</b>          | <b>0</b>   | <b>-10</b>                      | <b>0</b>                         | <b>-2</b>                  | <b>-1</b>                           | <b>-6</b>                                      | <b>0</b>   | <b>0</b>   | <b>0</b>                                | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>   |
| <b>ENGLAND - Maximum</b>          | <b>100</b>   | <b>155</b>                      | <b>85</b>                        | <b>239</b>                 | <b>129</b>                          | <b>324</b>                                     | <b>86</b>  | <b>25</b>  | <b>49</b>                               | <b>61</b>   | <b>22</b>  | <b>163</b>  | <b>227</b>   |
| <b>Average (median)</b>           | <b>0</b>   | <b>4</b>                        | <b>12</b>                        | <b>41</b>                  | <b>4</b>                            | <b>45</b>                                      | <b>5</b>   | <b>0</b>   | <b>18</b>                               | <b>14</b>   | <b>2</b>   | <b>84</b>   | <b>72</b>  |
| <b>Minimum</b>                    | <b>0</b>   | <b>0</b>                        | <b>6</b>                         | <b>0</b>                   | <b>0</b>                            | <b>20</b>                                      | <b>0</b>   | <b>0</b>   | <b>10</b>                               | <b>0</b>  | <b>0</b>   | <b>18</b>   | <b>20</b>  |
| <b>Maximum</b>                    | <b>28</b>  | <b>39</b>                       | <b>19</b>                        | <b>113</b>                 | <b>17</b>                           | <b>84</b>                                      | <b>49</b>  | <b>1</b>   | <b>20</b>                               | <b>26</b>   | <b>3</b>   | <b>127</b>  | <b>153</b>   |
| 867 Bracknell Forest              | 0  | 0                               | 15                               | 41                         | 17                                  | 84   | 2  | 1  | 19                                      | 20  | 2  | 95  | 20   |
| 919 Hertfordshire                 | 2  | 17                              | 13                               | 27                         | 1                                   | 20   | 0  | 0  | 20                                      | 14  | 3  | 87  | 40   |
| 823 Central Bedfordshire          | 0  | 12                              | 15                               | 113                        | 15                                  | 60   | 11   | 0  | 12                                      | 17  | 2  | 94  | 93   |
| 869 West Berkshire                | 28   | 0                               | 19                               | 29                         | 3                                   | 25   | 20   | 0  | 20                                      | 17  | 1  | 84  | 72   |
| 825 Buckinghamshire               | 0  | 4                               | 9                                | 108                        | 6                                   | 20   | 49   | 0  | 19                                      | 1   | 1  | 18  | 153  |
| 850 Hampshire                     | 0  | 8                               | 11                               | 33                         | 17                                  | 66   | 1  | 0  | 18                                      | 11  | 1  | 89  | 59   |
| 936 Surrey                        | 0  | 11                              | 14                               | 56                         | 2                                   | 60   | 4  | 0  | 19                                      | 23  | 2  | 127   | 69   |
| 868 Windsor and Maidenhead        | 4  | 0                               | 6                                | 33                         | 4                                   | 45   | 0  | 0  | 14                                      | 13  | 0  | 70  | 26   |
| 895 Cheshire East                 | 13   | 0                               | 12                               | 0                          | 0                                   | 53   | 9  | 0  | 12                                      | 0   | 2  | 67  | 88   |
| 931 Oxfordshire                   | 0  | 39                              | 12                               | 66                         | 2                                   | 44   | 7  | 0  | 10                                      | 26  | 2  | 59  | 95   |
| 873 Cambridgeshire                | 0  | 2                               | 12                               | 58                         | 9                                   | 22   | 5  | 0  | 15                                      | 9   | 2  | 80  | 114  |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recouplement academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

following columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

| Statistical Neighbours            | Col 50                           | Col 51   | Col 52                                | Col 53                 | Col 54                          | Col 55             | Col 56                        | Col 57  | Col 58   |
|-----------------------------------|----------------------------------|--|---------------------------------------|------------------------|---------------------------------|--------------------|-------------------------------|---|--|
|                                   | 2.1.6 Supply of school places*** | 2.2.1 Young people's learning and development*** | 2.2.2 Adult and Community learning*** | 2.2.3 Pension costs*** | 2.2.4 Joint use arrangements*** | 2.2.5 Insurance*** | 2.3.1 Other Specific Grant*** | 2.4.1 Total Other education and community budget for maintained schools only* | 2.4.1 Total Other education and community budget for maintained schools and academies*** |
| <b>ENGLAND - Average (mean)</b>   | 5                                | 5  | 5                                     | 32                     | 1                               | 1                  | 0                             | 131   | 197  |
| <b>ENGLAND - Average (median)</b> | 2                                | 3  | 2                                     | 29                     | 0                               | 0                  | 0                             | 125   | 174  |
| <b>ENGLAND - Minimum</b>          | -1                               | 0  | -22                                   | 0                      | 0                               | 0                  | -28                           | 30  | 69   |
| <b>ENGLAND - Maximum</b>          | 300                              | 50   | 98                                    | 100                    | 11                              | 7                  | 22                            | 470   | 539  |
| <b>Average (median)</b>           | 3                                | 3  | 6                                     | 21                     | 0                               | 0                  | 0                             | 136   | 219  |
| <b>Minimum</b>                    | 0                                | 0  | -1                                    | 0                      | 0                               | 0                  | 0                             | 81  | 142  |
| <b>Maximum</b>                    | 11                               | 37   | 44                                    | 41                     | 9                               | 6                  | 0                             | 226   | 287  |
| 67 867 Bracknell Forest           | 1                                | 37   | 2                                     | 16                     | 0                               | 0                  | 0                             | 159   | 213  |
| 919 Hertfordshire                 | 11                               | 3  | 0                                     | 28                     | 0                               | 1                  | 0                             | 81  | 207  |
| 823 Central Bedfordshire          | 5                                | 0  | 44                                    | 21                     | 0                               | 0                  | 0                             | 226   | 287  |
| 869 West Berkshire                | 5                                | 8  | 1                                     | 0                      | 1                               | 0                  | 0                             | 124   | 209  |
| 825 Buckinghamshire               | 0                                | 4  | 24                                    | 0                      | 0                               | 0                  | 0                             | 195   | 219  |
| 850 Hampshire                     | 2                                | 9  | 7                                     | 17                     | 0                               | 2                  | 0                             | 136   | 214  |
| 936 Surrey                        | 4                                | 5  | 6                                     | 26                     | 0                               | 1                  | 0                             | 146   | 282  |
| 868 Windsor and Maidenhead        | 3                                | 3  | -1                                    | 13                     | 0                               | 0                  | 0                             | 92  | 142  |
| 895 Cheshire East                 | 2                                | 0  | 19                                    | 41                     | 0                               | 0                  | 0                             | 86  | 231  |
| 931 Oxfordshire                   | 5                                | 0  | 14                                    | 40                     | 9                               | 0                  | 0                             | 169   | 260  |
| 873 Cambridgeshire                | 3                                | 2  | 0                                     | 32                     | 5                               | 6                  | 0                             | 108   | 270  |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recouplement academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

following columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

| Statistical Neighbours            | Col 59  | Col 60   | Col 61  | Col 62  | Col 63  | Col 64                           | Col 65                                 | Col 66                                | Col 67                                       | Col 68  | Col 69  | Col 70  | Col 71   | Col 72  | Col 73   | Col 74   |
|-----------------------------------|---|--|---|---|---|----------------------------------|--|---------------------------------------|--|---|---|---|--|---|--|--|
|                                   | 3.0.1<br>Funding for<br>individual<br>Sure Start<br>Children's<br>Centres**** | 3.0.2 Funding<br>for local<br>authority<br>provided or<br>commissioned<br>area wide<br>services<br>delivered<br>through Sure<br>Start<br>Children's<br>Centres**** | 3.0.3<br>Funding on<br>local<br>authority<br>management<br>costs relating<br>to Sure Start<br>Children's<br>Centres**** | 3.0.4<br>Other<br>early<br>years<br>funding<br>**** | 3.0.5 Total<br>Sure Start<br>Children's<br>Centres<br>and Early<br>Years<br>Funding<br>**** | 3.1.1<br>Residential<br>care**** | 3.1.2<br>Fostering<br>services<br>**** | 3.1.3<br>Adoption<br>services<br>**** | 3.1.4 Special<br>guardianship<br>support**** | 3.1.5<br>Other<br>children<br>looked<br>after<br>services<br>**** | 3.1.6<br>Short<br>breaks<br>(respite)<br>for<br>looked<br>after<br>disabled<br>children<br>**** | 3.1.7<br>Children<br>placed<br>with<br>family<br>and<br>friends<br>**** | 3.1.8<br>Education<br>of looked<br>after<br>children<br>**** | 3.1.9<br>Leaving<br>care<br>support<br>services<br>**** | 3.1.10<br>Asylum<br>seeker<br>services<br>children<br>**** | 3.1.11<br><b>Total<br/>Children<br/>Looked<br/>After****</b> |
| <b>ENGLAND - Average (mean)</b>   | <b>57</b>   | <b>9</b>   | <b>4</b>  | <b>18</b>   | <b>88</b>   | <b>75</b>                        | <b>117</b>                             | <b>21</b>                             | <b>7</b>                                     | <b>16</b>   | <b>5</b>  | <b>5</b>  | <b>3</b>   | <b>18</b>   | <b>2</b>   | <b>268</b>   |
| <b>ENGLAND - Average (median)</b> | <b>54</b>   | <b>3</b>   | <b>2</b>  | <b>16</b>   | <b>83</b>   | <b>73</b>                        | <b>114</b>                             | <b>21</b>                             | <b>6</b>                                     | <b>12</b>   | <b>2</b>  | <b>3</b>  | <b>2</b>   | <b>18</b>   | <b>0</b>   | <b>274</b>   |
| <b>ENGLAND - Minimum</b>          | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>  | <b>24</b>   | <b>10</b>                        | <b>52</b>                              | <b>2</b>                              | <b>0</b>                                     | <b>-1</b>   | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>-8</b>  | <b>129</b>   |
| <b>ENGLAND - Maximum</b>          | <b>179</b>  | <b>144</b>   | <b>42</b>   | <b>90</b>   | <b>317</b>  | <b>244</b>                       | <b>275</b>                             | <b>87</b>                             | <b>34</b>                                    | <b>142</b>  | <b>39</b>   | <b>30</b>   | <b>15</b>  | <b>91</b>   | <b>25</b>  | <b>608</b>   |
| <b>Average (median)</b>           | <b>43</b>   | <b>2</b>   | <b>3</b>  | <b>17</b>   | <b>69</b>   | <b>66</b>                        | <b>73</b>                              | <b>14</b>                             | <b>5</b>                                     | <b>12</b>   | <b>7</b>  | <b>5</b>  | <b>3</b>   | <b>8</b>  | <b>1</b>   | <b>197</b>   |
| <b>Minimum</b>                    | <b>25</b>   | <b>0</b>   | <b>0</b>  | <b>5</b>  | <b>43</b>   | <b>38</b>                        | <b>53</b>                              | <b>5</b>                              | <b>0</b>                                     | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>   | <b>146</b>   |
| <b>Maximum</b>                    | <b>53</b>   | <b>22</b>  | <b>9</b>  | <b>32</b>   | <b>89</b>   | <b>169</b>                       | <b>103</b>                             | <b>30</b>                             | <b>25</b>                                    | <b>25</b>   | <b>31</b>   | <b>11</b>   | <b>7</b>   | <b>44</b>   | <b>8</b>   | <b>353</b>   |
| 867 Bracknell Forest              | 25  | 7  | 9   | 27  | 68  | 67                               | 74                                     | 9                                     | 4  | 16  | 11  | 2   | 0  | 13  | 0  | 197  |
| 919 Hertfordshire                 | 51  | 2  | 7   | 12  | 72  | 60                               | 83                                     | 19                                    | 5  | 25  | 2   | 9   | 7  | 10  | 3  | 222  |
| 823 Central Bedfordshire          | 34  | 22   | 4   | 17  | 77  | 78                               | 103                                    | 11                                    | 10   | 0   | 20  | 0   | 3  | 0   | 2  | 228  |
| 869 West Berkshire                | 33  | 8  | 4   | 16  | 61  | 55                               | 53                                     | 5                                     | 5  | 2   | 31  | 5   | 7  | 7   | 8  | 178  |
| 825 Buckinghamshire               | 43  | 11   | 3   | 28  | 85  | 43                               | 72                                     | 18                                    | 5  | 12  | 14  | 3   | 0  | 4   | 1  | 172  |
| 850 Hampshire                     | 43  | 2  | 1   | 20  | 66  | 66                               | 69                                     | 14                                    | 4  | 5   | 10  | 11  | 4  | 6   | 0  | 189  |
| 936 Surrey                        | 41  | 2  | 2   | 24  | 69  | 65                               | 61                                     | 14                                    | 7  | 21  | 0   | 9   | 3  | 9   | 2  | 192  |
| 868 Windsor and Maidenhead        | 26  | 0  | 0   | 17  | 43  | 68                               | 73                                     | 8                                     | 25   | 7   | 7   | 2   | 0  | 8   | 2  | 201  |
| 895 Cheshire East                 | 51  | 0  | 0   | 5   | 56  | 169                              | 85                                     | 30                                    | 0  | 14  | 0   | 9   | 1  | 44  | 0  | 353  |
| 931 Oxfordshire                   | 53  | 1  | 5   | 13  | 73  | 38                               | 56                                     | 10                                    | 5  | 16  | 4   | 11  | 0  | 4   | 1  | 146  |
| 873 Cambridgeshire                | 52  | 4  | 1   | 32  | 89  | 71                               | 88                                     | 18                                    | 5  | 9   | 6   | 0   | 4  | 18  | 0  | 220  |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recouplement academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

wing columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

| Statistical Neighbours            | Col 75  | Col 76  | Col 77   | Col 78   | Col 79   | Col 80                              | Col 81   | Col 82   | Col 83   | Col 84  | Col 85   |
|-----------------------------------|---|---|--|--|--|-------------------------------------|--|--|--|---|--|
|                                   | 3.2.1<br>Other<br>children<br>and<br>families<br>services<br>**** | 3.3.1<br>Social work<br>(including<br>LA<br>functions in<br>relation to<br>child<br>protection)<br>**** | 3.3.2<br>Commissioning<br>and Children's<br>Services<br>Strategy**** | 3.3.3 Local<br>Safeguarding<br>Children<br>Board**** | 3.3.4 Total<br>Safeguarding<br>Children and<br>Young<br>People's<br>Services**** | 3.4.1<br>Direct<br>payments<br>**** | 3.4.2<br>Short<br>breaks<br>(respite)<br>for<br>disabled<br>children<br>**** | 3.4.3<br>Other<br>support<br>for<br>disabled<br>children<br>**** | 3.4.4<br>Targeted<br>family<br>support<br>**** | 3.4.5<br>Universal<br>family<br>support<br>**** | 3.4.6 Total<br>Family<br>Support<br>Services<br>**** |
| <b>ENGLAND - Average (mean)</b>   | <b>8</b>  | <b>135</b>  | <b>24</b>  | <b>2</b>   | <b>162</b>   | <b>7</b>                            | <b>18</b>  | <b>4</b>   | <b>39</b>                                      | <b>7</b>  | <b>74</b>  |
| <b>ENGLAND - Average (median)</b> | <b>3</b>  | <b>138</b>  | <b>19</b>  | <b>2</b>   | <b>172</b>   | <b>6</b>                            | <b>17</b>  | <b>1</b>   | <b>35</b>                                      | <b>2</b>  | <b>73</b>  |
| <b>ENGLAND - Minimum</b>          | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>34</b>  | <b>0</b>                            | <b>0</b>   | <b>0</b>   | <b>0</b>                                       | <b>0</b>  | <b>8</b>   |
| <b>ENGLAND - Maximum</b>          | <b>130</b>  | <b>360</b>  | <b>200</b>   | <b>32</b>  | <b>457</b>   | <b>44</b>                           | <b>98</b>  | <b>49</b>  | <b>135</b>                                     | <b>59</b>                                       | <b>167</b>   |
| <b>Average (median)</b>           | <b>3</b>  | <b>115</b>  | <b>10</b>  | <b>1</b>   | <b>133</b>   | <b>4</b>                            | <b>10</b>  | <b>2</b>   | <b>34</b>                                      | <b>2</b>  | <b>68</b>  |
| <b>Minimum</b>                    | <b>0</b>  | <b>73</b>   | <b>1</b>   | <b>0</b>   | <b>75</b>  | <b>0</b>                            | <b>0</b>   | <b>0</b>   | <b>16</b>                                      | <b>0</b>  | <b>39</b>  |
| <b>Maximum</b>                    | <b>15</b>   | <b>143</b>  | <b>71</b>  | <b>3</b>   | <b>165</b>   | <b>21</b>                           | <b>25</b>  | <b>25</b>  | <b>80</b>                                      | <b>13</b>                                       | <b>106</b>   |
| 6 867 Bracknell Forest            | 2   | 143   | 1  | 2  | 146  | 3                                   | 24   | 1  | 33   | 8   | 70   |
| 6 919 Hertfordshire               | 13  | 118   | 6  | 1  | 124  | 9                                   | 21   | 2  | 40   | 0   | 73   |
| 823 Central Bedfordshire          | 3   | 82  | 10   | 2  | 94   | 0                                   | 25   | 0  | 16   | 0   | 42   |
| 869 West Berkshire                | 0   | 91  | 71   | 3  | 165  | 21                                  | 0  | 0  | 18   | 0   | 39   |
| 825 Buckinghamshire               | 0   | 121   | 20   | 2  | 142  | 1                                   | 0  | 25   | 18   | 9   | 54   |
| 850 Hampshire                     | 8   | 73  | 2  | 1  | 75   | 4                                   | 10   | 1  | 34   | 3   | 52   |
| 936 Surrey                        | 1   | 142   | 10   | 1  | 153  | 4                                   | 22   | 2  | 18   | 13  | 60   |
| 868 Windsor and Maidenhead        | 2   | 101   | 6  | 1  | 107  | 6                                   | 13   | 1  | 46   | 2   | 68   |
| 895 Cheshire East                 | 15  | 84  | 43   | 0  | 127  | 18                                  | 0  | 8  | 70   | 0   | 96   |
| 931 Oxfordshire                   | 6   | 129   | 2  | 2  | 133  | 4                                   | 8  | 6  | 49   | 2   | 69   |
| 873 Cambridgeshire                | 3   | 115   | 27   | 1  | 143  | 8                                   | 10   | 2  | 80   | 5   | 106  |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recoupment academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

