



## **NOTICE OF MEETING**

### **Schools Forum**

**Thursday 22 October 2015, 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  
Liz Cook, Secondary Head Representative  
Karen Davis, Primary Head Representative  
Brian Fries, Secondary School Governor  
Martin Gocke, Pupil Referral Unit Representative  
Keith Grainger, Secondary Head Representative  
John McNab, Secondary School Governor  
Trudi Sammons, Primary School Representative  
Anne Shillcock, Special Education Representative  
Debbie Smith, Secondary Head Representative  
David Stacey, Primary School Governor  
Beverley Stevens, Academy School Representative  
Grant Strudley, Primary Head Representative  
John Throssell, Primary School Governor

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

George Clement, Union Representative  
Kate Sillett, PVI Provider Representative  
Vacant, 14-19 Partnership Representative  
Vacant, Diocese Representative (Roman Catholic)  
One Vacancy, Diocese Representative (Church of England)

ALISON SANDERS  
Director of Corporate Services

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Published: 13 October 2015

**Schools Forum**  
**Thursday 22 October 2015, 4.30 pm**  
**Council Chamber, Fourth Floor, Easthampstead House, Bracknell**

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

**AGENDA**

Page No

1. **Election of Chairman**
2. **Appointment of Vice-Chairman**
3. **Apologies for Absence/Substitute Members**  
To receive apologies for absence and to note the attendance of any substitute members.
4. **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.
5. **Minutes and Matters Arising**  
To approve as a correct record the minutes of the meeting of 16 July 2015. 5 - 12
6. **Update on SEN Cost Pressures**  
To update the Schools Forum on the current cost pressures being faced in respect of High Needs Pupils and the actions being taken to manage those pressures and any future cost increases. 13 - 34
7. **Schools Budget Monitoring 2015-16**  
To update the Schools Forum on the 2015-16 forecast budget monitoring position for the Schools Budget, to be aware of key issues and management actions being taken and progress to date on the Education Capital Programme. 35 - 48
8. **Schools Forum Operational and Good Practice Guide**  
To present the Schools Forum with the latest version of the Department for Education's (DfE) Schools Forum: Operational and Good Practice Guidance. To outline a small number of changes that may be beneficial and to gather comprehensive views from individual Schools Forum members. 49 - 90

9. **Financial Benchmarking 2015-16**

To present the Schools Forum with an annual information report that provides members of the Forum with financial benchmarking data in respect of the 2015-16 original budget that has been made available by the Department for Education (DfE).

91 - 108

10. **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 10 December 2015

Thursday 14 January 2016

Thursday 10 March 2016

Thursday 21 April 2016

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**SCHOOLS FORUM  
16 JULY 2015  
4.30 - 6.25 PM**

**Present:**

**Schools Members**

Sue Barber, Primary School Governor  
Liz Cook, Secondary Head Representative  
Martin Gocke, Pupil Referral Unit Representative  
Keith Grainger, Secondary Head Representative  
John McNab, Secondary School Governor  
Debbie Smith, Secondary Head Representative  
David Stacey, Primary School Governor  
Beverley Stevens, Academy School Representative  
John Throssell, Primary School Governor (Vice-Chairman)

**Non-Schools Members:**

George Clement, Union Representative (Chairman)

**Observer:**

Councillor Dr Barnard

**Apologies for absence were received from:**

Brian Fries, Secondary School Governor  
Ruth Huckle, Primary Head Representative  
Trudi Sammons, Primary School Representative  
Anne Shillcock, Special Education Representative

**33. Declarations of Interest**

Keith Grainger, Sue Barber, Liz Cook and Debbie Smith declared an interest in respect to Item 8, which involved decision making in relation to their schools.

Councillor Dr Barnard declared an interest in respect to Item 8, as a governor of Garth Hill College.

**34. Minutes and Matters Arising**

**RESOLVED** that the minutes of the meeting held on 12 March 2015 be approved and signed by the Chairman as a correct record.

Matters Arising

*Minute 30:* In relation to the deadline for submission of budget plans for schools in financial difficulties and in discussion with the Local Authority, the date would be moved to the end of July. All 17 schools that responded to the consultation agreed to the revision of date. The Scheme for Financing would be updated accordingly.

### 35. **Update on Family Focus**

Karen Frost, Head of Prevention and Early Intervention, gave an update on the Council's progress and successful delivery of Phase 1 the Family Focus Programme (known nationally as the Troubled Families programme), and proposals being made in respect of delivering Phase 2 of the programme.

Phase 1 of Troubled Families was a three year programme that commenced in 2012, part funded by the government on a payment by results basis. The programme aimed to improve outcomes for those children and families with complex needs. In addition, the programme was expected to lower costs and reduce future expenditure by lowering dependency on Council funded services.

The key aim of the Bracknell Forest Council (BFC) programme was to avoid families progressing to requiring high cost, statutory children's social care services and providing ongoing support to those families that can be stepped down. In this respect, the programme has been very successful. BFC had been working on the original programme since January 2012. Its key objectives were to:

- Improve timely access to holistic support for families with complex and multiple problems;
- Ensure a clear process to get the right level of support for families;
- Improve the range and quality of services for families;
- Ensure improved transition at each key stage in a child's/young person's life;
- Drive systemic change.

BFC had achieved a 100% success rate (115 families). These cases had now been closed, however the key workers would maintain contact via monthly telephone calls, where appropriate, to ensure that they did not re-enter the system and incur ongoing costs.

98 of the 115 families (85.3%) successfully improved the sustainable attendance and behaviour at school of their children/young people. Young people within 17 of the 115 (14.7%) families entered the workplace. This would directly impact on school stats for NEET young people and raise aspirations of young people living with parents who would previously have been receiving out of work benefits.

For Phase 2, which will run from 2015, the Department for Communities and Local Government (DCLG) has estimated that the total number of families eligible in BFC for inclusion in the five year expanded programme is approximately 380, a significant increase on previous targets.

During Phase 2, the DCLG will be focusing on the following:

- The development of an independent national evaluation for the expanded Troubled Families Programme;
- The completion and continued improvement of the Troubled Families online cost savings calculator;
- The design and implementation of a new system of Family Progress Data;
- The refinement of the indicators suggested to identify families and the development of best practice approaches to measuring significant and sustained progress with families;
- The design of the 'spot check' process for results and engagement of local authority Internal Auditors in the approval of local results claims;

- The introduction of a model of transparent local accountability for the success of the programme as a tool to drive greater service transformation, using streamline data collection tools.

The Council received £0.6m grant funding for Phase 1 and estimates to receive around £1.452m for Phase 2.

The Forum noted:

- The progress and success of Phase 1 of the programme;
- The progression into Phase 2 of the potentially longer, five year programme, on the proposed basis set out in the body of the report;
- The outline budget plan as set out in Annex 2.

### 36. **Education Capital Programme 2015-18**

Chris Taylor, Head of Property & Admissions, outlined a report informing the Schools Forum about the progress with the 2015/18 Education Capital Programme including the recent Department for Education (DfE) capital grant funding announcements for a further £33m of investment into the Bracknell Forest school estate over this period.

Recent applications of grant funding had led to good news for schools and it was now possible to plan projects across financial years, which allowed more flexibility and achievement of greater value for money. The funding streams were detailed in Appendix A of the report with around £25.3m allocated for school places, £6.3m for building maintenance, £0.9m to individual school and £0.3m for school kitchens. Allied with contributions from developers, this would significantly finance the cost of the planned school places programme for the 3 year period.

To support the allocation of funding for condition, Property Data Surveys of schools – which are similar to the condition surveys undertaken by BFC - have been undertaken by consultants working for the Education Funding Agency (EFA) in 2014/15. These suggest that Bracknell Forest Council (BFC) maintained schools sat in the third quartile (68.5%) of identified condition need across all 352 Responsible Bodies (RBs), which meant the condition of BFC maintained school buildings was better than 31.5% of RBs. BFC Voluntary Aided (VA) schools sat in the second quartile (48.6%) of identified condition need across all 352 RBs, which meant the condition of our VA school buildings was better than 51.4% of RBs.

A further development regarding condition need was that BFC had successfully bid for funding for under the EFA Priority Schools Building Programme, PSBP2. This was a new capital grant funding stream worth £2bn nationally, delivered through a five year programme of works between 2015-2021. Specific works to be undertaken and estimated values had yet to be confirmed by the EFA.

In response to a question relating to potential building works at College Hall, it was confirmed that the urgent and pressing need was to complete a substantial number of high cost roof repairs. A balance of funds was held for other work but has yet to be fully allocated.

The Forum noted the progress with the 2015/18 Education Capital Programme including the recent DfE capital grant funding announcements for a further £33m of investment into the Bracknell Forest school estate over this period.

### 37. **School Balances 2014-15**

The Forum were presented with an annual report which gave an update on the level of balances held by schools as at 31 March 2015, 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.

In general terms, revenue balances were continuing to fall and whilst average balances in primary schools remained adequate at 6.4%, secondary schools were now at 2.5% which needs to increase to be able to safely manage in-year fluctuations and emergencies. The significant draw down in secondary school balances would need to be carefully monitored, especially in light of the on-going tight financial settlements and level of loans now being requested.

There was also a need to ensure that significant surplus balances being held by schools were for the right reasons and that sufficient money was being spent each year to support the achievement of pupils on roll. The approved policy in relation to managing surplus balances had been updated and any funds above a certain level not being held for valid reasons could be clawed back for re-distribution within the Schools Budget. A review of information provided by schools to support significant surplus balances confirmed that all money was being held for valid reasons, but there was a concern that 90% of funds were being held for capital investments, rather than in support of day to day expenditure in classrooms.

There were no significant concerns in relation to capital balances and school had plans to spend funding within deadlines set by the Department for Education.

The members discussed the possibility of Learning & Achievement identifying schools whose curriculum needed enrichment, and where the school had a surplus balance, it could be suggested to the Headteacher or Governors to direct funds to providing additional curriculum support.

The Forum **NOTED**:

- i. The key performance information on all school balances, as set out in paragraph 5.4;
- ii. That due to the significant size of surplus, it is more appropriate to draw conclusions from overall school performance excluding Harmans Water Primary School, as set out in paragraph 5.6, and in particular;
  - a. At 4.6%, average balances are considered adequate to cover unforeseen circumstances;
  - b. Aggregate surplus balances continue to decline, with an in-year reduction of £0.644m (-17%);
  - c. Secondary schools are drawing down more from their reserves than primary schools.

The Forum **AGREED**:

- i. That all of the qualifying significant surplus balances held by schools has been assigned for relevant purposes as set out in the approved scheme and should not be subject to claw back (paragraph 5.15).



- ii. The claw-back scheme text is updated to make clear that primary schools can retain the higher of £150,000 or 16% of annual income, subject to providing a valid explanation (paragraph 5.20).

### 38. **Provisional Outturn on the Schools Budget 2014-15**

The Forum was presented with a report which informed members of the provisional outturn on the 2014-15 Schools Budget, including the allocation of balances and the use of Earmarked Reserves.

The changes to the originally approved budget were highlight, and it was confirmed that the provisional outturn on the Schools Budget showed a £1m over spending, which after taking account of draw down from earmarked reserves to finance relevant expenditure, the final over spending was £0.483m. There was £0.691m in the Schools Budget General Reserve to finance the over spending, meaning that £0.208m remained in the General Reserve at 1 April 2015.

Whilst the over spending was lower than previously reported, SEN costs were down £0.332m and £0.265m of funding approved for capital investment had been returned to revenue pending re-consideration of actual needs. A surplus of £0.208m was still £0.302m below a prudential level of balances, and this would need to be addressed as part of the 2016-17 budget setting process.

The Forum **NOTED**:

- i. that the outturn expenditure for 2014-15, subject to audit, shows net expenditure of £1.088m which represents a £1m over spending before allocation of reserves and balances (paragraph 5.7);
- ii. that after transfers to and from earmarked reserves, the Schools Budget over spent by £0.483m (paragraph 5.8);
- iii. the main reasons for budget variances (paragraph 5,9);
- iv. that due to delays in finalising capital projects for creating additional places for 2 year olds, £0.265m of Early Years DSG revenue funding transferred to capital has been returned to the Schools Budget General Reserve pending a decision on any future bid for funds (paragraph  
a. 5.9 viii);
- v. that the current aggregate surplus on balances and Earmarked Reserves within the Schools Budget amount to £5.152m (paragraph 5.10);
- vi. the previously agreed transfers to and from Earmarked Reserves (paragraph 5.11);
- vii. that at £0.208m, the current balance on the Schools Budget General Reserve is below the £0.51m minimum prudential balance which will need to be addressed as part of the 2016-17 budget setting process (paragraph 5.16);

The Forum **AGREED**:

- viii. the transfers processed as part of the accounts closedown process to and from balances and Earmarked Reserves (paragraph 5.12);

39. **Proposals for Additional Financial Support to Schools and other Associated Matters 2015-16**

The Forum received a report which updated members on proposals for financial support to schools, including loans and one-off funding allocations from the budget to support Schools in Financial Difficulties.

In terms of one-off funding allocations that did not need to be repaid, two proposals totalling £0.085m were supported by the Local Authority (LA) in respect of schools rated as 'requires improvement' in their latest Ofsted inspections. In both instances it was considered unreasonable to expect the school to be able to implement all elements of the action plans from within their existing resources.