wing columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.

Unrestricted

| Statistical Neighbours            | Col 86  | Col 87  | Col 88  | Col 89                            | Col 90   | Col 91  | Col 92   |
|-----------------------------------|---|---|---|-----------------------------------|--|---|--|
|                                   | 3.5.1<br>Universal<br>services<br>for young<br>people<br>**** | 3.5.2<br>Targeted<br>services for<br>young<br>people **** | 3.5.3<br>Total<br>Services<br>for young<br>people<br>**** | 3.6.1<br>Youth<br>justice<br>**** | 4.0.1 Capital<br>Expenditure<br>from Revenue<br>(CERA) (Non-<br>schools<br>budget<br>functions and<br>Children's and<br>young people<br>services )**** | 5.0.2 Total<br>Children and<br>Young People's<br>Services and<br>Youth Justice<br>Budget (excluding<br>CERA)(lines 3.0.5 +<br>3.1.11 + 3.2.1 +<br>3.3.4 + 3.4.6 + 3.5.3<br>+ 3.6.1)**** | Total Children<br>and Young<br>People's<br>Services and<br>Youth Justice<br>Budget (inc<br>CERA)(lines 5.0.2<br>+ 4.0.1)**** |
| <b>ENGLAND - Average (mean)</b>   | <b>29</b>   | <b>27</b>   | <b>55</b>   | <b>15</b>                         | <b>2</b>   | <b>670</b>  | <b>672</b>   |
| <b>ENGLAND - Average (median)</b> | <b>30</b>   | <b>25</b>   | <b>55</b>   | <b>14</b>                         | <b>0</b>   | <b>681</b>  | <b>681</b>   |
| <b>ENGLAND - Minimum</b>          | <b>0</b>  | <b>0</b>  | <b>17</b>   | <b>-11</b>                        | <b>0</b>   | <b>413</b>  | <b>413</b>   |
| <b>ENGLAND - Maximum</b>          | <b>148</b>  | <b>97</b>   | <b>197</b>  | <b>64</b>                         | <b>50</b>  | <b>1,703</b>  | <b>1,703</b>   |
| <b>Average (median)</b>           | <b>13</b>   | <b>31</b>   | <b>44</b>   | <b>12</b>                         | <b>0</b>   | <b>522</b>  | <b>522</b>   |
| <b>Minimum</b>                    | <b>1</b>  | <b>1</b>  | <b>17</b>   | <b>6</b>                          | <b>0</b>   | <b>429</b>  | <b>429</b>   |
| <b>Maximum</b>                    | <b>38</b>   | <b>60</b>   | <b>64</b>   | <b>23</b>                         | <b>4</b>   | <b>680</b>  | <b>680</b>   |
| 70 867 Bracknell Forest           | 23  | 14  | 38  | 13                                | 0  | 533   | 533  |
| 919 Hertfordshire                 | 38  | 11  | 50  | 17                                | 0  | 570   | 571  |
| 823 Central Bedfordshire          | 8   | 23  | 32  | 12                                | 0  | 487   | 487  |
| 869 West Berkshire                | 9   | 35  | 44  | 23                                | 0  | 510   | 510  |
| 825 Buckinghamshire               | 2   | 60  | 62  | 6                                 | 0  | 522   | 522  |
| 850 Hampshire                     | 7   | 24  | 30  | 9                                 | 0  | 429   | 429  |
| 936 Surrey                        | 31  | 33  | 64  | 12                                | 0  | 551   | 551  |
| 868 Windsor and Maidenhead        | 13  | 31  | 44  | 10                                | 0  | 476   | 476  |
| 895 Cheshire East                 | 16  | 1   | 17  | 17                                | 0  | 680   | 680  |
| 931 Oxfordshire                   | 23  | 39  | 61  | 7                                 | 0  | 495   | 495  |
| 873 Cambridgeshire                | 1   | 44  | 45  | 9                                 | 4  | 615   | 619  |

1) Pupil Divisors Used.

\* Total pupils aged 3-19 from maintained schools only.

\*\* Total pupils aged 3-19 from maintained schools and recoupment academies only.

\*\*\* Total pupils aged 3-19 from maintained schools & all academies.

\*\*\*\* Total population aged between 0-17.

\*\*\*\*\* Total population aged between 0-19.

2) Pupil divisor changes from last year:

following columns were using (\*): 1,26.

ii) In 2012-13 the following columns were using (\*\*\*): 15,16,18,22-25,27-30,33,35.

iii) In 2012-13, Total schools budget (column 36) was split into 2 categories for the different denominators in the constituents.

This year, due to increased complexity, the dominant denominator (\*\*) is used for col 36 for a crude per capita figure.

This should not be used for accurate comparison, see individual components instead eg dedelegated items, high needs and early years budgets.

3) The national mean is calculated as the Total Budget (£)/ Total Pupils.

4) The median shows an average LA amount of spending (£).

5) England figures do not include data for City of London or Isles of Scilly.



## Unrestricted

## Annex C

## Year on Year Table

|   | Schools Budget Items<br>13 to 2013-14 |                          | LA Budget Items 2012-13 to 2013-14    |                                       |   |   | Pupil Numbers 2011-12 - 2012-13                             |  |
|---|---------------------------------------|--------------------------|---------------------------------------|---------------------------------------|---|---|---|--|
|   | Col 1                                 | Col 4                    | Col 5                                 | Col 6                                 | Col 7   | Col 8   | Col 9   | Col 10   |
| <b>Statistical Neighbours</b>                                   | <b>SEN provision(i)</b>               | <b>Contingencies(iv)</b> | <b>Statutory/Regulatory duties(v)</b> | <b>Other strategic management(vi)</b> | <b>School Improvement including EDP (vii)</b> | <b>Home to school/college transport(viii)</b> | <b>Total pupils aged 3-19 from maintained schools only.</b> | <b>Total pupils aged 3-19 from maintained schools &amp; academies.</b> |
| <b>ENGLAND - Average size of category in year (median) (£m)</b> | <b>3</b>                              | <b>0</b>                 | <b>1</b>                              | <b>1</b>                              | <b>1</b>                                      | <b>3</b>                                      | <b>N/A</b>  | <b>N/A</b>   |
| <b>ENGLAND - Average (mean) (%)</b>                             | <b>65%</b>                            | <b>-78%</b>              | <b>-3%</b>                            | <b>0%</b>                             | <b>-10%</b>                                   | <b>-4%</b>                                    | <b>-7%</b>  | <b>2%</b>  |
| <b>ENGLAND - Average (median)</b>                               | <b>36%</b>                            | <b>-81%</b>              | <b>-9%</b>                            | <b>0%</b>                             | <b>-9%</b>                                    | <b>-3%</b>                                    | <b>-5%</b>  | <b>2%</b>  |
| <b>ENGLAND - Minimum</b>  | <b>-72%</b>                           | <b>-100%</b>             | <b>-296%</b>                          | <b>-100%</b>                          | <b>-116%</b>                                  | <b>-100%</b>                                  | <b>-52%</b>   | <b>-1%</b>   |
| <b>ENGLAND - Maximum</b>  | <b>1149%</b>                          | <b>292%</b>              | <b>960%</b>                           | <b>1383%</b>                          | <b>47296%</b>                                 | <b>48%</b>                                    | <b>7%</b>   | <b>8%</b>  |
| <b>Average (median)</b>   | 93%                                   | -88%                     | -3%                                   | 2%                                    | 1%  | -4%   | -6%   | 1%   |
| <b>Minimum</b>  | 7%                                    | -100%                    | -28%                                  | -12%                                  | -100%   | -10%  | -19%  | 1%   |
| <b>Maximum</b>  | 680%                                  | 22%                      | 73%                                   | 17%                                   | 135%  | 4%  | 3%  | 2%   |
| 867 Bracknell Forest  | 20%                                   | 22%                      | -3%                                   | -2%                                   | 0%  | 4%  | 3%  | 2%   |
| 919 Hertfordshire   | 260%                                  | -67%                     | -24%                                  | 0%                                    | 2%  | -5%   | -11%  | 1%   |
| 823 Central Bedfordshire  | 7%                                    | -92%                     | -25%                                  | 17%                                   | -17%  | -2%   | -19%  | 1%   |
| 869 West Berkshire  | 95%                                   | -70%                     | 27%                                   | -1%                                   | -13%  | -7%   | -3%   | 1%   |
| 825 Buckinghamshire   | 93%                                   | -88%                     | 73%                                   | 2%                                    | 135%  | -9%   | -5%   | 2%   |
| 850 Hampshire   | 144%                                  | -99%                     | 6%                                    | -12%                                  | 1%  | -4%   | -3%   | 1%   |
| 936 Surrey  | 80%                                   | -64%                     | 17%                                   | 3%                                    | 33%   | 1%  | -3%   | 2%   |
| 868 Windsor and Maidenhead                                      | 67%                                   | -83%                     | -21%                                  | -1%                                   | -43%  | -3%   | -17%  | 1%   |
| 895 Cheshire East   | 381%                                  | -90%                     | -20%                                  | 11%                                   | -100%   | -10%  | -6%   | 1%   |
| 931 Oxfordshire   | 680%                                  | -100%                    | -28%                                  | 5%                                    | 1%  | -1%   | -19%  | 2%   |
| 873 Cambridgeshire  | 17%                                   | -94%                     | 50%                                   | 10%                                   | 2%  | -4%   | -7%   | 1%   |

1) i: using line 1.2.2 +1.2.3 in 2012-13 and line 1.2.5+1.2.6 in 2013-14.

ii: using line 1.1.2 in 2012-13 and line 1.1.1 in 2013-14.

iii: using line 2.1.1 in 2012-13 and line 2.0.6 in 2013-14.

iv: using line 2.1.2-2.1.6 in 2012-13 and 2.0.7-2.0.8 + 2.2.3-2.2.5 in 2013-14.

v: using line 2.0.10 in 2012-13 and 2.0.4 in 2013-14.

vi: using lines 2.0.7 - 2.0.8 in 2012-13 and 2.1.4 - 2.1.5 in 2013-14.

2) \*\* No planned expenditure recorded in 2013-14.

3) England figures do not include data for City of London or Isles of Scilly.

## Additional Information Table

|                            | Col 1   | Col 2   | Col 3   | Col 4   | Col 5   | Col 6   | Col 7  | Col 8   | Col 9   | Col 10   |
|----------------------------|---|---|---|---|---|---|--|---|---|--|
|                            |   |   |   |   | Further gross per capita breakdown (Seleted lines from LA Table divided by relevant pupils/ population) |   |  | Further net per capita breakdown (Seleted lines from LA Table divided by relevant pupils/ population) |   |  |
| Statistical Neighbours     | 2013-14 DSG Schools Block Unit of Funding £ / pupil | Planned expenditure in addition to DSG (£'000) in 2013-14 | Percentage of primary schools receiving Minimum Funding Guarantee for 2013-14 | Percentage of secondary schools receiving Minimum Funding Guarantee for 2013-14 | 2.1.4 Home to school transport: SEN transport expenditure(0 - 25)+1.4.11 SEN transport <sup>2</sup>     | 3.1.11 Total children looked after <sup>3</sup> | 3.3.4 Total Safeguarding Children and Young People's Services <sup>3+4</sup> | 2.1.4 Home to school transport: SEN transport expenditure(0 - 25)+1.4.11 SEN transport <sup>2</sup>   | 3.1.11 Total children looked after <sup>3</sup> | 3.3.4 Total Safeguarding Children and Young People's Services <sup>3+4</sup> |
| ENGLAND - Average (mean)   | 4,551   | 1,775,414   | 35%   | 35%   | 2,532   | 48,636  | 4,479  | 2,475   | 46,096  | 4,315  |
| ENGLAND - Average (median) | 4,490   | 0   | 35%   | 30%   | 2,421   | 48,799  | 4,477  | 2,392   | 46,428  | 4,313  |
| ENGLAND - Minimum          | 3,950   | 0   | 0%  | 0%  | 0   | 23,401  | 1,336  | 0   | 23,114  | 1,288  |
| ENGLAND - Maximum          | 7,014   | 145,014,351   | 97%   | 100%  | 9,658   | 110,077   | 12,704   | 6,514   | 103,263   | 12,503   |
| Average (median)           | 4,187   | 0   | 33%   | 31%   | 2,815   | 57,858  | 5,201  | 2,815   | 54,782  | 5,128  |
| Minimum                    | 3,950   | 0   | 18%   | 0%  | 483   | 48,809  | 2,915  | 483   | 45,646  | 2,869  |
| Maximum                    | 4,359   | 2,893,015   | 71%   | 55%   | 3,997   | 79,625  | 6,494  | 3,997   | 71,387  | 6,455  |
| 72 867 Bracknell Forest    | 4,187   | 1   | 32%   | 0%  | 2,976   | 54,450  | 5,155  | 2,889   | 52,660  | 5,128  |
| 919 Hertfordshire          | 4,320   | 0   | 18%   | 30%   | 3,997   | 55,893  | 5,254  | 3,997   | 54,398  | 5,245  |
| 823 Central Bedfordshire   | 4,144   | 0   | 20%   | 44%   | 3,545   | 79,625  | 3,306  | 3,531   | 62,134  | 3,197  |
| 869 West Berkshire         | 4,359   | 0   | 43%   | 40%   | 1,916   | 55,540  | 6,223  | 1,916   | 52,123  | 6,197  |
| 825 Buckinghamshire        | 4,040   | 0   | 71%   | 30%   | 483   | 57,858  | 6,009  | 483   | 54,782  | 5,952  |
| 850 Hampshire              | 4,277   | 0   | 35%   | 31%   | 3,467   | 49,908  | 2,915  | 3,260   | 48,330  | 2,869  |
| 936 Surrey                 | 4,096   | 2,893,015   | 33%   | 40%   | 3,516   | 62,986  | 6,494  | 3,470   | 60,366  | 6,455  |
| 868 Windsor and Maidenhead | 4,325   | 0   | 43%   | 25%   | 2,140   | 76,457  | 4,675  | 2,109   | 71,387  | 4,644  |
| 895 Cheshire East          | 4,077   | 0   | 32%   | 55%   | 2,815   | 61,322  | 3,393  | 2,815   | 60,836  | 3,305  |
| 931 Oxfordshire            | 4,274   | 0   | 33%   | 7%  | 2,763   | 48,809  | 5,201  | 2,688   | 45,646  | 5,073  |
| 873 Cambridgeshire         | 3,950   | 0   | 52%   | 33%   | 2,422   | 63,476  | 6,091  | 2,398   | 61,667  | 5,717  |

1) \* denotes pupil/population figures are not available.

2) Divisor includes stated pupils as at January 2013.

3) Divisor includes looked after children using SSDA 903 return (as at 31st March 2012).

4) Divisor includes children in need (as at 31st March 2012).

In 2012-13, columns 7 and 10 only used children with protection plan in the divisor, therefore these are not comparable to last year.

England figures do not include data for City of London and the Isles of Scilly.

Section 251 data as at 4th Sept 2013.

Figures are rounded so may not sum.