In respect of loans, which were granted to cover a temporary funding difficulty which over time can be fully repaid, four new loans to secondary schools were being supported by the LA. Three of these new loans would be financed by future growth in pupil numbers which would increase the school budget at a greater rate than associated cost increases, with one invest to save scheme, where the purchase of solar panels would reduce future electricity bills to a greater extent than the annual cost of the borrowing associated with the loan. It was also confirmed that the existing loan to a primary school was on course to be repaid in line with the agreed repayment terms.

The number and size of loans now being requested had not been experienced before, so presented a new challenge not only to the schools required to make the payments, but also the LA as loans were financed from the aggregate surplus balances held by all schools, and capped to 40% of the total. Whilst the current £0.950m of loans represent 25% of total balances, with the on-going tight financial settlements, balances are expected to continue to reduce, as were the significant surpluses held by a small number of schools as they implement their investment plans. The conclusion from this is that the LA could be in a position where it would not be possible to grant significant additional loans in the near future.,

Forum members suggested that this information should be communicated to all schools in relation to what loans they could take up in the future, if these options would be reduced.

Headteachers on the Forum also commented that it was difficult to predict income streams to schools based on the number of pupils, and only census figures could be relied upon for this. With future loan repayments being funded from this source, there was a risk that funding could be lower than anticipated. This risk is further heightened by the potential impact of the new secondary school opening in Binfield Learning Village and the impact this could have on pupil numbers at other schools in the borough. An update was also provided in respect of the current level of Dedicated Schools Grant, which was still subject to change, the revised budget proposed for Rise@GHC, the new Autistic Spectrum Disorder SEN unit and post 16 grant funding.

Forum members commented on the Autism and Social Communication Service budget providing a diminished service to College Hall Pupil Referral Unit and secondary schools and this had been raised at a Headteachers meeting and with the Director of Children, Young People and Learning. Officers would provide an update at the next meeting.

The Forum **NOTED**:

- i. That in respect of previously agreed loans:

- a. Wildmoor Heath Primary school was complying with the repayment terms (paragraph 5.15);
  - b. Sandhurst Secondary School was requesting a further advance to cover a medium term funding shortfall (paragraph 5.16);
- ii. the estimated amount of Dedicated Schools Grant for 2015-16 at £78.052m subject to increase once funding for 2 year olds was confirmed at the end of July (paragraph 5.25 and Table 3);
  - iii. the £0.093m of post 16 SEN funding expected to be received above budget that would be available to support any in-year pressures on budgets supporting High Needs Pupils (paragraph 5.27);
  - iv. an update report on progress against containing expenditure to budget and making savings in future years on High Needs Budget areas would be presented in the autumn term once greater certainty exists on costs and likely new academic year costs (paragraph 5.28).

The Forum **AGREED**:

- i. that Winkfield St Mary's Primary school receives a one-off funding allocation of £0.030m from the budget to support Schools in Financial Difficulty (paragraph 5.8);
- ii. that Easthampstead Park school receives a one-off funding allocation of £0.055m from the budget to support schools in Financial Difficulty (paragraph 5.9);
- iii. new loan requests, subject to receipt of request from the chair of governors confirming compliance with loan conditions for:
  - a. Brakenhale, Easthampstead Park and Sandhurst Secondary schools to cover medium term budget shortfalls (paragraph 5.18); and
  - b. Garth Hill Secondary School for an invest to save scheme relating to a Photovoltaic (PV) Solar Panel installation (paragraph 5.19);
- iv. the revised funding plan for Rise@GHC, the Special Educational Needs Unit for young people on the Autistic Spectrum Disorder (paragraph 5.23, Table 1 and Annex B);
- v. The budget adjustments required as a result of the revised level of DSG, post-16 sixth form and SEN grants and the updated funding plan for Rise@GHC (paragraphs 5.22 to 5.27).

#### 40. **Funding Policy for New and Expanding Schools**

The Forum were presented with a report which advised of the requirement to develop a revenue funding policy for new and expanding schools. This arose from the new build programme currently envisaged and the need to allocate revenue resources to cover initial start-up costs and the diseconomies of scale that would be experienced until sufficient numbers of pupils are on roll. It also reminded the Forum that this was a significant financial pressure at a time of cash flat funding settlements and growing cost pressures.

A substantial amount of preliminary work had been undertaken on this issue, ensuring compliance with DfE requirements and building on the experiences of other LAs. However, it was proving very difficult to produce a solution that would meet the needs of the different types of new schools being planned whilst at the same time making it affordable with acceptable impact on all other schools. More work would be undertaken over the summer holidays with the target being to report back the Forum in the autumn with financial implications. There would be a consultation with all schools on this with the intention being three options identified for consideration in preparation for implementation in April 2016.

Forum members commented on:

- The possibility of strong competition between schools for pupils;
- The impact of decisions taken by Wokingham in terms of housing developments would impact on schools in the south of the borough;
- The potential for the new academy schools to be operated by organisations with no knowledge or links to the area;
- A general concern about the changes taking place and the impact on all schools.

The Forum **NOTED**:

- i. a significant revenue funding pressure is anticipated as a consequence of increased pupil numbers arising from the anticipated school building programme;
- ii. the potential need for a new factor to be added to the BF Funding Formula for Schools to recognise the additional costs incurred at schools operating on two different sites;
- iii. that detailed proposals for a funding policy for new and expanded schools will be presented to the Schools Forum for approval in autumn 2015 together with associated financial implications.

#### 41. **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 17 September 2015

Thursday 22 October 2015

Thursday 10 December 2015

Thursday 14 January 2016

Thursday 10 March 2016

Thursday 21 April 2016

If there was no business to discuss, meetings would be cancelled.

**CHAIRMAN**

**TO: SCHOOLS FORUM**  
**DATE: 22 OCTOBER 2015**

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**UPDATE ON COST PRESSURES BEING EXPERIENCED ON  
SUPPORTING HIGH NEEDS PUPILS  
Director of Children, Young People and Learning**

**1 PURPOSE OF REPORT**

- 1.1 The purpose of this report is to update the Schools Forum on the current cost pressures being faced in respect of High Needs Pupils and the actions being taken to manage those pressures and any future cost increases.

**2 RECOMMENDATIONS**

- 2.1 **For the Schools Forum to NOTE the actions being taken to address the current and future cost pressures and the successful progress to date that indicates a year end under spending on High Needs budgets of £0.124m.**

**3 REASONS FOR RECOMMENDATIONS**

- 3.1 To keep the Forum up to date on progress against managing high needs budgets in the short and medium term.

**4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 Options for cost control were presented to the Forum in January 2015 and have been incorporated into the work programme.

**5 SUPPORTING INFORMATION**

- 5.1. The Forum will be aware of the significant cost pressures being experienced on meeting the requirements of High Needs pupils and that these resulted in a £1.225m over spending in 2014-15. Projecting forward the known commitments and further high cost placements anticipated from the increase of statutory responsibility from age 19 to 25, the Forum agreed a budget pressure of £2.093m was unavoidable and would need to be funded from the growth added into the Schools Block element of the Dedicated Schools Grant.
- 5.2. A number of proposed management actions were reported to the Forum in January that are designed to manage costs to the current budget and achieve on-going savings in order to remain within budget moving forward where the forecast demographics indicate on-going cost increases if action is not taken.
- 5.3. To review and challenge this work, a Post-16 SEN Budget Monitoring Board has been established that meets quarterly and is chaired by the Director of Children, Young People and Learning. The reports are also presented to the Council's Corporate Management Team. The first two quarterly reports are attached as Annexes A and B.

## 6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

### Borough Solicitor

6.1 The relevant legal issues are identified within the main body of the report.

### Borough Treasurer

6.2 The financial implications are summarised in the supporting information with an under spending of £0.124m currently being forecast.

### Equalities Impact Assessment

6.3 Not applicable.

### Strategic Risk Management Issues

6.4 The most significant financial risk relates to a potential overspend on the Schools Budget and how that will impact on individual schools budgets if it is on-going into future years. With support to high needs pupils often arising from statutory requirements, relevant expenditure will be a first call on the budget. There is a risk that to balance future School Budgets, funding to individual schools will have to be reduced, a situation that has occurred in a number of LAs.

6.5 This is a volatile budget and fluctuations can occur with late identification of needs or children/young people moving into the authority with a high level of need. There are limited funds remaining in the Schools Budget Unallocated Reserve, currently estimated at £0.431m that will be available to manage any significant cost pressures on a one off basis. However, by April 2016, there needs to be a minimum balance of £0.51m on the Schools Budget Unallocated Reserve in order to safely manage pressures that could occur in 2016-17.

### Background Papers

None

### Contacts for further information

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DOC ref: G:\Executive\Schools Forum\73) 151022\Update on SEN cost pressures.docx

TO: CYPL DMT  
DATE: 14<sup>th</sup> JULY 2015

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**UPDATE ON COST PRESSURES BEING EXPERIENCED ON  
SUPPORTING HIGH NEEDS PUPILS – QUARTER 1  
Chief Officer: Learning and Achievement**

**2 PURPOSE OF REPORT**

- 2.1 The purpose of this report is to update DMT on the current cost pressures being faced in respect of High Needs Pupils and the actions being taken now to manage down the immediate pressures and plans for future actions to assist further cost reductions.

**3 EXECUTIVE SUMMARY**

- 3.1 Based on work completed in the first quarter of the year, the SEN Team has successfully secured significant savings built into the 2015-16 High Needs Pupils budget, with a year end over spending of £0.029m currently being forecast. This can be financed by additional post-16 SEN grant of £0.093m recently confirmed by the Education Funding Agency (EFA), resulting in a net under spending on High Needs Pupil budgets of £0.064m. However, this is a volatile, high cost service area that can change at short notice. Therefore, opportunities for further savings will continue to be explored and future cost increases cannot be ruled out.

**5 RECOMMENDATIONS**

- 5.1 To NOTE that the £0.468m of savings built into the 2015-16 budget are on course to be achieved as a result of management actions.
- 5.2 To ENDORSE the next phase of developments as set out in paragraph 6.17.

**6 REASONS FOR RECOMMENDATIONS**

- 4.2 To keep DMT up to date on progress against managing high needs budgets in the short and medium term.

**5 ALTERNATIVE OPTIONS CONSIDERED**

- 5.2 These are set out in the supporting information.

**6 SUPPORTING INFORMATION**

Background

- 5.1. Changes in arrangements for Post 16 education introduced by the Government, meant that as of April 2013, the Local Authority became responsible for both the commissioning of provision, and the funding of additional support for, children and young people with Special Educational Needs (SEN) up to the age of 25 (i.e. the end of the academic year in which they achieve their 25th birthday).

- 5.2. The budget being transferred from the EFA to LAs in 2013/14 to meet these commitments was based on 2011/12 pupil numbers and associated funding allocations. On a national scale, demand for Post 16 placements far outstripped the EFA's predictions which the budgets were based on, with a 40% increase in budget costs being seen. This was mirrored in Bracknell Forest with the allocated budget being less than the commitments already identified for 2013/14.

#### Implications of the new Children and Families Act 2014

- 5.3. In September 2014, the new Children and Families Act 2014 became legally enforced within the UK. Key aspects of the new Act related to supporting students with SEN up to the age of 25, via the use of a legally enforceable document called an Education Health Care Plan (EHCP), which will replace SEN Statements over the next three years. Historically, the process for a pupil progressing to Further Education (FE) was for a local mainstream college assessment to be undertaken to determine whether there was suitable local mainstream provision available to meet the pupil's need. If the local mainstream college is unable to meet the pupil's needs, parents could then express a preference for an alternative independent specialist provision (which may be a local day placement or a more distant residential specialist placement). Up until April 2013, the LA had not been responsible for the placement decisions nor the associated funding commitments attached to such placements.
- 5.4. Educational entitlement has also been clarified within the new Code of Practice. These are for access to educational provision up to Level 3 up to age 19 for non-SEN pupils, and up to age 25 for SEN pupils. This therefore requires the LA to make preparations and to possibly fund educational placements up to the age of 25 for pupils with an EHCP. This provision is only required if it is identified as an intended outcome on the EHCP and that education courses are appropriate.
- 5.5. It is important to emphasise that these new arrangements are not an automatic entitlement for education up to the age of 25 for pupils with SEN. The extended provision is subject to actual and predicted progress in learning. This will therefore require a significant change to the basis on which initial and continuing placements are agreed to by the LA, in order to ensure that EHCPs are only continued if it is deemed necessary to support continued learning and academic progress. It is clearly an important piece of work to look at career progression and preparing young people with pathways into employment.
- 5.6. Due to legislation in place, it must be considered that all current placements will continue unless the placement is no longer necessary to meet need or the young person does not wish to remain in learning. In order to therefore ensure that financial pressures are reduced over time whilst also ensuring student needs are being met effectively, close monitoring and reviewing must be undertaken. A review of all post 16 placements has been carried out, with 7 students coming out of education next academic year and currently no new Post 16 students have been identified as requiring specialist placements.