**TO: SCHOOLS FORUM**  
**DATE 28 NOVEMBER 2013**

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## **OUTCOMES FROM THE FINANCIAL CONSULTATION WITH SCHOOLS** **(Director of Children, Young People and Learning)**

### **1 PURPOSE OF REPORT**

- 1.1 This report summarises the results of the Financial Consultation exercise with governing bodies and other interested parties. It reports on schools' views regarding the questions raised and is intended to assist the Schools Forum in making recommendations in respect of the 2014-15 Schools Budget.
- 1.2 Preliminary decisions taken at this time will be used in the calculation of indicative 2014-15 budgets for schools. These are expected to be with schools by the end of term in order to assist in the early stages of financial planning.
- 1.3 A number of budget developments have also been identified by schools through the consultation which are also reported. Decisions on setting the 2014-15 budget will be sought in January 2014, when it is expected that all the relevant information will be available.

### **2 RECOMMENDATIONS**

#### **Items for all Forum Members:**

- 2.1 **The outcomes from the financial consultation with schools as summarised in Annex 1 are NOTED;**
- 2.2 **The additional comments made by schools, as set out in the confidential Annex 3 are NOTED;**
- 2.3 **The recommendations set out in the boxes in paragraphs 5.11 to 5.17 and 5.20 to 5.26 are AGREED and incorporated into the calculations for 2014-15 indicative school budgets;**
- 2.4 **To AGREE that the cost of those schools losing money, and receiving a funding top up through the Minimum Funding Guarantee, should be funded by on-going use of a cap on the increases being received by schools gaining through the changes (paragraph 5.28);**
- 2.5 **To NOTE that should an SEN specific contingency be established, it may need to be funded from Schools Block money rather than the High Needs Block allocation (paragraph 5.30);**

#### **Item for Primary School representatives only:**

- 2.6 **The recommendations relating to de-delegation set out in the boxes in paragraphs 5.18 and 5.19 are AGREED for primary schools and incorporated into the calculations for 2014-15 indicative school budgets.**

**Item for Secondary School representatives only:**

- 2.7 The recommendations relating to de-delegation set out in the boxes in paragraphs 5.18 to 5.19 are **AGREED** for secondary schools and incorporated into the calculations for 2014-15 indicative school budgets.

**3 REASONS FOR RECOMMENDATIONS**

- 3.1 To enable the views of schools to be taken into account when considering the 2014-15 Schools Budget.

**4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 These were considered when the consultation document was prepared and subsequently approved by the Schools Forum.

**5 SUPPORTING INFORMATION**

Introduction

- 5.1 At its meeting on 12 September, the Schools Forum received an updated report on school funding which set out the areas of change for 2014-15 required by the Department for Education (DfE) and also raised a number of potential areas for change that could be determined by each local area. The Forum noted that the mandatory changes were expected to be straightforward to implement, with minimal impact anticipated and agreed that the briefing note and consultation document presented to the meeting should be distributed to schools and other interested parties. This would allow the views from schools and others to be gathered so they could be taken into account when the 2014-15 budget is agreed in January 2014.
- 5.2 The mandatory changes related to some minor amendments to the operation of the factors allowed to be used in the local Funding Formula and the data that must be taken into account in the distribution of funds to schools. For discretionary changes, this mainly related to seeking views on the appropriate amount of funds to be distributed through the Funding Formula by the different factors e.g. pupil numbers, deprivation measures, low prior attainment etc. The DfE have indicated that, at a minimum, local areas should determine an appropriate proportion or quantum of their schools block funding to allocate through deprivation measures.
- 5.3 The Forum had previously agreed that no changes were required to the factors being used in the BF Funding Formula, and therefore the consultation did not specifically seek to gather views on this area.

Financial Consultation

*Process*

- 5.4 Following approval, the combined briefing note and consultation document was distributed to schools on Monday 16 September with Friday 25 October set as the closing date for responses. The consultation was supported by briefings to Head Teachers, governors, bursars and the Schools Forum. By the publication date for this report, a response had been received from 29 out of 37 schools (78% response rate). A response sheet has been received

from 23 primary schools (74%), 5 secondary schools (100%) and 1 secondary academy school (100%). In this report, responses from the secondary academy school have been reported with all other secondary schools.

- 5.5 A written response was also received from the National Union of Teachers. However the format of submission did not lend itself to be incorporated into the summary analysis. The full detail of the response has been included in the confidential Annex 3 that records all comments received.
- 5.6 The consultation was divided into four sections. The questions are set out below and responses summarised. Recommendations for change, where relevant, have also been added. Where questions have been specific to one phase of education, then only responses from relevant schools have been reported.

#### *Summary of responses*

- 5.7 Responses from schools did not generally support changes in the proportion of funds being distributed by the main factors of the Funding Formula. The exceptions to this being support from secondary schools to increase the proportion of funds being distributed through reference to deprivation measures and the fixed lump sum allocation. If these changes to secondary school funding are agreed, it is estimated that in order to balance to current levels of funding, the per pupil funding rate would need to reduce by £54 to £4,027.
- 5.8 Due to the nature of some questions, where views were sought on a range of different options, there is not always a clear majority view on the way forward. However, with the lowest most popular score receiving 48% of the total support, there is considered to be a sufficient consensus of school views for the Forum to be confident on making decisions on all identified matters. Recommendations have therefore been framed based on the majority response from schools, separated between primary and secondary phases where warranted by responses.
- 5.9 In respect of the other aspects of the consultation, there is very strong support for continued de-delegation of budgets back to the Council for central management where this is required by the DfE. Linked to this, some responses query the proposed approach to delegate Behaviour Support Services for the first time next April, and therefore views will be sought from schools during the autumn term to establish whether these services should also continue to operate as a de-delegated budget. There was also support for the creation of an SEN specific contingency, but this creates a budget pressure, and no decision can be taken on this until the financial settlement from the DfE is known. However, it is likely that if such a fund is created, it will need to be financed from Schools Block income and not the High Needs Block, which would be the normal route. Changes to the Scheme for Financing Schools have also received widespread support, with a number of budget pressures identified and general comments made on the education funding framework.

#### *Detailed responses*

- 5.10 A detailed summary of responses can be found at Annex 1, with restricted Annex 3 listing all the comments received.

**1. Are the significant factors in the BF Funding Formula distributing the right proportion of funds?**

5.11 **Question 1**

If a redistribution of funds through Formula Factors is supported, do you agree that when this results in an additional cost, it should be funded through a reduction in funds allocated by reference to pupil numbers, where BF is in the highest 12.5% of LAs in terms of funds distributed?

Responses from 20 schools (69%) supported the proposal. 9 schools (31%) did not agree. No comments were made by schools on this question.

The Forum is therefore recommended to agree that, if additional funds are to be distributed through re-prioritisation of the factors in the BF Funding Formula, any additional cost should be funded from an equivalent reduction in allocations via per pupil funding through lower units of resource.

5.12 **Question 2 (Secondary Schools Only)**

Do you agree that the best way to incorporate the extended eligibility criteria that will be used next year for funding secondary schools for pupils with low prior attainment is to reduce the amount of per-pupil funding to a level that ensures the total amount of funds allocated remains unchanged from that allocated in 2013-14 i.e. £1.157m?

Responses from all 6 secondary schools (100%) supported the proposal.

The Forum is therefore recommended to agree that the secondary per pupil funding rate for low prior attainment should be re-set to the amount required to ensure that the total amount of funds allocated through results from national tests remains unchanged.

5.13 **Question 3**

The BF Funding Formula currently allocates £2.088m, 3.49% of total funds, to schools based on low prior attainment data. This is £0.060m below the amount that would have been distributed if the rate had been set at 3.59%, the average proportion of funds allocated by our statistical neighbours. Do you think the current BF allocation proportion is correct?

19 schools (66%) consider that the current proportion of funds allocated through measures of low prior attainment is about right. 2 further schools (7%) had no view. 1 school (3%) considered that the current proportion was too high, with the remaining 7 schools (24%) wanting a higher proportion.

The Forum is therefore recommended to agree that no change is made to the proportion of funds distributed to schools via low prior attainment measures and that it should remain at around 3.5% of total funds.

5.14 **Question 4**

There are many different ways to measure deprivation and different levels of significance can be placed on each one. The BF Funding Formula currently allocates £2.073m, 3.47% of total funds to schools based on deprivation data. This is £0.319m below the amount that would have been distributed if the rate had been set at 4.00%, the average proportion of funds allocated by our statistical neighbours. Do you think the current BF allocation proportion is correct?

There were different responses to this question from primary and secondary schools which therefore need to be considered separately.

Primary Schools:

12 primary schools (52%) consider that the current proportion of funds allocated through measures of deprivation is about right. 1 other school (4%) had no view. 8 schools (35%) considered that the current proportion was too low, with the remaining 2 schools (9%) wanting a lower proportion.

The Forum is therefore recommended to agree that no change is made to the proportion of funds distributed to primary schools via deprivation measures.

Secondary Schools:

4 secondary schools (67%) consider that the current proportion of funds allocated through measures of deprivation is too low. The remaining 2 schools (33%) consider the allocation to be about right.