#### 2015-16 Budget

- 5.7. The factors occurring last year as set out above will continue and increase cost pressures into 2015-16, meaning without action a further significant budget over spending on High Needs pupils will occur (£1.238m over spend in 2014-15). In setting the 2015-16 Schools Budget, the Schools Forum agreed that £1.656m of funding intended to be allocated to individual schools would be diverted to finance the unavoidable cost increases relating to high cost placements with non-LA providers..



- 5.8. The basis of this budget was set on forecast student numbers. These reflected current placements that were expected to continue together with an allowance for more students, either from staying in education to an older age than in the past or the impact from the on-going general rise in population. This indicated an additional 9.2 students which increases to 11.2 when allowance for the general increase in population is also included. There was also expected to be an increase in the average cost of placement as some of the highest cost students remain in education. These changes result in a cost pressure of £0.686m.
- 5.9. To partially mitigate this increase that would occur naturally, a greater focus would be placed on moving more students into employment and onto shorter courses meaning reductions to historic placement patterns would need to be achieved to balance the budget. A target reduction of 7 students, equivalent to £0.268m was therefore built into the placements budget.
- 5.10. The current and future forecast student numbers and costs are set out below in Table 1. This shows an on-going budget pressure into future years that will require long term action to bring down to an affordable level and avoid potential budget cuts to individual schools.

Table 1: Forecast spend on external SEN placements (non-LA)

	Pre 16			Post 16			Total		
	Nos.	Cost		Nos.	Cost		Nos.	Cost	
		Total £m	Average £k		Total £m	Average £k		Total £m	Average £k
2014-15	57.1	£2.510	£44.0	105.5	£3.455	£32.7	162.7	£5.966	£36.7
2015-16	54.9	£2.099	£38.2	112.0	£4.285	£38.3	166.9	£6.384	£38.3
2016-17	59.8	£2.350	£39.3	129.9	£4.595	£35.4	189.7	£6.945	£36.6
2017-18	60.8	£2.389	£39.3	140.8	£4.921	£34.9	201.6	£7.310	£36.3
Change 2014-15 to 2017-18							38.9	£1.344	-£0.4

- 5.11. Subsequent to setting the original budget, two changes have been made. A reduction of £0.119m has been processed as a saving will occur from September 2015 when 5 BF students will be attending the new Autistic Spectrum Disorder Unit on Eastern Road (Rise@GHC) rather than a non-LA special school. This funding has been transferred to the Rise@GHC. The Department for Education has reduced High Needs Block Dedicated Schools Grant funding by £0.034m, which has also been deducted from the original budget. The current budget for non-LA placements is therefore £6.230m.
- 5.12. In addition to the £0.268m saving built into the 2015-16 placements budget set out above in paragraph 6.9, a further £0.2m of savings were also included on other High Needs budgets such as specialist support services making total budget savings needing to be achieved of £0.468m.

Progress highlights for this quarter

- 5.13. At this early stage of the year, with a number on new academic year placements to be confirmed and prices yet to be firmed up by many FE providers, the High Needs placement budget is forecast to over spend by £0.029m. After applying additional post-16 SEN grant of £0.093m recently confirmed by the Education Funding Agency (EFA), this results in a net under spending on High Needs Pupil budgets of £0.064m. There will also be a number of new placements between now and the end of the financial year that will

emerge as current assessments complete and other high needs develop. Based on past experience, the forecasts include £0.4m set aside for the cost increase that will occur but where at this stage the value is unknown.

5.14. A summary of key achievements in quarter 1 are as follows:

- 4 students no longer attending B&W College and accessing support from ASCHH
- 2 students education ceased early
- 3 students leaving ISPs and going to lower cost FE providers
- 3 students leaving LA special school to be supported by ASCHH
- No new high cost ISP places expected
- On target to achieve the £0.2m savings built into the base budget on non-placements high needs budgets
- 5 BF students confirmed to be place at new Rise@GHC Autistic Spectrum Disorder Unit on Eastern Road with the possibility of 2 more
- Outline agreement reached with B&W College for the development of a post-18 centre of excellence for Profound and Multiple Learning Difficulties and Severe Learning Difficulties
- The 1.5 FTE newly created Post-16 SEN Officer posts have been recruited to and other vacant posts also filled
- Adviza has supported the student application process to colleges to ensure all student applications have been accepted
- A more rigorous approach to cost control at SEN panel
- More challenge to mainstream schools to retain high needs pupils within their current setting rather than moves to non-LA specialist provider
- More collaborative working with other LAs to secure better value for money
  
- Current key data on placements with non-LA specialist providers
  - 167.3 FTE placements (budget included 166.9 FTE)
  - Average cost £36.0k (£38.3k)
  - £0.3m provision for future anticipated placements
  - Net forecast over spending of £0.076m
- Aggregate forecast for other High Needs Pupils budgets, £0.047m under spending. Includes £0.1m provision for future anticipated placements in other LA special schools.

5.15. Work is ongoing regarding the placement of students with SEN into employment and apprenticeships. Opportunities are being explored by the Branch.

6.16 Appendix 1 sets out progress to date in detail.

#### Next steps

7.10 The focus of work in the coming quarter and over the medium term is:

- Continue to develop local SEN provision, including additional SEN resource units and nurture groups in schools.
- Post 16 SEN Officer's to work with families and students to analyse placements.
- Continue to work with providers to develop the local Post 16 offer.
- Work on the placement of SEN students into employment or apprenticeship.
- Review other services funded from the High Needs Block

7.11 Q2 Report November 2015.

## 7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

### Borough Solicitor

6.3 Not sought.

### Borough Treasurer

6.4 The financial implications are set out in the supporting information. At this early stage of the year, costs are forecast to marginally under spend the budget provision.

### Equalities Impact Assessment

6.6 Not applicable.

### Strategic Risk Management Issues

6.7 The most significant risk facing the Council is the impact of the overspend on the Schools Budget and how that will impact on individual schools with money needing to be diverted to support high needs pupils. There is a greater risk to schools falling into Ofsted categories with less funds available to support school improvement.

This is a volatile budget and fluctuations can occur with late identification of needs or children/young people moving into the authority with a high level of need. There are no funds remaining in the Schools Budget to manage any significant in year cost increases which if they occur, may ultimately need financial support from the council or future budget reductions to schools.

### Background Papers

None.

### Contacts for further information

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Doc ref: G:\Recoupment\SEN working group\1) Quarter 1 15-16 documents\SEN working group - update report Q1 - v8 after 14 July CYPL DMT.docx

### Management actions taken quarter 1 2015-16

Actions from 15 January Schools Forum Report	Progress First Quarter 2015-16	Financial Impact	Risks
<p>1) Ensure student needs are being met effectively through close monitoring and regular review of placements.</p> <p>Report ref: Paragraph 5.27</p>	<p>An in-depth review of all current Post 16 placements has been undertaken to ensure that each placement is both appropriate and necessary. This has resulted in four students no longer attending B&amp;W college.</p> <p>Two ceasing their placements in education early.</p> <p>Three leaving ISP's and going onto FE in September. ISP = £213,167 Predicted FE costs = £110,394</p> <p>Three students leaving other LA special schools and moving on to supported adulthood pathways with Adult Social Care.</p> <p>Currently, no new Post 16 student placements have been identified as requiring specialist placements, with alternative packages being sourced within mainstream FE provision.</p>	<p>£34,956</p> <p>£182,419</p> <p>£102,773</p> <p>£50,991</p> <p>Total = £371,139</p>	<p>College provision proposed for 3 young people is being disputed as a more expensive ISP placement is being requested from the family.</p> <p>These are subject to independent SEN Tribunal decisions that are in progress which may result in the family request being supported that would increase costs.</p>
<p>2) Based on an initial review, net savings of £0.2m can be achieved on budgets outside placements..</p> <p>Report ref: Paragraph 5.28</p>	<p>SEN management have been able to identify and confirm budget savings of £0.2m from this year' service budgets.</p>	<p>Nil.</p> <p>The £200,000 savings built into the 2015-16 base budgets are on target to be met.</p>	<p>Some of these services are unpredictable and demand led. They are subject to change at short notice.</p>

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<p>3) The development of 56 place Autistic Spectrum Disorder (ASD) pupil facility by converting the existing vacant building on Eastern Road is expected to generate medium term annual savings of around £0.5m. There will be a phased opening of one year group per annum (up to 8 pupils).</p> <p>Report ref: Paragraph 5.30</p>	<p>The council is on track to successfully open Rise@GHC in September 2015. The resource will open with 7 new pupils, 5 of which are Bracknell Forest pupils, reducing the cost of out of authority placements for Pre 16 SEN. The number admitted is within the range expected on the approved medium term budget plan and the medium term savings are on target to be achieved. Two of the five Bracknell Forest pupils have been successfully identified as appropriate to transfer from an independent provider to The Rise, illustrating the ability to reverse independent placements over the coming years.</p>	<p>Nil.</p> <p>The financial performance is in line with the medium term budget plan with pump priming costs being funded from Earmarked Reserves and the savings generated against external places on the 5 BF pupils places at Rise@GHC.</p>	<p>This is a medium term project with savings to be realised from 2018-19 with a number of risks including:</p> <ul style="list-style-type: none"> <li>- Placing sufficient BFC pupils</li> <li>- Grant funding from the DfE</li> <li>- Other LAs placing pupils</li> </ul>
<p>4) The development of 40 place SEN pupil facility – specialism yet to be determined – at Binfield Learning Village, with 10 places expected to be available from September 2018.</p> <p>Report ref: Paragraph 5.30</p>	<p>Binfield Learning Village is currently planned to open from September 2018. Work is still ongoing to develop the SEN strategy for incorporation in meeting SEN within the community.</p> <p>Currently, plans are being formulated to create a resource that will support pupils with attachment issues, who require a small nurturing environment, within Key Stage 1, 2 and 3.</p>	<p>Nil.</p> <p>Savings are anticipated in the medium to long term, but plans are not sufficiently advanced to estimate realistic impacts at this stage.</p>	<p>This is a medium term project with savings expected to be realised from 2021 with a number of risks including:</p> <ul style="list-style-type: none"> <li>- Placing sufficient BFC pupils</li> <li>- Grant funding from the DfE</li> <li>- Other LAs placing pupils</li> </ul>
<p>5) It has been identified that FE colleges are currently not equipped nor trained to a suitable level in order to take on general SEN provision needs, when compared with maintained schools. This is likely to be due to FE colleges</p>	<p>Work has been undertaken during the quarter to support local FE colleges in building up their capacity to meet general SEN. In doing so, it is currently expected that no new placements at independent specialist providers are to be made for September 2015. This is due to FE</p>	<p>Nil</p> <p>Sufficient provision included in the base budget.</p>	<p>If the colleges do not enhance and expand their provision then more external ISP places will need to be sourced with the LA having to pay higher top-up fees than</p>

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<p>having no historic requirement to follow the SEN Code of Practice until the Children and Families Act came into force in September. It is therefore critical that the LA supports the local FE colleges to create and develop SEN provision in order to build up provision in line with the LA's need for Post 16 SEN provision</p> <p>Report ref: Paragraph 5.38</p>	<p>colleges becoming more aware of what expectations are placed upon them to make reasonable adjustments to accommodate more complex SEN provision.</p> <p>With the DfE generally funding providers for places on a lagged basis, the LA will ordinarily need to pay for any growth in places from September 2014. Currently, the LA is aware of a net increase of 21 High Needs Students wishing to attend Bracknell and Wokingham College in September and another 8 in other providers.</p> <p>The budget assumptions included a sufficient provision to meet these costs. The LA is not currently funding any new ISP placements for September.</p>		<p>for alternative FE colleges.</p>
<p>6) A significant amount of work is being undertaken to set up co-working between MacIntyre (specialist education and support provider) and our local FE college in order to support learners with complex behavioural needs who would otherwise need to attend a specialist residential placement out of area. This has also involved joint discussions with other LAs, meetings and observations of other FE colleges who use MacIntyre and extended meetings with the local FE college, MacIntyre and parents to ensure</p>	<p>Work on this area has continued, and as a result has developed good working relationships between local FE colleges and MacIntyre. This work is helping to underpin sustainable placements for learners with complex behavioural needs, which historically would not have been successful with standard FE college provision. Two placements are currently being supported on this arrangement at a cost of £48,000 per year, as opposed to the potential cost of £203,000 if the students were to be placed in a specialist environment out of authority.</p> <p>This is essential cost avoidance with no</p>	<p>Nil</p>	<p>If the local colleges do not enhance and expand their provision then more external ISP places will need to be sourced with the LA having to pay higher top-up fees than for alternative FE colleges.</p>

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<p>that needs can be met effectively</p> <p>Report ref: Paragraph 5.39</p>	<p>direct impact on savings.</p>		
<p>7) Seek to achieve economies of scale through multiple learners accessing the same local provision at one time. Work is being undertaken with local FE colleges to increase their capacity and ability to take larger groups of learners with high support needs in the future. This includes those with Visual Impairment and Hearing Impairment as well as young people on the autism spectrum on mainstream courses. Historically, the local FE college in Bracknell has not provided courses for young people with learning difficulties. There is however, a course now established and increasing in numbers year on year and is gaining a good reputation, but further support for the college is required for it to be a competitor with long standing FE provision at neighbouring FE colleges, which still attract Bracknell Forest resident learners, which in turn incurs additional transport costs to the LA. Work to identify employment and training pathways is being undertaken by the NEET co-ordinator. This would have an impact on the numbers of young people requiring education</p>	<p>Expected numbers of High Need Students for next academic year are forecast to be a net total of 45 for Bracknell and Wokingham College. This is an increase over 21 currently placed students, which shows a developing trend for students with learning difficulties choosing to attend their local FE provision rather than go further afield.</p>	<p>Nil.</p> <p>Colleges have yet to confirm their new academic year costs. Savings may emerge in due course.</p>	<p>If the local colleges do not enhance and expand their provision then more external ISP places will need to be sourced with the LA having to pay higher top-up fees than for alternative FE colleges.</p>