The Forum is therefore recommended to agree that funds distributed to secondary schools via deprivation measures be increased by 15%. (This reflects the proportionate increase from the current 3.47% rate to the statistical average rate of 4%).

5.15 **Question 5 (Primary Schools Only)**

Do you agree that the best way to incorporate the reduced eligibility criteria that will be used next year for funding primary schools for high levels of pupil mobility is to increase the amount of per-pupil funding to a level that ensures the total amount of funds allocated remains unchanged from that allocated in 2013-14 i.e. £0.016m?

Responses from 21 primary schools (91%) agreed with the question. 2 schools (9%) did not.

The Forum is therefore recommended to agree that the primary per pupil funding rate for pupil mobility should be re-set to the amount required to ensure that the total amount of funds allocated remains unchanged.

5.16 **Question 6**

The BF Funding Formula currently allocates £5.620m, 9.28% of total funds, to schools through a fixed lump sum allocation of £150,000. This is £0.372m below the amount that would have been distributed if the rate had been set at 9.90%, the average proportion of funds allocated by our statistical neighbours. Do you think the current BF allocation proportion is correct?

There were different responses to this question from primary and secondary schools which therefore need to be considered separately.

Primary Schools:

14 primary schools (61%) consider that the current proportion of funds allocated through fixed lump sum allocations is about right. 7 schools (30%) considered that the current proportion should be increased, with the remaining 2 schools (9%) wanting a lower proportion.

The Forum is therefore recommended to agree that no change is made to the £150,000 fixed lump sum allocation paid to primary schools.

Secondary Schools:

4 secondary schools (68%) consider that the current proportion of funds allocated through fixed lump sum allocations is too low. Of the remaining 2 schools, 1 (8%) thought it was about right and 1 (8%) didn't have a view.

The Forum is therefore recommended to agree that the proportion of funds to be distributed to secondary schools via fixed lump sum allocations be increased.

5.17 **Question 7**

If the lump sum payment is increased from the existing £150,000, what value do you think it should be set at?

Responses from primary schools did not support a change in amount of fixed lump sum, so no recommendation is appropriate for question 7.

Secondary schools did support an increase in fixed lump sum payments, with payments of £160,000, £170,000 and £175,000 all receiving equal support from the responses.

As there is no clear view from secondary schools on what the fixed lump sum should be set at, it is proposed that the Forum agrees the middle value option suggested on the consultation document of £170,000.

The Forum is therefore recommended to agree that the fixed lump sum payment made to secondary schools is increased to £170,000.

**2. Additional delegation and de-delegation of budgets. Note only 28 responses are recorded for questions 8 and 9 as they are not relevant to the academy.**

5.18 **Question 8**

To continue the strategic and cost effective approach in the use of the funds for contingencies (including schools in financial difficulties), support to underperforming ethnic groups, licences / subscriptions and staff supply cover costs, do you agree that the Schools Forum should again agree to de-delegate all relevant funding for continued central management by the LA?

Responses from all 28 schools (100%) supported continued de-delegation of relevant budgets.

The Forum is therefore recommended to agree to continue to de-delegate funding on relevant services for central management by the LA.

5.19 **Question 9**

Three new budgets have been identified as needing to be subject to de-delegation. In order to continue the strategic and cost effective approach, do you agree that the £0.052m funds for premature retirement / dismissal cost, the £0.110m to support new, amalgamating or closing schools and exceptional costs in primary schools, and £0.020m to perform checks on pupil eligibility to a free school meal should be allocated to schools on a per pupil / FSM eligibility basis and then be de-delegated, with relevant funding returned to the council for central management?

Responses from 27 schools (96%) supported de-delegation of relevant budgets. 1 school (4%) did not consider enough information had been provided to make a response.



The Forum is therefore recommended to agree to de-delegate funding on relevant services for central management by the LA.

5.20 **Question 10**

Do you agree that budgets for behaviour related support services should be delegated to schools based on the majority responses received from schools to the 2012 financial consultation?

Responses from 25 schools (86%) supported the proposal. 3 schools (10%) did not agree and 1 school (3%) did not express a preference. In terms of the 3 schools making responses to this question, concerns were raised about should there be insufficient buy back, would there be an on-going ability to provide behaviour services to prevent exclusions, whether the buy back Service Level Agreement would be what schools wanted, and also that the service issues that had previously suggested that behaviour support should be delegated had now been addressed. Furthermore, the response from the National Union of Teachers asks for alternatives to delegation to be considered.

These responses have led to a re-think on the service delivery model to be adopted, with on-going “de-delegation” now being considered for the Behaviour Support Team and Anti Bullying co-ordinator aspects of the service as they are both demand led and need to react to incidences, school need and circumstances at that particular time on a targeted basis. The service has undergone some significant changes to both reduce costs and to provide a more responsive and proactive service offering training to school staff and also interventions for individuals and their families. The restructuring of the service was undertaken after consultation between school head teachers and the head of service and £70,000 of savings have been made. A study of the levels of support that individual schools have received over the past 2 years, as expected for a demand led service, shows significant variation by school and at the same school between years. This makes it difficult to develop a basis for future charging which in particular is affordable for schools experiencing the greatest need.

If a traded service is the preferred option for the Schools Forum and schools choose not to buy into the services then the services could not be maintained. Without the services of a Behaviour Support Team schools will be more likely to permanently exclude pupils. These children and young people are then most likely to be placed in several different Bracknell Forest schools without any additional support. Schools will have to commission their own Behaviour Support services from elsewhere or provide it from within their own staff. Schools are advised that increasing their own capacity to meet need, though worthwhile, would not exclude the need to commission tier 2 services to support children exhibiting behaviour and emotional difficulties. Any access to tier 3 services for example, Child and Adolescent Mental Health Services (CAMHS) or Children’s Social Care, and schools will be expected to have already engaged with tier 2 services, either Bracknell Forest’s or commissioned from other providers.

The other impact for consideration is that more requests for high cost out of borough provision are likely. Those will generally be young people who have attended several Bracknell Forest schools and whom the LA is unable to place. This would place additional financial pressures on the High Needs Funding Block.

The work of the Behaviour Support Team in supporting families and young people cannot be overestimated and prevents many families from falling into crisis and being referred to Children’s Social Care. There is also an expectation from CAMHS that tier 2 services engage with children and young people before they will even consider a referral. The service is currently training two members of staff in Theraplay, one member of staff is undertaking cognitive behaviour therapy training and there is a fully trained family therapist. These services will no longer be available to schools. There is also a comprehensive training

programme of professional development for classroom teachers, teaching assistants, playground supervisors and SENCOs. Ongoing support and supervision for staff who regularly work with children with BESD is essential and part of the core offer of the Behaviour Support Team.

Taking comments from the consultation and the other information set out above into account, it is proposed to undertake a further consultation with schools during the autumn term to establish whether there is support to operate behaviour services as a de-delegated budget with funding returned to the council for central management. The outcomes from this consultation will be reported to the Forum which will be asked to make a final decision on the delivery model for Behaviour Services in January 2014.

The Forum is therefore recommended to agree that no decision is taken on arrangements for the provision of Behaviour Support Services until further views are gathered from schools.

This proposal does not affect proposals to delegate funding for Social and Emotional Aspects of Learning (SEAL) and Consistency, Management and Discipline Co-operation (CMCD).

The Forum is therefore recommended to agree to delegate funding to schools for SEAL and CMCD on the basis of decisions taken through the autumn 2012 school consultation.

### **3. Funding mainstream schools for high needs pupils**

#### **5.21 Question 11**

Do you agree that, subject to sufficient finances being available, the Schools Forum should establish a budget in the High Needs Block to support schools that meet qualifying criteria in respect of the number of high needs pupils on roll?

Responses from 23 schools (79%) supported the creation of an SEN Contingency. 1 school (3%) did not make a response. 5 schools (17%) did not agree.

As it is unclear at this time as to whether there will be sufficient funds to create an SEN contingency, the Forum is recommended to delay making a decision on this matter until January.

#### **5.22 Question 12**

If a budget is established in the High Needs Block to support schools with a disproportionate number of high needs pupils, what do you think the amount should be?

In respect of whether an SEN contingency should be created, there was no clear view from schools as to how much money should be included. 14 schools (49%) suggested the amount to be between £50,000 and £100,000, with 12 schools (41%) suggesting no more than £50,000. 3 schools (10%) did not express a preference.

As it is unclear at this time as to whether there will be sufficient funds to create an SEN contingency, the Forum is recommended to delay making a decision on this matter until January.