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<p>placements. This work is ongoing and the NEET co-ordinator is working with several other teams within the LA to source some solutions.</p> <p>Report ref: Paragraph 5.42</p>			
<p>8) Investigative work is currently being undertaken in Profound and Multiple Learning Difficulties provision.</p> <p>Report ref: Paragraph 5.43</p>	<p>Bracknell and Wokingham College has also recently agreed to develop itself as a centre of excellence for supporting Post 18 students with Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD). An initial starting date for this project is anticipated as September 2017, which will then allow the LA to see financial savings being made.</p>	<p>Nil.</p>	<p>The provision is being developed by an external partner and conditional on a number of factors, including selling land at Wick Hill.</p>
<p>9) To ensure that SEN services and placements are commissioned appropriately and at the lowest financial cost, additional managerial time capacity has been released. Over the past 18 months the LA has seen 17 tribunal appeals lodged against the LA. This was the same total of appeals recorded from 2008 – 2012. This area of work is of considerable financial concern to the LA, and is only likely to increase due to the legal changes brought in by the Children and Families Act 2014. Over the past year, a potential of £300,000 financial liability has been saved by opposing appeals</p>	<p>Management have spent time this quarter ensuring that tribunal appeals (or potential of) have been dealt with swiftly. With the loss of some appeals carrying high financial implications, all efforts are made to ensure that cases are organised effectively, and time invested in them appropriately. On this basis, the LA currently only has 1 open appeal and saw a separate appeal cease due to the family moving out of area. Due to the work undertaken so far this financial year, tribunal costs have been kept low.</p> <p>It should be noted however, that due to decisions made to make changes to current placements, there are three potential Post 16 appeals to be expected in</p>	<p>Nil</p>	<p>Failure to present a robust and professional defence in tribunal cases increases the risk of needing to finance higher cost placements than those considered necessary.</p>



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<p>lodged against the LA. This work has also placed additional burdens on the Education Psychology Team.</p> <p>Report ref: Paragraph 5.44</p>	<p>the coming months. The team are doing all possible and necessary to ensure that an appeal is not lodge however, by discussing the decisions at length with parents and colleges, to ensure our decisions are successful.</p> <p>This is essential cost avoidance with no direct impact on savings.</p>		
<p>10) With many SEN cases being complex in nature and need, they can be overseen by not only the SEN team, but also have input from Children Social Care, Adult Social Care and even Health Authorities. Some cases are therefore often identified to have joint funding responsibilities with other services outside of SEN..</p> <p>Report ref: Paragraph 5.45</p>	<p>During this quarter, all Post 16 cases have been reviewed to ensure that all potential financial parties have been accounted for. The review found that there are currently no cases awaiting financial input from Health.</p> <p>The review has found that work is required to create robust financial arrangements and procedures for cases that require Adult Social Care involvement.</p>	<p>Nil</p>	<p>Failure to review financial responsibility for provision could result in inappropriate costs being financed.</p>
<p>11) Staff capacity is considered inadequate to meet the additional demands on the service from the legislative changes and from the perspective of effective placement management for cost reduction and avoidance as set out directly above.</p> <p>Report ref: Paragraph 5.46</p>	<p>The new 1.5 FTE Post 16 SEN Officer posts have been recruited to and are helping to manage to high number of post 16 cases.</p> <p>Adviza have been supporting the SEN Post 16 team, and their work has been in the form of administrative support for the handling of college applications for September, as well as supporting local colleges in responding appropriately to our applications. The work carried out has ensured that all student applications to FE colleges for September have been accepted</p>	<p>Nil</p> <p>Cost of the posts are included in the SEN Team base budget</p>	<p>Insufficient staffing resources will lead to cost increases from students undertaking inappropriate courses, remaining in education for longer than necessary with insufficient challenge to providers to improve and increase capacity and value for money to the LA.</p>

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	by FE colleges, Furthermore, this has meant that the LA has not been required to find provision for new students in the independent sector, safeguarding us against potentially greater costing placements.		
<p>12) There are currently 100+ Post 16 placements that need annually reviewing and monitoring to ensure the current placement is meeting needs, as well as keeping the costs of these placements under review for the following year's placement. It is also essential for the LA to attend all Year 10 reviews for students with SEN, which equates to on average an additional 70 reviews per annum, in order to ensure the transition into Post 16 is coordinated effectively and that appropriate education, training and employment pathways are identified.</p> <p>Report ref: Paragraph 5.47</p>	<p>SEN management have worked hard to recruit 1.5 FTE posts for the purpose of increasing Post 16 staff capacity, in order to accommodate this increase in workload</p>	<p>Nil</p> <p>Cost of the posts are included in the SEN Team base budget</p>	<p>Insufficient staffing resources will lead to cost increases from students undertaking inappropriate courses, remaining in education for longer than necessary with insufficient challenge to providers to improve and increase capacity and value for money to the LA.</p>
<p>13) Currently forecasting a £24k overspend in the pre-16 SEN budget</p>	<p>SEN management have worked hard to suppress inflationary increases in costs from providers over the past year. Costs of placements have however still increased for September placements, in line with a nationally agreed inflationary figure under the National Schools and Colleges contract scheme.</p> <p>SEN are also forecasting an increase in the</p>	<p>£24k overspend</p>	

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	number of complex placements for the coming academic year. The number of available places within the complex needs market is falling, thereby leading to higher cost placements having to be sort.		
14) Increasing costs of placements at Independent Specialist Providers have bene seen over recent years, for both current and new placements	<p>It has been noted that there has been cost increases for placements at the majority of providers. This has been seen as a market enforced pressure on authorities across the region due to shrinking competition within the marketplace. Work has been undertaken to ensure that increases in costs are either in line with or below the national inflation level for contract, which has been nationally agreed under the Nation Schools and College Contract scheme. Costs therefore should only increase by a maximum of 1.74% per year.</p> <p>Cross boarder joint working has also been undertaken to address this issue, by trying to find ways of using our regional buying power of several million pounds to stimulate cost reduction in the market by economies of scale. Unfortunately this is currently not seeing positive results as providers know there is a lack of options within the region and spaces are becoming scarce. New frameworks for tenders are being considered across the region in order to bring stability to costs of provision for the medium term.</p>	An increase of approximately 1.74% in placement costs per year. Current budgets do not have national inflation rates factored in.	Failure to scrutinise contracts and cost increases would lead to more cases where costs are increased at a disproportionate amount compared to national inflationary levels.
15) Increased concerns from mainstream schools have been raised to the SEN team regarding having to meet the	SEN Panel decisions within recent months have placed more emphasis on mainstream schools to demonstrate that they have exhausted all possible resources		Without rigorous monitoring of school requests to move pupils into specialist provision,

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<p>needs of more pupils with SEN</p>	<p>available to them before SEN Panel will accept it is appropriate to agree a move for a pupil into specialist provision. It is generally four times more expensive to place a pupil in specialist provision than to support them within mainstream provision with top up funding, therefore all efforts should be made to ensure available resources are fully utilised first.</p> <p>This methodology is however placing an increased pressure on mainstream schools to adapt their SEN strategies in order to accommodate more complex SEN cases within their schools.</p>		<p>and ensuring that schools exhaust all resources available before placing in specialist provision, the authority would see a significant increase in placement costs in specialist provision.</p>
<p>Future Actions</p> <p>New options for potential savings;</p> <ul style="list-style-type: none"> <li>• A review of cost of provision for relevant services that are funded through the High Needs Block of the Dedicated Schools Grant.</li> <li>• Development of a Primary ASD resource</li> <li>• Increase the provision at Rainbow</li> <li>• Increase the number of Nurture Groups in schools.</li> </ul>			

**TO: CYPL DMT**  
**DATE: 13 OCTOBER 2015**

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**UPDATE ON COST PRESSURES BEING EXPERIENCED ON  
SUPPORTING HIGH NEEDS PUPILS – QUARTER 2**  
Chief Officer: Learning and Achievement

**1 PURPOSE OF REPORT**

- 1.1 The purpose of this report is to update DMT on the current cost pressures being faced in respect of High Needs Pupils and the actions being taken now to manage down the immediate pressures and recommendations for future actions to assist further long term cost reductions.

**2 EXECUTIVE SUMMARY**

- 2.1 Based on work completed in the second quarter of the year, the SEN Team has successfully secured the significant savings built into the 2015-16 High Needs Pupils budget, with a year end under spending of £0.031m currently being forecast from direct management actions. This is an improvement of £0.060m compared to the forecasts provided for Quarter 1. This excludes additional post-16 SEN grant of £0.093m, which increases the net under spending on High Needs Pupil budgets of £0.124m. However, this is a volatile, high cost service area that can change at short notice. Therefore, opportunities for further savings will continue to be explored and future cost increases cannot be ruled out.

**3 RECOMMENDATIONS**

- 3.1 **To NOTE that as a result of management actions, £0.499m of savings are on course to be achieved, £0.031m above the amount included in the 2015-16 base budget.**
- 3.2 **To NOTE that overall High Needs budgets are forecast to under spend by £0.124m.**
- 3.3 **To ENDORSE the next phase of developments as set out in paragraph 6.18.**

**4 REASONS FOR RECOMMENDATIONS**

- 4.1 To keep DMT up to date on progress against managing high needs budgets in the short and medium term, and to make recommendations for long term strategic planning within Learning and Achievement.

**5 ALTERNATIVE OPTIONS CONSIDERED**

- 5.1 These are set out in the supporting information.

## 6 SUPPORTING INFORMATION

### Background

Note, paragraphs 6.1 to 6.10 remain largely unchanged from the Quarter 1 report, but have been retained for completeness.

- 6.1. Changes in arrangements for Post 16 education introduced by the Government, meant that as of April 2013, the Local Authority became responsible for both the commissioning of provision, and the funding of additional support for, children and young people with Special Educational Needs (SEN) up to the age of 25 (i.e. the end of the academic year in which they achieve their 25th birthday).
- 6.2. The budget being transferred from the EFA to LAs in 2013/14 to meet these commitments was based on 2011/12 pupil numbers and associated funding allocations. On a national scale, demand for Post 16 placements far outstripped the EFA's predictions which the budgets were based on, with a 40% increase in budget costs being seen. This was mirrored in Bracknell Forest with the allocated budget being less than the commitments already identified for 2013/14.

### Implications of the new Children and Families Act 2014

- 6.3. In September 2014, the new Children and Families Act 2014 became legally enforced within the UK. Key aspects of the new Act related to supporting students with SEN up to the age of 25, via the use of a legally enforceable document called an Education Health Care Plan (EHCP), which will replace SEN Statements over the next three years. Historically, the process for a pupil progressing to Further Education (FE) was for a local mainstream college assessment to be undertaken to determine whether there was suitable local mainstream provision available to meet the pupil's need. If the local mainstream college is unable to meet the pupil's needs, parents could then express a preference for an alternative independent specialist provision (which may be a local day placement or a more distant residential specialist placement). Up until April 2013, the LA had not been responsible for the placement decisions nor the associated funding commitments attached to such placements.
- 6.4. Educational entitlement has also been clarified within the new Code of Practice. These are for access to educational provision up to Level 3 up to age 19 for non-SEN pupils, and up to age 25 for SEN pupils. This therefore requires the LA to make preparations and to possibly fund educational placements up the age of 25 for pupils with an EHCP. This provision is only required if it is identified as an intended outcome on the EHCP and that education courses are appropriate.
- 6.5. It is important to emphasise that these new arrangements are not an automatic entitlement for education up to the age of 25 for pupils with SEN. The extended provision is subject to ensuring young people achieve their educational outcomes that help move them on successfully into adulthood. This will therefore require a significant change to the basis on which initial and continuing placements are agreed to by the LA, in order to ensure that EHCPs are only continued if it is deemed necessary in order to achieve appropriate educational outcomes. It is clearly an important piece of work to look at career progression and preparing young people with pathways into employment.
- 6.6. Due to legislation in place, it must be considered that all current placements will continue unless the placement is no longer necessary to meet need or the young person does not wish to remain in learning. In order to therefore ensure that financial pressures are reduced over time whilst also ensuring student needs are being met effectively, close monitoring and reviewing must be undertaken.

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### 2015-16 Budget

- 6.7. The factors occurring last year as set out above will continue and increase cost pressures into 2015-16, meaning without action a further significant budget over spending on High Needs pupils will occur (£1.238m over spend in 2014-15). In setting the 2015-16 Schools Budget, the Schools Forum agreed that £1.656m of funding intended to be allocated to individual schools would be diverted to finance the unavoidable cost increases relating to high cost placements with non-LA providers.
- 6.8. The basis of this budget was set on forecast student numbers. These reflected current placements that were expected to continue together with an allowance for more students, either from staying in education to an older age than in the past or the impact from the on-going general rise in population. This indicated an additional 9.2 students which increases to 11.2 when allowance for the general increase in population is also included. There was also expected to be an increase in the average cost of placement as some of the highest cost students remain in education. These changes result in a cost pressure of £0.686m and an initial budget requirement of £6.652m.
- 6.9. To partially mitigate this increase that would occur naturally, a greater focus would be placed on moving more students into employment and onto shorter courses meaning reductions to historic placement patterns would need to be achieved to balance the budget. A target reduction of 7 students, equivalent to £0.268m was therefore built into the placements budget.
- 6.10. The current and future forecast student numbers and costs are set out below in Table 1. This shows an on-going budget pressure into future years that will require long term action to bring down to an affordable level and avoid potential budget cuts to individual schools.

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2014-15	57.1	£2.510	£44.0	105.5	£3.455	£32.7	162.7	£5.966	£36.7
2015-16	54.9	£2.099	£38.2	112.0	£4.285	£38.3	166.9	£6.384	£38.3
2016-17	59.8	£2.350	£39.3	129.9	£4.595	£35.4	189.7	£6.945	£36.6
2017-18	60.8	£2.389	£39.3	140.8	£4.921	£34.9	201.6	£7.310	£36.3
Change 2014-15 to 2017-18							38.9	£1.344	-£0.4

- 6.11. Subsequent to setting the original SEN external placements budget, a small number of changes have been made. A reduction of £0.144m has been processed as a saving will occur from September 2015 when 6 BF students will be attending the new Autistic Spectrum Disorder Unit on Eastern Road (Rise@GHC) rather than a non-LA special school. (Was £0.119m at Quarter 1 as savings were anticipated from 5 BF pupil placements at that time rather than the recently confirmed actual number of 6). This funding has been transferred to the Rise@GHC. Furthermore, the Department for Education has reduced High Needs Block Dedicated Schools Grant funding by £0.034m, which has also been deducted from the original budget. The current budget for non-LA placements is therefore £6.205m.
- 6.12. In addition to the £0.268m saving built into the 2015-16 placements budget set out above in paragraph 6.9, a further £0.2m of savings were also included on other High Needs budgets such as specialist support services making total budget savings needing to be achieved of £0.468m.

Progress highlights for this quarter

- 6.13. The High Needs placement budget is now forecast to over spend by £0.082m. This compares to a forecast over spending of £0.011m at Quarter 1. After applying anticipated savings of £0.113m on the range of SEN support and other related budgets, which is a cost reduction of £0.128m compared to Quarter 1, there is a net saving through management actions of £0.031m.
- 6.14. Whilst the projections include the best information available at this time, there will inevitably be changes as requirements for new placements emerge between now and the end of the financial year as current assessments complete and other high needs develop. Furthermore, there is cost uncertainty around post-16 placements as none of the FE colleges have confirmed student numbers or their costs, which means around £1.077m of costs used in the projections are unverified. To cover these risks, the forecasts include provision for cost increases of £0.225m. This is a £0.175m reduction from the £0.4m allowance included in Quarter 1, and reflects the revised assessed need from an overall greater level of cost certainty. The financial impact of this change is included in the figures set out above in paragraph 6.13.
- 6.15. As previously reported, there has also been an increase in post-16 SEN grant of £0.093m. Taking all these changes into account results in a forecast year end under spending on High Needs budgets of £0.124m.
- 6.16. A summary of key achievements in Quarter 2 are as follows:

In respect of Kennel Lane Special School (£0.193m cost increase):

- There were 14 new students placed at KLS during Q2, at a cost of £0.177m
- KLS presented necessary evidence to SEN Moderation Panel to support the changes in provision packages at the school for 10 cases, equating to a net cost increase of £0.078m
- There were 14 student leavers in Q2, of which only 7 had been planned to leave in July. 7 students were not planned to leave, which has resulted in a net cost reduction of £0.098m. 3 of these students have moved on to FE provision
- Contingencies for further future changes has been set at £0.036m

In respect of high cost placements in other LA schools and non-maintained providers (£0.050m cost increase):

- Revised costs for 69 students have led to a net saving of £0.078m. This generally arises from updated start dates, changes in anticipated school placement and revised individual pupil needs.
- There have been 13 new students placed, funding for which was previously included in the unallocated contingency pending confirmation of placements, at a net cost of £0.230m
- 2 students have moved out of Bracknell Forest, another student has been identified as being looked after by another authority, all of which are no longer the financial responsibility of BF. This results in a net saving of £0.023m
- 4 students have successfully been supported on to Adult Social Care packages, leading to a net saving of £0.083m.
- 2 students have successfully transitioned from specialist placements, back into mainstream education, with a net saving of £0.008m.
- 2 students have successfully transitioned to apprenticeship courses, with a net saving of £0.013m



## Unrestricted

- The additional BF student placement at the Rise@GHC, as detailed above in paragraph 6.11 will result in transfer of budget from High Needs placements to the Rise, resulting in a budget reduction of £0.025m, to reflect the saving that will occur from having to pay for one less external placement.

In respect of other services supporting High Needs Pupils (£0.128m cost reduction)

- Top-up payments to BF schools in respect of assessed support needs have reduced by £0.042m. This reflects the net effect of a number of changes, including pupil transition between primary and secondary schools.
- A small number of pupils with High Needs require additional support due to medical conditions. Based on a schedule of current known needs, a saving of £0.022m is anticipated
- The Traveller Education service is forecasting a £0.016m saving on general resources which reflects the current demand on the service.
- Other support services in aggregate are forecasting a £0.048m saving. This reflects anticipated demand, and mainly relates to the range of specialist therapy contracts and education out of school.

6.17 One of the key workstreams relates to assisting the placement of students with SEN into employment and apprenticeships. Current opportunities being explored by the branch include:

- Developing apprenticeships that are aimed at supporting particular vulnerable groups of young people.
- Review career guidance arrangements across all BF secondary schools especially those that are commissioned by the council. This will continue the commitment to ensuring individual pupil needs are met and addressed in a timely manner rather than introduced as an intervention.
- Review and expand the membership of the Partnership Group. The purpose of this Group is to promote the achievement of economic wellbeing for disadvantaged and vulnerable young people by co-ordinating activities to increase levels of engagement in further education and training, and to prepare for employment.
- Play an active role in the development of the Hub which will bring key stakeholders together and to facilitate participation in developing the LA's

There are currently 267 young people with SEND (16 - 18 year olds) being monitored. Approximately 16% (43) of the cohort are in employment which is a 5% increase on the figure for the same period last year (when the actual number was 25). In addition to this 3 young people with SEND are also in a form of training. This particular opportunity has come about as a result of working closely with local providers to get identified young people 'work ready'.

6.18 Next steps and recommendations

- Develop primary ASD resource
- Develop Binfield learning village SEN resource
- Explore feasibility of a Primary Nurture Group Plus
- Consider implementing school based cluster arrangements
- Consider arrangements to make available a short term intervention fund from the DSG for mainstream schools to utilise rather than request statutory assessments
- Investment in SEN support services to increase mainstream school capacity to meet needs
- Consider increasing capacity of Education Psychology Service in order to provide more support and consultation for SEN in mainstream schools

- Continue to support the development of an PMLD specialist resource for post 19 learners at Bracknell and Wokingham College.
- Benchmark SEN cost

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

### Borough Solicitor

6.5 Not sought.

### Borough Treasurer

6.6 The financial implications are set out in the supporting information.

### Equalities Impact Assessment

6.8 Not applicable.

### Strategic Risk Management Issues

6.9 The most significant risk facing the Council is a potential overspend on the Schools Budget and how that will impact on individual schools budgets if it is on-going into future years. With support to high needs pupils often arising from statutory requirements, relevant expenditure will be a first call on the budget. There is a risk that to balance future School Budgets, funding to individual schools will have to be reduced, a situation that has occurred in a number of LAs.

This is a volatile budget and fluctuations can occur with late identification of needs or children/young people moving into the authority with a high level of need. There are limited funds remaining in the Schools Budget Unallocated Reserve, currently estimated at £0.431m that will be available to manage any significant cost pressures on a one off basis.

### Background Papers

None.

### Contacts for further information

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**TO: SCHOOLS FORUM**  
**DATE: 22 OCTOBER 2015**

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**THE SCHOOLS BUDGET – 2015-16 BUDGET MONITORING  
 AND OTHER FINANCIAL MATTERS**  
**Director of Children, Young People and Learning**

**1 PURPOSE OF REPORT**

- 1.1 The purpose of this report is for the Schools Forum to receive an update on the 2015-16 forecast budget monitoring position for the Schools Budget, to be aware of key issues and management actions being taken and progress to date on the Education Capital Programme.
- 1.2 Other, related financial matters are also presented for a decision relating to:
  - 1. amendments to the Scheme for Financing Schools, subject to satisfactory consultation responses from schools;
  - 2. agreeing that the funding policy for new and expanding schools is determined by the Forum without consultation with all individual schools.

**2 RECOMMENDATIONS**

**That the Schools Forum NOTES:**

- 2.1 **the current level of anticipated Dedicated Schools Grant at £78.678m (paragraph 5.3);**
- 2.2 **the budget variances being forecast on the 2015-16 Schools Budget that in total aggregate to a net under spending of £0.223m, (paragraph 5.10);**
- 2.3 **that the accumulated year end balance for the Schools Budget General Reserve is forecast to be £0.079m below the minimum prudential level required to safely manage potential in-year budget risks (paragraph 5.10 (vii));**
- 2.4 **progress to date on the Education Capital Programme, as summarised at Annex 3.**

**That the Schools Forum AGREES:**

- 2.5 **the revenue budget virements proposed (paragraphs 5.2 to 5.4);**
- 2.6 **the revised medium term budget plan for the Rise@GHC, as set out in Annex 1, including the resultant budget virements (paragraph 5.6);**
- 2.7 **that all schools are consulted on the proposed changes to the Scheme for Financing Schools, which provided no more than 15% of schools reject the proposals, are subsequently incorporated into the approved Scheme (paragraph 5.19).**

- 2.8 that a consultation with all schools on the detailed financial model that supports the funding policy for new and expanding schools should not be undertaken for the reasons set out in paragraph 5.24.**

### **3 REASONS FOR RECOMMENDATIONS**

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

### **4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 Where relevant, these are set out in the supporting information.

### **5 SUPPORTING INFORMATION**

#### **2015-16 Monitoring of the Schools Budget (Revenue)**

##### *Approved budget*

- 5.1 A report was presented to the July meeting of the Forum that confirmed the level of funding from the Dedicated Schools Grant (DSG) at £78.052m. To the DSG can be added other grant income of £9.767m from the Education Funding Agency (EFA) that is made available to fund BF maintained schools for sixth forms, the Pupil Premium, Primary PE and Sports activities and the Universal Infant Free School Meals initiative. There is also £0.031m of general income. Therefore, in total, £87.759m is available to fund expenditure within the Schools Budget.
- 5.2 In approving the budget for 2015-16, the Forum also agreed the draw down of funds from Earmarked Reserves to increase available budgets as follows:
- a) £0.117m draw down from the Job Evaluation Reserve to part finance the cost of implementing the Bracknell Forest Supplement for non-teaching staff in schools. This results in a nil reserve balance meaning from now on there is no specific funding source for these costs;
  - b) £0.208m draw down from the SEN Unit Reserve to support the start-up costs for Rise@GHC, the new Autistic Spectrum Disorder SEN Unit for secondary aged pupils at Eastern Road.
- 5.3 Following verification of the January 2015 census data, there have been further adjustments by the EFA to the Early Years Block DSG allocation as follows:
- c) funding for 2 year olds has now been confirmed at £0.673m;
  - d) funding 3 and 4 year olds has been verified and results in a £0.047m deduction.

Overall, these changes result in a current level of DSG of £78.678m and total income of £88.476m. This figure will be subject to change once amounts are confirmed for the deduction due to St Margaret Clitherow Catholic Primary School following conversion to academy status on 1 September and the January 2016 Early Years census data.

5.4 Finally, in making on-going checks to the budget requirement for Rise@GHC, it has become apparent that a small number of changes need to be made to the medium term budget plan. Whilst there is minimal overall financial effect from the changes, with around £0.6m of on-going savings still anticipated once up to full capacity, the cash flow profile has changed with additional spend of £0.046m in 2015-16 now forecast. This is proposed to be financed from a further draw down from the SEN Unit Reserve and an internal, self-balancing transfer from within existing resources. The net effect on the total Schools Budget will be as follows:

e) £0.020m draw down from the SEN Unit Reserve. This will be off-set by smaller amounts of draw down in future years than previously expected.

5.5 The budget changes set out in paragraphs 5.2 and 5.4 aggregate to a £0.346m net increase in funds. To ensure budgets correctly reflect anticipated spending requirements, adjustments will need to be made to the areas of the accounts that the changes relate to.

5.6 As set out above in paragraph 5.4, in addition to seeking a further £0.02m from the SEN Unit Reserve for Rise@GHC, £0.026m will also be transferred from existing budgets. This relates to an equivalent saving that will accrue from the SEN placements budgets as one less BF student will now be placed with an external provider as Rise@GHC has admitted 6 BF students against the previous estimate of 5. The additional £0.046m of funds is proposed to be allocated as follows:

f) £0.039m added to the Rise@GHC budget;

g) £0.007m to be added to the specialist support therapies centrally managed budget;

Annex 1 sets out the revised medium term budget plan for the Rise@GHC which will be subject to on-going review and update.