#### **5.23 Question 13**

If a budget is established in the High Needs Block to support schools with a disproportionate number of high needs pupils, do you agree that the qualifying criteria should comprise the following?

- i The proportion of pupils on roll classified as high need exceeds 4% of total pupil numbers in a primary school and 2% in a secondary school i.e. those with support needs above £6,000, and
- ii The proportion that top up funding paid to support High Needs pupils represents compared to the total budget allocated via the BF Funding Formula exceeds 2% in a primary school and 1% in a secondary school.

Responses from 20 schools (69%) supported the proposed criteria. 7 schools (24%) did not. The remaining 2 schools (7%) did not express a preference.

Should an SEN specific contingency be created, the Forum is recommended to agree that the proposed criteria to allocate funds be adopted.

### **3. Other matters**

#### Revisions to the Scheme for Financing Schools

##### 5.24 **Question 14**

Do you agree that the wording in the existing premature retirement / dismissal funding policy should be updated [to reflect future proposed funding from a de-delegated contingency budget]?

Responses from 26 schools (90%) supported the revised wording. 3 schools (10%) did not.

The Forum is therefore recommended to agree the revised wording be adopted.

##### 5.25 **Question 15**

Do you agree that the wording relating to responsibility to repair and maintenance should be updated to make clear that financial contributions to schemes due from schools need to be paid in the year that work is completed?

Responses from 26 schools (90%) supported the revised wording. 3 schools (10%) did not.

The Forum is therefore recommended to agree the revised wording be adopted.

#### Budget matters

##### 5.26 **Question 16**

Are you aware of any areas of budget pressure or areas of new development that you would like to be added to school budgets, subject to sufficient funds being available?

Responses were received from 12 schools with the following items identified for consideration:

- Inflation, with specific mention for utilities
- Changes to teachers pay
- Building maintenance
- Support to high needs pupils
- Replacement of IT equipment
- Funding for FSM pupils
- Increase in pupil numbers

The Forum will consider budget pressures at its January meeting and how they relate to the budget strategy, as set out in Annex 2. Therefore no recommendations are being made at this time.

**5.27 Question 17**

Are there any areas of concern arising from the April 2013 changes or other matters on education funding that you would like to raise?

Responses were received from 9 schools with the following items identified:

- Impact from the increasing population
- Concerns about the funding reforms having an adverse impact on the support that can be provided to SEN pupils
- Concerns about being able to balance the school budget
- Insufficient capital resources being provided to schools
- Concern that the BF Funding Formula does not result in a fair distribution of funds

Funding the cost of the Minimum Funding Guarantee (MFG)

- 5.28 The Forum will recall that the DfE requires all LAs to apply the MFG to individual school budgets and allocate top up funding where per pupil funding rates fall by more than 1.5% between years. In order to be able to finance the cost, which was £0.357m in 2013-14, DfE allows a cap to be applied to reduce funding increases at schools experiencing a gain in per pupil funding. The Forum is recommended to agree that existing arrangements remain in place next year, so if required, those schools above the MFG and in receipt of per pupil funding increases should meet the cost of financing the protection required for schools below the MFG, with schools receiving the largest financial gain, contributing a larger proportion of their increase. The precise threshold at which schools keep all of their gain will be set once the cost of meeting the MFG is known.

Funding the potential SEN specific contingency

- 5.29 In respect of the potential SEN specific contingency referred to in paragraphs 5.21 to 5.23 above, whilst there is no ring fence on the different Dedicated Schools Grant (DSG) funding “blocks”, the expectation is that it would be financed from the High Needs Block. However, the DfE will not be confirming each LAs High Needs funding for 2014-15 at the time individual school budgets need to be confirmed. Without confirmation that sufficient funds exist in the High Needs Block to fund an SEN contingency, it is unlikely that the LA will be in a position to propose this funding route.
- 5.30 Therefore, if the Schools Forum decides to create such a fund, it seems likely that it will need to be financed from the Schools Block element of DSG. This decision will need to take account of all potential budget pressures and the amount of “headroom” available in the funding settlement. Whilst a “cash flat” settlement for the Schools Block is expected from the DfE i.e. no increase in DSG per pupil funding rates to reflect inflationary pressures etc, the increase in pupil numbers is expected to generate extra funds as DSG per pupil rates are higher than amounts allocated via pupil related factors in the Funding Formula for schools.

Revised voting arrangements for School Forums

- 5.31 Members of the Forum are reminded that the Regulations that govern the operation of Schools Forums only allow schools and Academy members (and the private, voluntary and independent sector - PVI members) to vote on de-delegation of budgets, with a separate vote required for primary and secondary phases. Therefore, the recommendations in this report have been divided between those addressed to all members, and those addressed

specifically to school and academy members. The non-schools members who cannot vote on recommendations 2.6 and 2.7 are:

- Diocesan board representative
- Trades union representative

#### Next steps

- 5.32 The decisions taken at this meeting will determine the calculation of 2014-15 indicative school budgets which are expected to be available by the end of term.
- 5.33 The Council is required to make a final return to the DfE on the actual 2014-15 School Budgets no later than 21 January 2014. This will not allow any changes in the composition of the BF Funding Formula, but must record the final units of resource to be used. As part of the budget setting process, the Forum will be presented with the return for approval at its meeting on 16 January 2014.
- 5.34 The Council's constitution requires formal agreement to the Schools Budget to be agreed by Executive which is expected to delegate this power to the Executive Member for Children, Young People and Learning. The Executive Member decision is scheduled to take place on 20 January 2014 and as in previous years, is expected to endorse recommendations made by the Forum.

#### Conclusion

- 5.35 There was a very good response rate from schools to the finance consultation (78%) with a strong consensus of the way forward. On most issues there is a clear majority response from schools, which the Forum is now being asked to agree. In order to gather more information, decisions on a small number of matters have been deferred until January.

## **6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS**

#### Borough Solicitor

- 6.1 The relevant legal provisions are contained within the main body of the report.

#### Borough Treasurer

- 6.2 The Borough Treasurer is satisfied that no significant financial implications arise from this report. Decisions around the 2014-15 budget will be taken in January 2014 and will need to take account of the financial settlement provided by the DfE and data from the October 2013 school census.

#### Impact Assessment

- 6.2 Not applicable at this stage.

#### Strategic Risk Management Issues

- 6.3 No significant risk management issues arise at this time.

## 7 CONSULTATION

### Principal Groups Consulted

7.1 All schools.

### Method of Consultation

7.2 Meetings and 6 week formal consultation.

### Representations Received

7.3 Included in the report.

### Background Papers

Various supporting documents, including the consultation papers.

### Contact for further information

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| FINANCIAL CONSULTATION WITH SCHOOLS – SUMMARY RESONSES |  | TOTALS  |           | TOTAL |      |
|--|--|---------|-----------|-------|------|
|  |  | PRIMARY | SECONDARY |       |      |
| 1  | If a redistribution of funds through Formula Factors is supported, do you agree that when this results in an additional cost, it should be funded through a reduction in funds allocated by reference to pupil numbers, where BF is in the highest 12.5% of LAs in terms of funds distributed?   |         |           |       |      |
|  | Yes  | 15      | 5         | 20    | 69%  |
|  | No   | 8       | 1         | 9     | 31%  |
|  | No response  | 0       | 0         | 0     | 0%   |
| 2  | Do you agree that the best way to incorporate the extended eligibility criteria that will be used next year for funding secondary schools for pupils with low prior attainment is to reduce the amount of per-pupil funding to a level that ensures the total amount of funds allocated remains unchanged from that allocated in 2013-14 i.e. £1.157m.       |         |           |       |      |
|  | Yes  | N/A     | 6         | 6     | 100% |
|  | No   | N/A     | 0         | 0     | 0%   |
|  | No response  | N/A     | 0         | 0     | 0%   |
| 3  | The BF Funding Formula currently allocates £2.088m, 3.49% of total funds, to schools based on low prior attainment data. This is £0.060m below the amount that would have been distributed if the rate had been set at 3.59%, the average proportion of funds allocated by our statistical neighbours. Do you think the current BF allocation proportion is: |         |           |       |      |
|  | A. About right   | 16      | 3         | 19    | 66%  |
|  | B. Too low   | 5       | 2         | 7     | 24%  |
|  | C. Too high  | 1       | 0         | 1     | 3%   |
|  | D. No view   | 1       | 1         | 2     | 7%   |
|  | No response  | 0       | 0         | 0     | 0%   |