5.7 Annex 2 sets out a summary budget statement, including the changes set out above, with notes a) to g) above referenced to relevant budget lines.

#### Forecast budget variances

5.8 As part of the Council's Financial Regulations, the Schools Budget is subject to monthly budget monitoring. This involves forecasting likely expenditure and income through to the end of the year, identification of reasons for variations against original budgets, and where relevant, setting out options for management action. This process allows for a forecast year end level of balances to be calculated.

5.9 It is appropriate for the Forum to be aware of the current forecast year end balance as this may need to be taken into account when the 2016-17 budget is agreed, in particular in relation to ensuring that adequate funds are held in reserve to manage potential in-year cost pressures. The minimum prudential amount has been set at £0.51m. Furthermore, it is likely that a number of variances identified this year will be on-going and will therefore need to be addressed in next year's budget. In respect of the High Needs budget, where significant financial difficulties have recently been experienced, a separate agenda item provides a detailed update on the current financial position.

5.10 Provisional budget monitoring information available at the end of August indicates that the Schools Budget will under spend by £0.223m this year. Explanations of the

significant changes anticipated from the current budget plan are set out below, with Annex 2 showing the overall Schools Budget at a summary level. An outline of the key variances is set out below.

**Schools Block: Delegated and devolved funding:**

No variances to report. Year end balances are generally ring-fenced for future use by individual schools and therefore do not impact on general balances.

**Other Schools Block:**

- i. **Pupil behaviour - £0.061m under spend.** A £0.029m saving is forecast against staffing where a small number of vacancies have occurred. The move from the Pines Primary Professional Centre to the Bracknell Open Learning Centre is expected to result in £0.016m reduction in premises and accommodation costs, with additional income of £0.015m being generated from Team Teach training.
- ii. **School staff absence and other items - £0.051m over spend.** There are three significant variance being reported at this stage. There is forecast under spending of £0.071m on the Early Years contingency, which is based on actual head count data from April. It will be used to finance the forecast over spending on payments to providers reported below under note v, although a net under spending is still forecast. There is also a £0.015m anticipated over spending on centralised copyright fees where the DfE has negotiated a discounted rate for all schools in England, the scope of which has been extended with a consequential cost increase. The final significant variance relates to the anticipated cost increase on school business rates arising from the school places programme. Back-dated increases are expected to raise costs by £0.1m above current budget provision.
- iii. **Combined Service Budgets - £0.091m under spend.** These budgets support vulnerable school children and when combined with budgets for similar services that are funded by the Council can result in a greater overall impact and educational benefit. There is a £0.067m saving forecast as a result of changing the services provided at the Child Development Centre under Service Level Agreement with Action for Children in order to improve frontline services and strengthen Bracknell Forest's Early Help offer. These savings mainly relate to reduced accommodation and overhead costs previously charged by Action for Children.  
**Support to schools in financial difficulty - £0.001m over spend.** No significant variances to report.

**High Needs Block:**

- iv. **SEN provisions and support services – £0.116m under spend.** There is a separate agenda item that provides a detailed update on the budget situation on High Needs budgets. At this stage, an under spending is being forecast as management actions indicate the £0.468m of savings built into the budget will be successfully exceeded.  
**Education out of school - £0.008m under spend.** No significant variances to report.

**Early Years Block:**

- v. **Early Years provisions and support services - £0.018m over spend.** Payments to providers of the free entitlement to early years education and childcare are forecast to over spend by £0.024m which will be funded by the contingency budget as detailed above in note ii.

**Dedicated Schools Grant:**

- vi. **Dedicated Schools Grant (DSG) - £0.017m under spend.** The DfE recalculate the Early Years DSG block based on actual participation rates each January. The provisional January 2015 census indicated to the council a £0.045m deduction to DSG, with a corresponding provision set aside in the

2014-15 accounts. The final deduction was confirmed in June at £0.028m, after the 2014-15 accounts had closed, with the resultant £0.017m over provision falling as an under spending in the current year.

**Forecast year end balance on the Schools Budget General Reserve:**

- vii. Provisional budget monitoring information indicates that the Schools Budget will under spend by an aggregate £0.223m this year. There is an opening surplus amount of £0.208m in the unallocated Schools Budget General Reserve, meaning a potential £0.451m surplus balance at year end, which would be £0.079m below the £0.510m minimum required level. If the year end surplus does not reach the minimum level, it will need to be increased through the 2016-17 budget setting process by the appropriate amount through a top-slice to new year DSG income.

**2015-16 Education Capital Programme**

*Approved budget*

- 5.11 The current Education Capital budget approved by the council amounts to £24.671m, which represents a significant investment and comprises:

- School place programme and Devolved Formula Capital £21.841m
- School Planned Maintenance £2.247m
- ICT projects £0.364m
- Youth facilities £0.110m
- Development of places for 2 year olds £0.110m.

Annex 3 provides a summary of the approved schemes, including current progress and key targets.

*Forecast budget variances*

- 5.12 At this stage, spend of £23.191m is anticipated this financial year, with £1.480m slipping into 2016-17 to reflect the phasing of works. In respect of school projects, the follow highlights key achievements:

- Construction commenced at Cranbourne Primary
- Fox Hill kitchen completed
- Great Hollands Primary surge class completed
- Owlsmoor Primary on site
- Construction commenced at Warfield West
- Wildmoor Heath kitchen in progress
- Brakenhale Phase 4 completed
- Garth Hill College Sixth Form occupied
- Rise@GHC SEN Unit (Eastern Road) occupied
- Binfield Learning Village in design

- 5.13 No variances are being reported as in general, these are recycled within other schemes relating to providing additional school places through the governance of the Education Capital Programme Board, which has head teacher and Executive Member representation.

- 5.14 However, with the market continuing to tighten significantly and prices increasing, there is an on-going need for reviews of scope to remain within individual project budgets. At this stage, there is expected to be sufficient DfE grant funding and

developer contributions plus the approved Council investment in Binfield Learning Village to fully finance the schemes required in the short term, with funding pressure expected to arise over the medium term.

- 5.15 Due to an urgent and pressing need to complete a substantial number of high cost roof repairs, the planned maintenance programme is also facing pressure in delivering all the works required within available funds. However, a small amount of funds is being held in reserve for emergency works. This pressure is expected to continue into the medium term.

### **Scheme for Financing Schools**

- 5.16 Each LA is required to publish a Scheme for Financing Schools (the “Scheme”). This sets out the financial relationship between the LA and the maintained schools which it funds, so does not apply to academy schools. It is a legally binding document on both the LA and schools relating to financial management and associated issues.
- 5.17 The DfE issues statutory guidance to LAs in respect of minimum content of Schemes. Parts of Schemes must be in accordance with “directed scheme revisions” and are mandatory, for other elements of schemes, there is discretion to make changes to reflect local circumstances. The statutory power to update discretionary parts of Schemes rests with maintained school representatives on the Schools Forum, but changes can only be made after a consultation with all governing bodies and head teachers.
- 5.18 Two directed scheme revisions were issued by the DfE in August which update existing guidance in respect of; the requirement for maintained schools to publish a register of the business interests of their governors, along with any relationships with staff; and clarification that borrowing includes the use of finance leases and is not allowable, with the exception of certain schemes approved by the Secretary of State. Currently only Salix loans have such approval. Whilst these are directed scheme revisions, there is scope to make changes to reflect local circumstances.
- 5.19 The guidance provided by the DfE is attached at Annex 4, together with the text proposed to be incorporated into the BF Scheme. Subject to agreement of the Forum, it is proposed to undertake a short consultation with schools and governing bodies on the proposed revisions and provided no more than 15% of schools reject the changes, incorporate the amendments, update the Scheme and notify schools accordingly.

### **Funding Policy for new and expanding schools**

- 5.20 The Forum has previously been advised of the need to develop a funding policy for new and expanding schools. This is in response to the 6 substantial school developments anticipated to be required in the next 5 years from the forecast house building programme. The new developments will result in a significant cost pressure – likely to be over £1m per annum at its peak – as additional funding is required to cover start-up a diseconomy of scale costs. Additional income is not expected to be available to fund this cost, which will therefore need to be managed from within the overall level of DSG, which is expected to experience limited growth from increased pupil numbers, estimated at around £0.3m per annum.
- 5.21 Since the July meeting of the Forum, considerable progress has been made on developing a funding model that can accurately determine the financial implications. This has involved assessing the cost of operating different sized schools at varying



levels of capacity, with the most likely model compromising a fixed amount for start-up costs, a lump sum allocation to cover most of the unavoidable fixed costs, such as head teacher salary, and a lump sum amount for each agreed class. In order to manage costs to a level that does not have an unacceptable impact on all schools collectively, it is highly likely that mixed aged teaching will be required in the initial stages after opening.

- 5.22 Each element of the final funding policy e.g. start-up costs, lump sum payments etc, will be calculated from the actual costs anticipated at the schools and will therefore need to vary depending on status – new or expanding – and size – number of forms of entry. The all through school at Binfield Learning Village adds a further dimension.
- 5.23 There are still difficulties to resolve before firm proposals can be presented for a decision. The main challenge remaining relates to having robust pupil data for each of the school developments for each year group over the 5 year period when the additional cost is expected to peak. This data is dependent on accurate information on the pace of housing construction, which is continually updated by developers. The slower the progress on construction and sale of houses, the fewer children there will be in the schools which will require more diseconomies of scale funding and will then operate for longer periods below capacity which will extend the period of when additional financial support will be required.
- 5.24 Ordinarily, the council would wish to share funding proposals on such issues with all schools through a formal consultation. However, due to the scale of the pressure, the detailed calculations involved, and the range of component parts of the required policy, it is considered unrealistic to expect to receive a clear consensus on the way forward from the questions that would need to be posed. There are also issues around timing, as the availability of robust data has delayed the completion of the modelling, restricting the time available to gather views. It is therefore proposed that the Schools Forum, as the representative body for schools and education services, makes a decision on the policy at the next meeting of the Forum on 10 December

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

### Borough Solicitor

- 6.1 The relevant legal provisions have been considered within the main body of the report.

### Borough Treasurer

- 6.2 The financial implications arising from this report are set out in the supporting information.

### Equalities Impact Assessment

- 6.3 There are no specific impacts arising from this report.

### Strategic Risk Management Issues

- 6.4 There are a number of risks associated with managing these revenue and capital budgets:

## Unrestricted

- financial and economic factors, in particular the need to maintain services whilst achieving significant savings;
- the impact of demand led services and the need to forecast changes and reshape service delivery to meet changing needs;
- staffing and the need to recruit, train and retain staff with the relevant skills and expertise;
- IT infrastructure availability and information accuracy;
- failure to design, monitor and control the implementation of major programmes and projects;
- effective safeguarding of children;
- effective maintenance of assets;
- working effectively with partners, residents, service users, the voluntary sector and local businesses;
- impact of litigation and legislation;

The budget includes resources sufficient to enable the Council to monitor these key risks and where possible to minimise their effects on services. Specific risk reduction measures included as part of budget monitoring are:

- A robust system of budgetary control with regular reporting to CYPL Departmental Management Team and the Corporate Management Team
- Quarterly Service Reports (QSR's) to Members
- Exception reports to the Executive

## 7 CONSULTATION

7.1 Not applicable.

### Background Papers

None.

### Contact for further information

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### Doc. Ref

G:\Executive\Schools Forum\73) 1510aa\2015-16 Schools Budget Monitoring etc.doc

Unrestricted

Annex 1

Costed at 2015-16 outturn prices

Ref	January to August 2015	Sept 2015 to March 2016	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (Full year)
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**Places and staffing - academic year data:**

<b>1</b>	<b>Projected Maximum No. of Learners</b>	<b>0</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>32</b>	<b>40</b>	<b>48</b>	<b>56</b>
2	BFC resident	0	6	11	16	21	26	31	36
3	Other LA resident	0	2	4	5	7	9	10	11
4	Vacancy	0	0	1	3	4	5	7	9
5	Number occupied places in costing model	0	8	15	21	28	35	41	47
6	Occupancy rate	0%	100%	94%	88%	88%	88%	85%	84%
7	Total No. of Teaching Staff (fte) (headcount)	1.00	3.00	4.00	6.00	8.00	10.00	10.00	10.00
8	Total No. of Learning Support Staff (fte) (headcount)	0.00	3.00	5.00	7.00	9.00	9.00	9.00	9.00
9	Total No. of Ancillary Support Staff (headcount)	0.00	3.00	4.00	5.00	5.00	5.00	5.00	5.00
10	Total all staff (fte) (headcount)	1.00	9.00	13.00	18.00	22.00	24.00	24.00	24.00

**Financials - financial year data:**

11	Staffing	£36,400	£190,700	£391,800	£531,350	£680,360	£799,600	£841,425	£841,460
12	Premises	£0	£83,800	£144,700	£141,500	£138,500	£138,500	£138,500	£138,500
13	Supplies & Services	£10,900	£36,200	£74,300	£84,700	£100,600	£123,040	£137,500	£147,660
14	Transport	£250	£7,100	£12,250	£12,250	£12,250	£12,250	£12,250	£12,250
15	Contingency at underlying 5%	£1,500	£22,500	£71,200	£52,700	£46,500	£53,700	£56,500	£57,000
16	Total Income	£0	£700	£1,800	£2,750	£3,850	£4,800	£5,750	£6,650
17	<b>NET EXPENDITURE AT SCHOOL</b>	<b>£49,050</b>	<b>£339,600</b>	<b>£692,450</b>	<b>£819,750</b>	<b>£974,360</b>	<b>£1,122,290</b>	<b>£1,180,425</b>	<b>£1,190,220</b>
18	<b>CENTRALLY FUNDED SPECIALIST THERAPIES</b>	<b>£0</b>	<b>£20,100</b>	<b>£52,000</b>	<b>£79,400</b>	<b>£107,900</b>	<b>£138,000</b>	<b>£165,500</b>	<b>£191,400</b>
19	<b>GRAND TOTAL NET EXPENDITURE</b>	<b>£49,050</b>	<b>£359,700</b>	<b>£744,450</b>	<b>£899,150</b>	<b>£1,082,260</b>	<b>£1,260,290</b>	<b>£1,345,925</b>	<b>£1,381,620</b>

**Income and charging**

20	Cost per occupied place (financial year cost divided by 5\12 summer term numbers, 7\12 autumn term numbers)		£77,100	£62,000	£49,000	£44,000	£40,000	£33,000	£30,000
21	DfE place funding @ £10k per place annually in arrears	£0	-£46,700	-£120,800	-£185,000	-£250,800	-£320,900	-£384,900	
22	<b>Net cost to BFC (financial year: cost less DfE grant)</b>	<b>£408,750</b>	<b>£697,750</b>	<b>£778,350</b>	<b>£897,260</b>	<b>£1,009,490</b>	<b>£1,025,025</b>	<b>£996,720</b>	
23	Net cost per place for LAs to fund	£88,000	£58,000	£43,000	£36,000	£32,000	£27,000	£23,000	
24	Est impact of around 6 BFC non-LEA leavers @ £41,400		-£144,900	-£369,200	-£576,200	-£783,200	-£990,200	-£1,197,200	-£1,404,200
25	Est income from OLAs: assume on-going charge of £23,000 NB: with premium of £7,000 for 2 years then £3,500 for 2 more years		-£35,000	-£95,000	-£121,000	-£163,500	-£216,500	-£253,500	-£243,000
26	Estimated saving / income from OLA		-£179,900	-£464,200	-£697,200	-£946,700	-£1,206,700	-£1,450,700	-£1,647,200
27	Net additional cost(+) / saving(-)		£228,850	£233,550	£81,150	-£49,440	-£197,210	-£425,675	-£650,480
28	Cummulative change		£228,850	£462,400	£543,550	£494,110	£296,900	-£128,775	-£779,255
29	Estimated draw down from SEN Resource Unit Reserve		£228,850	£233,550	£81,150	£0	£0	£0	£543,550
30	Total available in SEN Resource Unit Reserve	-£489,784	-£55,000	-£55,000					-£599,784
31	Estimated remaining balance in SEN Resource Unit Reserve								-£56,234
32	Estimated on-going saving - annual					-£49,000	-£148,000	-£229,000	-£273,000
33	Estimated on-going saving - cumulative					-£49,000	-£197,000	-£426,000	-£650,000

**Memorandum item: Budget proposals for 2015-16 presented for approval to the Schools Forum**

	22 October	17 July	Change
<b>Allocation to Garth Hill College</b>			
Net Expenditure At School	Jan - Aug Sept - March	£49,050 £301,000	£49,050 £350,050
Est income from OLAs: assume on-going charge of £23,000		-£35,000	-£35,000
Net funding for Garth Hill College		£353,650	£315,050
<b>Centrally managed expenditure</b>			
Centrally Funded Specialist Therapies		£20,100	£13,100
Total budget proposed for 2015-16		£373,750	£328,150
<b>Financing:</b>			
Estimated draw down from SEN Resource Unit Reserve		£228,850	£208,550
Est impact of around 6 BFC non-LEA leavers @ £41,400		£144,900	£119,600
Total Financing		£373,750	£328,150

## 2015-16 PROVISIONAL BUDGET MONITORING STATEMENT FOR THE SCHOOLS BUDGET AS AT THE END OF AUGUST 2015

	Approved Budget			Note	Estimated Variance			Note
	Expenditure	Income	Net		Under spending	Over spending	Net variance	
	£000	£000	£000		£000	£000	£000	
<b>Delegated and devolved funding</b>								
Delegated School Budgets	66,639	0	66,639	a	0	0	0	
Other School Grants	5,124	-9,767	-4,643		0	0	0	
	<b>71,763</b>	<b>-9,767</b>	<b>61,996</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>LEA managed items</b>								
<b>Schools Block</b>								
Pupil behaviour	323	-7	316		-62	1	-61	i
School staff absence and other items	1,229	-22	1,207		-96	147	51	ii
Combined Service Budgets	689	0	689		-105	14	-91	iii
Support to schools in financial difficulty	284	0	284		0	1	1	
<b>High Needs Block</b>								
SEN provisions and support services	9,893	0	9,893	b, f, g	-560	444	-116	iv
Education out of school	1,107	-3	1,104		-22	14	-8	
<b>Early Years Block</b>								
Early Years provisions and support services	3,534	1	3,535	c, d, e	-655	673	18	v
	<b>17,059</b>	<b>-31</b>	<b>17,028</b>		<b>-1,500</b>	<b>1,294</b>	<b>-206</b>	
<b>Dedicated Schools Grant</b>	<b>0</b>	<b>-78,678</b>	<b>-78,678</b>	c, d	<b>-17</b>	<b>0</b>	<b>-17</b>	vi
<b>TOTAL - Schools Budget</b>	<b>88,822</b>	<b>-88,476</b>	<b>346</b>		<b>-1,517</b>	<b>1,294</b>	<b>-223</b>	
<b>Unallocated balance at 1 April 2015</b>							<b>-208</b>	
<b>Net forecast unallocated balance at 31 March 2016</b>							<b>-431</b>	
<b>Amount below the prudential minimum balance of £510,000</b>							<b>79</b>	vii

See paragraphs 5.2 to 5.4, 5.6 and 5.9 for an explanation to the notes.

Unrestricted

Annex 3

CAPITAL MONITORING 2015/16

Dept: Children, Young People and Learning  
As at 31 August 2015

Cost Centre Description	Approved Budget 2015/16 £000's	Cash Budget 2015/16 £000's	Expenditure to Date £000's	Estimated Outturn 2015/16 £000's	Carry Forward 2016/17 £000's	(Under) / Over Spend £000's	Next Target / Explanatory Note	Current status of the project / notes
<b>SCHOOL PROJECTS</b>								
Amen Corner Primary (North)	35.5	35.5	0.0	35.5	0.0	0.0	Detailed design complete	Design meetings underway. School anticipated from Sep-17
Amen Corner Primary (South)	10.8	10.8	0.0	10.8	0.0	0.0	School/housing programmes match	Developer has outline planning permission for school, negotiating S106
Birch Hill Primary	0.0	0.0	0.0	0.0	0.0	0.0	Project on hold	Surge classroom on hold, not required for Sep-15, will review for Sep-16
Cranbourne Primary	1,582.1	1,582.1	333.4	1,582.1	0.0	0.0	On site	Construction on site
Crown Wood Primary	527.9	527.9	1.4	527.9	0.0	0.0	Completed	Retentions remaining
Fox Hill Primary	210.6	210.6	16.3	210.6	0.0	0.0	Surge on hold. Kitchen for Sep-15	Surge classroom on hold. School Meals Kitchen completed Aug-15
Great Hollands Primary	1,175.4	1,175.4	232.5	1,175.4	0.0	0.0	In design	Surge classroom completed Aug-15. Full expansion in design.
Harmans Water Primary	25.0	0.8	0.8	0.8	24.2	0.0	Surge classroom open	Surge classroom in use
Holly Spring Infant & Junior	42.0	42.0	6.8	42.0	0.0	0.0	Complete	Retentions remaining
Jennett's Park CE Primary	5.1	5.1	0.0	5.1	0.0	0.0	Additional Classroom in September 2015	F&E and ICT only
Meadow Vale Primary	142.7	142.7	0.0	142.7	0.0	0.0	Completed	Retentions remaining
Owlsmoor Primary	2,411.1	2,411.1	1,188.9	2,411.1	0.0	0.0	On site	On site
Pines (The) Primary	-2.8	-2.8	-61.9	-2.8	0.0	0.0	Phase 1 on Site	Phase 1 Completed, in defects until January 2016. Unrequired creditor.
TRL Primary	10.9	10.9	0.0	10.9	0.0	0.0	School/housing programmes match	Awaiting commencement of development which will trigger S106 provisions
Warfield East Primary	11.2	11.2	0.0	11.2	0.0	0.0	School/housing programmes match	Developer in negotiation with planners over draft S106 provisions
Warfield West Primary	76.1	76.1	14.0	76.1	0.0	0.0	Construction on site	Construction on site
Wildmoor Heath Primary	508.6	508.6	16.3	508.6	0.0	0.0	Project on hold. Kitchen for Sep-15	Project on hold, pending housing. School Meals Kitchen on site.
Wildridings Primary	20.5	20.5	0.0	20.5	0.0	0.0	Project on hold	Surge classroom on hold, not required for Sep-15
Winkfield St Marys Primary	504.3	504.3	2.7	504.3	0.0	0.0	Construction on site	Mobilisation
Wooden Hill Primary	2.1	2.1	1.8	2.1	0.0	0.0	Project on hold	Surge classroom on hold, not required for Sep-15
<b>Primary</b>	<b>7,299.1</b>	<b>7,274.9</b>	<b>1,753.0</b>	<b>7,274.9</b>	<b>24.2</b>	<b>0.0</b>		
Brakenhale Capacity Works	791.6	791.6	535.5	791.6	0.0	0.0	Phase 4 on site	Phase 4 completed Aug-15
Easthampstead Park	343.1	93.1	25.8	93.1	250.0	0.0	Completed	Completed Aug-15. Possible second phase of work in 2016/17
Edgbarrow School Expansion	903.3	903.3	31.5	903.3	0.0	0.0	In design	In design
Garth Hill College	5,115.7	5,115.7	4,351.2	5,115.7	0.0	0.0	Completed	Building occupied Sep-15, closing out construction
Sandhurst Redevelopment	17.5	17.5	0.0	17.5	0.0	0.0	Masterplan completed	Masterplan in progress
<b>Secondary</b>	<b>7,171.2</b>	<b>6,921.2</b>	<b>4,944.0</b>	<b>6,921.2</b>	<b>250.0</b>	<b>0.0</b>		
Eastern Road SEN	2,195.8	2,195.8	1,466.7	2,195.8	0.0	0.0	Completed	Building occupied Sep-15, closing out construction
<b>Special</b>	<b>2,195.8</b>	<b>2,195.8</b>	<b>1,466.7</b>	<b>2,195.8</b>	<b>0.0</b>	<b>0.0</b>		

45

## Unrestricted

### CAPITAL MONITORING 2015/16

Dept: Children, Young People and Learning

As at 31 August 2015

Cost Centre Description	Approved Budget 2015/16 £000's	Cash Budget 2015/16 £000's	Expenditure to Date £000's	Estimated Outturn 2015/16 £000's	Carry Forward 2016/17 £000's	(Under) / Over Spend £000's	Next Target / Explanatory Note	Current status of the project / notes
<b>SCHOOL PROJECTS</b>								
Binfield Learning Village	3,416.6	3,416.6	608.2	3,416.6	0.0	0.0	In design	In design
<b>Village</b>	<b>3,416.6</b>	<b>3,416.6</b>	<b>608.2</b>	<b>3,416.6</b>	<b>0.0</b>	<b>0.0</b>		
<b>Fees</b>	<b>304.6</b>	<b>304.6</b>	<b>57.1</b>	<b>304.6</b>	<b>0.0</b>	<b>0.0</b>	To be fully spent by March 2015	To be allocated to projects
Basic Need Grant for Allocation	670.3	0.0	0.0	0.0	670.3	0.0	Unallocated grant	Unallocated grant to be c/f to fund future years projects
Devolved Capital and other funds held by schools	783.7	583.8	193.6	583.8	200.0	0.0	On-going	In progress
Section 106 Developer Contributions	0.0	0.0	0.0	0.0	0.0	0.0	To be allocated to projects	Allocated to projects
<b>Other Schools Related Capital</b>	<b>1,454.0</b>	<b>583.8</b>	<b>193.6</b>	<b>583.8</b>	<b>870.3</b>	<b>0.0</b>		
<b>SCHOOL PROJECTS</b>	<b>21,841.3</b>	<b>20,696.9</b>	<b>9,022.6</b>	<b>20,696.9</b>	<b>1,144.5</b>	<b>0.0</b>		