| FINANCIAL CONSULTATION WITH SCHOOLS – SUMMARY RESONSES |   | TOTALS  |           | TOTAL |     |
|--|---|---------|-----------|-------|-----|
|  |   | PRIMARY | SECONDARY |       |     |
| 4  | There are many different ways to measure deprivation and different levels of significance can be placed on each one. The BF Funding Formula currently allocates £2.073m, 3.47% of total funds to schools based on deprivation data. This is £0.319m below the amount that would have been distributed if the rate had been set at 4.00%, the average proportion of funds allocated by our statistical neighbours. Do you think the current BF allocation proportion is: |         |           |       |     |
|  | A. About right  | 12      | 2         | 14    | 48% |
|  | B. Too low  | 8       | 4         | 12    | 41% |
|  | C. Too high   | 2       | 0         | 2     | 7%  |
|  | D. No view  | 1       | 0         | 1     | 3%  |
|  | No response   | 0       | 0         | 0     | 0%  |
| 5  | Do you agree that the best way to incorporate the reduced eligibility criteria that will be used next year for funding primary schools for high levels of pupil mobility is to increase the amount of per-pupil funding to a level that ensures the total amount of funds allocated remains unchanged from that allocated in 2013-14 i.e. £0.016m?  |         |           |       |     |
|  | Yes   | 21      | N/A       | 21    | 91% |
|  | No  | 2       | N/A       | 2     | 9%  |
|  | No response   | 0       | N/A       | 0     | 0%  |
| 6  | The BF Funding Formula currently allocates £5.620m, 9.28% of total funds, to schools through a fixed lump sum allocation. This is £0.372m below the amount that would have been distributed if the rate had been set at 9.90%, the average proportion of funds allocated by our statistical neighbours. Do you think the current BF allocation proportion is:   |         |           |       |     |
|  | A. About right  | 14      | 1         | 15    | 52% |
|  | B. Too low  | 7       | 4         | 11    | 38% |
|  | C. Too high   | 2       | 0         | 2     | 7%  |
|  | D. No view  | 0       | 1         | 1     | 3%  |
|  | No response   | 0       | 0         | 0     | 0%  |



| FINANCIAL CONSULTATION WITH SCHOOLS – SUMMARY RESONSES |   | TOTALS  |           | TOTAL |      |
|--|---|---------|-----------|-------|------|
|  |   | PRIMARY | SECONDARY |       |      |
| 7  | If the lump sum payment is increased, what value do you think it should be set at?  |         |           |       |      |
|  | A. Around £160,000  | 15      | 2         | 17    | 59%  |
|  | B. Around £170,000  | 2       | 2         | 4     | 14%  |
|  | C. Around £175,000  | 4       | 2         | 6     | 21%  |
|  | No response   | 2       | 0         | 2     | 7%   |
| 8  | To continue the strategic and cost effective approach in the use of the funds for contingencies (including schools in financial difficulties), support to underperforming ethnic groups, licences / subscriptions and staff supply cover costs, do you agree that the Schools Forum should again agree to de-delegate all relevant funding for continued central management by the LA? See Table 1 and Appendix 9?  |         |           |       |      |
|  | Yes   | 23      | 5         | 28    | 100% |
|  | No  | 0       | 0         | 0     | 0%   |
|  | No response   | 0       | 0         | 0     | 0%   |
| 9  | Three new budgets have been identified as needing to be subject to de-delegation. In order to continue the strategic and cost effective approach, do you agree that the £0.052m funds for premature retirement / dismissal cost, the £0.110m to support new, amalgamating or closing schools / exceptional costs and £0.020m to perform checks on pupil eligibility to a free school meal should be allocated to schools on a per pupil / FSM eligibility basis and then be de-delegated, with relevant funding returned to the council for central management? See Table 2 and Appendix 9? |         |           |       |      |
|  | Yes   | 22      | 5         | 27    | 96%  |
|  | No  | 0       | 0         | 0     | 0%   |
|  | No response   | 1       | 0         | 1     | 4%   |
| 10   | Do you agree that budgets for behaviour related support services should be delegated to schools based on the majority responses received from schools to the 2012 financial consultation?   |         |           |       |      |
|  | Yes   | 21      | 4         | 25    | 86%  |
|  | No  | 2       | 1         | 3     | 10%  |
|  | No response   | 0       | 1         | 1     | 3%   |

| <b>FINANCIAL CONSULTATION WITH SCHOOLS – SUMMARY RESONSES</b> |  | <b>TOTALS</b>  |                  | <b>TOTAL</b> |     |
|---|--|----------------|------------------|--------------|-----|
|   |  | <b>PRIMARY</b> | <b>SECONDARY</b> |              |     |
| 11  | Do you agree, that subject to sufficient finances being available, that the Schools Forum should establish a budget in the High Needs Block to support schools that meet qualifying criteria in respect of the number of high needs pupils on roll?  |                |                  |              |     |
|   | Yes  | 18             | 5                | 23           | 79% |
|   | No   | 4              | 1                | 5            | 17% |
|   | No response  | 1              | 0                | 1            | 3%  |
| 12  | If a budget is established in the High Needs Block to support schools with a disproportionate number of high needs pupils, what do you think the amount should be?   |                |                  |              |     |
|   | No more than £50,000   | 8              | 4                | 12           | 41% |
|   | Between £50,000 and £100,000   | 12             | 2                | 14           | 48% |
|   | Greater than £100,000  | 0              | 0                | 0            | 0%  |
|   | No response  | 3              | 0                | 3            | 11% |
| 13  | If a budget is established in the High Needs Block to support schools with a disproportionate number of high needs pupils, do you agree that subject to agreement of the DfE, the qualifying criteria should comprise the following: i The proportion of pupils on roll classified as high need exceeds 4% of total pupil numbers in a primary school and 2% in a secondary school i.e. those with support needs above £6,000? ii The proportion that top up funding paid to support High Needs pupils represents compared to the total budget allocated via the BF Funding Formula exceeds 2% in a primary school and 1% in a secondary school? |                |                  |              |     |
|   | Yes  | 15             | 5                | 20           | 69% |
|   | No   | 6              | 1                | 7            | 24% |
|   | No response  | 2              | 0                | 2            | 7%  |
| 14  | Do you agree that the wording in the existing premature retirement / dismissal funding policy should be updated as set out in Appendix 13?   |                |                  |              |     |
|   | Yes  | 20             | 6                | 26           | 90% |
|   | No   | 3              | 0                | 3            | 10% |
|   | No response  | 0              | 0                | 0            | 0%  |

| <b>FINANCIAL CONSULTATION WITH SCHOOLS – SUMMARY RESONSES</b> |   | <b>TOTALS</b>  |                  | <b>TOTAL</b> |     |
|---|---|----------------|------------------|--------------|-----|
|   |   | <b>PRIMARY</b> | <b>SECONDARY</b> |              |     |
| 15  | Do you agree that the wording relating to responsibility to repair and maintenance should be updated to make clear that financial contributions to schemes due from schools need to be paid in the year that work is completed? The full proposed text is set out in Appendix 14? |                |                  |              |     |
|   | Yes   | 21             | 5                | 26           | 90% |
|   | No  | 1              | 0                | 1            | 3%  |
|   | No response   | 1              | 1                | 2            | 7%  |
| 16  | Are you aware of any areas of budget pressure or areas of new development that you would like to be added to school budgets, subject to sufficient funds being available?   |                |                  |              |     |
|   | Yes   | 8              | 5                | 13           | 45% |
|   | No  | 4              | 0                | 4            | 14% |
|   | No response   | 11             | 1                | 12           | 41% |
| 17  | Are there any areas of concern arising from the April 2013 changes or other matters on education funding that you would like to raise?  |                |                  |              |     |
|   | Yes   | 6              | 1                | 7            | 24% |
|   | No  | 5              | 1                | 6            | 21% |
|   | No response   | 12             | 2                | 16           | 55% |
|   |   | 23<br>74%      | 6<br>100%        | 29<br>78%    |     |

### **Budget Strategy of the Schools Forum**

The following key principles, listed in priority order, have previously been agreed as the budget strategy by the Schools Forum, which will be used as a general guide in making budget decisions:

- A. It has been included in the financial settlement from the DfE and it is consistent with local funding priorities;
- B. It relates to a new or amended statutory responsibility / DfE Regulation;
- C. There is sufficient income to fully fund changes in pupil characteristics, i.e.: changes in pupil deprivation, low prior attainment, number of looked after children, English as an additional language and mobility;
- D. The pressure relates to a key local priority;
- E. Any remaining funds should be allocated using per pupil, high deprivation and low prior attainment, in the same proportion as the distribution of funds at the start of the financial year (around 93.6%/3.1%/3.3% in primary and 90.7%/4.6%/4.7% in secondary). If sufficient funding remains for this principle, schools would then be free to deploy the resources to their key priorities and any school specific pressures.

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