Percentages 43.6% 100.0% 0.0%

<b>CAPITAL MAINTENANCE / CONDITION</b>								
<b>Planned works</b>	<b>2,246.7</b>	<b>1,911.7</b>	<b>981.3</b>	<b>1,911.7</b>	<b>335.0</b>	<b>0.0</b>		In progress
<b>ROLLING PROGRAMME</b>	<b>2,246.7</b>	<b>1,911.7</b>	<b>981.3</b>	<b>1,911.7</b>	<b>335.0</b>	<b>0.0</b>		

Percentages 51.3% 100.0% 0.0%

<b>OTHER PROJECTS</b>								
Integrated Children's Services	150.0	150.0	42.2	150.0	0.0	0.0	Dec-15	Ontrack for completion to time and budget.
Capita One (EMS) Upgrade	99.5	99.5	24.8	99.5	0.0	0.0	Mar-16	Solus upgrade completed. Remaining projects in progress.
Easthampstead Park School ICT Upgrade	14.0	14.0	12.8	14.0	0.0	0.0	Complete	Complete
CSC ICT Mobile Working	100.0	100.0	0.0	100.0	0.0	0.0		
<b>ICT projects</b>	<b>363.5</b>	<b>363.5</b>	<b>79.8</b>	<b>363.5</b>	<b>0.0</b>	<b>0.0</b>		
<b>Youth Facilities</b>	<b>110.0</b>	<b>110.0</b>	<b>0.0</b>	<b>110.0</b>	<b>0.0</b>	<b>0.0</b>	Mar-16	Under review
<b>Retentions - Non Schools</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>		
Places for 2 year olds	109.6	109.6	0.6	109.6	0.0	0.0	In progress	To submit planning pre-apps on Priestwood & Crown Wood
<b>Other</b>	<b>109.6</b>	<b>109.6</b>	<b>0.6</b>	<b>109.6</b>	<b>0.0</b>	<b>0.0</b>		
<b>OTHER PROJECTS</b>	<b>583.1</b>	<b>583.1</b>	<b>80.4</b>	<b>583.1</b>	<b>0.0</b>	<b>0.0</b>		

Percentages 13.8% 100.0% 0.0%

<b>TOTAL CAPITAL PROGRAMME</b>	<b>24,671.1</b>	<b>23,191.7</b>	<b>10,084.3</b>	<b>23,191.7</b>	<b>1,479.5</b>	<b>0.0</b>		
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Percentages 43.5% 100.0% 0.0%

## Scheme for Financing Schools

New text is in bold and shaded i.e. **bold and shaded**

### DfE guidance

#### **Register of business interests**

The scheme must contain a provision which requires the governing body of each school to have a register which lists for each member of the governing body and the head teacher:

- Any business interests they or any member of their immediate family have;
- Details of any other educational establishments that they govern;
- Any relationships between school staff and members of the governing body;

And to keep the register up to date with notification of changes and through annual review of entries, to make the register available for inspection by governors, staff and parents, and the authority and to publish the register, for example on a publicly accessible website.

The authority may issue more detailed guidance on the maintenance of such a register.

### BFC scheme text

#### **2.9 Register of business interests**

All schools must maintain a register of business interests for each member of the governing body and all staff with any **delegated** financial responsibilities or influence or those of their immediate family including partners. **Details must also be recorded of any other educational establishments that they govern and any relationships between school staff and members of the governing body.** Opportunity must be given to declare any conflicts of interest at the beginning of each governing body meeting and governors and staff should not be involved in decision making over matters where they, or somebody close to them, has an interest

This register must be maintained up to date with notification of changes from relevant persons, and through annual review of all entries. The governing body is also required to make the register available for inspection by governors, staff, parents and officials or agents of the authority, **for example on a publicly accessible website.**

#### Note on BFC scheme text

DfE minimum guidance is for head teachers only from school staff to be included on the register. The existing BFC scheme text requires all school staff with delegated authority to spend the school budget to be included on the register as it would be incomplete without this information which can reduce impact and potentially mislead interested parties, including the public.

## **DfE guidance**

### **Borrowing by schools**

The scheme should contain a provision reminding schools that governing bodies may borrow money (which includes the use of finance leases) only with the written permission of the Secretary of State. The Secretary of State's general position is that schools will only be granted permission for borrowing in exceptional circumstances. From time to time, however, the Secretary of State may introduce limited schemes in order to meet broader policy objectives. The scheme must contain a provision that allows schools to use any scheme that the Secretary of State has said is available to schools without specific approval, currently including the Salix scheme, which is designed to support energy saving.

Schemes may explicitly bar schools from using credit cards and overdrafts, which are regarded as borrowing. However, they should encourage the use of procurement cards by schools, as these cards can be a useful means of facilitating electronic purchase.

The restrictions do not apply to Trustees and Foundations, whose borrowing, as private bodies, makes no impact on Government accounts. These debts may not be serviced directly from the delegated budget, but schools are free to agree a charge for a service which the Trustees or Foundation are able to provide as a consequence of their own borrowing. Governing bodies do not act as agents of the authority when repaying loans.

This provision does not apply to loan schemes run by the authority.

## **BFC scheme text**

### **3.7 Borrowing by schools**

Governing bodies may borrow money from external organisations **(which includes the use of finance leases)** only with the written permission of the Secretary of State. If approval to borrow is received, the advice of Borough Treasurer must be sought and acted upon in relation to the most appropriate means of effecting the borrowing approval.

**The Secretary of State may introduce limited schemes in order to meet broader policy objectives. Where appropriate, schools may use any scheme that the Secretary of State has said is available to schools without specific approval, currently including the Salix scheme, which is designed to support energy saving. However, schools are advised to seek advice from the Borough Treasurer before taking part in any such schemes to confirm their value for money.**

**This provision does not apply to loan schemes operated by the authority.** See section 4.9 below for information on a loan scheme.



TO: SCHOOLS FORUM  
DATE: 22 OCTOBER 2015

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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* and outlines a small number of changes that may be beneficial. To gather comprehensive views from individual Schools Forum members, the report also proposes the completion of the accompanying self-assessment toolkit, in order for the replies to be considered when changes can be agreed at the next meeting.

### 2 RECOMMENDATIONS

- 2.1 That the improvements identified to the operational arrangements for the Schools Forum as set out in paragraph 5.5 are NOTED;
- 2.2 That members of the Forum AGREE to the completion of the self-assessment toolkit, as set out at Annex 4;
- 2.3 That the Forum AGREES that any final changes to operational arrangements are determined at the next meeting, taking account of responses contained on the completed self-assessment returns.

### 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 None.

### 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. The latest version was released in March 2015, replacing the October 2013 issue, with no significant changes.
- 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. Complementary documents *Schools Forum Powers and Responsibilities 2015 to 2016* and *Schools Forum Structure* can be found at Annexes 2 and 3 respectively.

#### 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:
- Improve the flow of information to governing bodies, including on the outcomes of consultations with the Schools Forum, such as those in respect of contracts to be funded from the Schools Budget and other financial issues.
  - 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.
- 5.6 All other aspects of the local operation of the Bracknell Forest Schools Forum are considered appropriate and representative of good practice. However, in order to gather views from all Forum Members, it is proposed that the DfE self-assessment toolkit, as attached at Annex 4, is completed and returned by 20 November. The outcomes and any proposed changes to arrangements will then be reported to the Forum for a decision at the 10 December meeting.

## **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

None

### Contact for further information

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### Doc. Ref

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Education  
Funding  
Agency

# Schools forum

Operational and good practice guide

March 2015

# Contents

Introduction	4
Section 1 – schools forum regulations: constitution and procedural issues	5
Regulations	5
Schools forum powers	5
Membership	7
Term of office	7
Schools members	8
Election and nomination of schools members	9
Election and nomination of academies members	11
Non-schools members	11
Other membership issues	12
The role of executive elected members	13
Recording the composition of schools forums	13
Observers	14
Participation of local authority officers at meetings	14
Procedures	14
Public access	16
Working groups	16
Urgent business	16
Resources of the schools forum	17
Section 2 – effective schools forums	18
Introduction	18
Induction of new members	19
Training	19
Agenda setting	19
Preparation for a schools forum meeting	20
Chairing the schools forum	21
Clerking the schools forum	21
Good practice for schools forum meetings	22
Meeting notes and recording of decisions	23

Communication

23

News updates

24

## Introduction

1. This guide is designed to provide local authority officers and school forum 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. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact [schools forum team](#) at the Education Funding Agency

The postal address is:

Education Funding Agency  
Sanctuary Buildings  
Great Smith Street  
Westminster  
London  
SW1P 3BT



# Section 1 – schools forum regulations: constitution and procedural issues

## Regulations

8. [National regulations](#)<sup>1</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 can be accessed at:
9. A short [guide to the schools forum for schools and academies](#) is also available to provide a wider understanding of the work of schools forums.

## Schools forum powers

10. 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 [schools forum powers and responsibilities](#). 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), including pre-opening and diseconomy of scale costs, 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, the early years pupil premium and/or free school meals.

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<sup>1</sup> Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)

- 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 Secretary of State if the schools forum rejects its proposal.

11. 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.

12. 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 in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

There is no specific definition of these consultation requirements over and above the wording in the regulations. It is a matter for the local authority to decide on the appropriate level of detail it needs to generate a sufficiently informed response from schools forum.

13. 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.

14. 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 12 and 13 above.

15. Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the 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 then need to be approved by the Secretary of State.

## Membership

16. The Schools Forums Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice. A quick guide to the [structure of the schools forums](#) is available.

17. 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.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. 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. Academies members must represent mainstream academies and, if there are any in the LA area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in [school forum powers and responsibilities](#)) 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

20. 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 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 the 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 the 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?

21. 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.

22. 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**

23. 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.

24. 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).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 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 a particular school category, e.g. voluntary aided.

26. 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 the 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.

27. 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**

28. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.

29. 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. The process must be restricted to the group in question – a headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. 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.

31. 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.

32. 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.

33. 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.

34. 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.

35. 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).

36. 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 39 below.

37. 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.

38. We would recommend that any scheme takes into account a number of factors:

- the process for collecting names of those wishing to stand for election;
- the timescale for notifying all constituents of the election and those standing;
- the arrangements for dispatching and receiving ballots;
- the arrangements for counting and publicising the results;
- any arrangements for unusual circumstances such as only one candidate standing in an election; and
- whether existing members can stand for re-election.

39. 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**

40. 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 28 to 39. 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.

41. There are three sub-groups for academy members: mainstream academies, special academies and alternative provision academies and it is for the proprietors of academies within each of these sub-groups to elect their representatives. It is not appropriate, therefore, for headteacher phase groups to determine representation unless the academy proprietors have agreed and even then the voting would need to exclude maintained school representatives. There is no requirement for academies members to be split into primary and secondary sub-groups. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.

42. Where there is only one academy in a sub-group in the local authority's area, then their proprietor body must select the person who will represent them.

43. 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.

44. 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**

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers – see paragraph 58). 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 post-school institutions that specialise in special education needs (SPNs), 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.

46. 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 and eligible two year olds comes from the Dedicated Schools Grant, and all settings are funded through the Early Years Single Funding Formula (EYSFF).

47. 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.

48. 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.

49. 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

50. 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)).



51. 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).

52. 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.

53. 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.

54. 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**

55. 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.

56. 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**

57. 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. It

would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

## Observers

58. 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

59. 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 the schools forum to provide financial or technical advice
- Any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting.

60. 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

61. 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:

- **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 the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions;

- **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;
- **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 paragraph 65). 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;
- **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.
- **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 61 on quorum).
- **Timing:** schools forums must meet at least four times a year

62. 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

63. 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 the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. 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

65. 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

66. 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.

67. 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

68. The costs of a schools forum fall in the centrally retained budget portion of the Schools Block of local authorities.

69. 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 [2014 School and Early Years Finance Regulations](#) provide that the level of resource devoted to running schools forums in 2015-16 is limited to 2014-15 levels unless the Secretary of State agrees an increase.

## Section 2 – effective schools forums

### Introduction

70. 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.

71. 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.

72. 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.

73. 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

74. 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:

- the constitution of the schools forum
- a list of members including contact details and their terms of office
- any locally agreed terms of reference explaining the relationship between the schools forum and the local authority
- copies of minutes of previous meetings
- the programme of schools forum meetings for the year
- the local schools forum web address

75. This Operational and Good Practice Guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. 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

77. 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. Local and national bodies have a key role to play in developing the competencies of forum members.

78. 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

79. 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.

80. 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.

81. 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**

82. It is vital that the 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.

83. 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.

84. It is good practice for the schools forum and local authority to agree a standard for papers. 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.

85. 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.

86. 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.

87. 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**

88. 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.

89. 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.

90. 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.

91. The independence of the 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.

92. 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**

93. 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.

94. 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.

95. Beyond this a good clerk can:

- 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;
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves;
- be responsible for ensuring contact details of all members are up to date;
- maintain the list of members on the schools forum and advise on membership issues in general;
- assist with the co-ordination of nomination/election processes run by the constituent groups;
- keep the schools forum website up to date: e.g. by posting latest minutes and papers etc;
- 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;
- 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
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution.

96. 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**

97. 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 forums

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.

98. 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. In addition the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, e.g. de-delegation or changes to the funding formula.

99. Consultations with the 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**

100. 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 forums must be clearly set out.

101. 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.

102. 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**

103. Communication to the wider educational community of the discussions and debates of, and decisions made by, the 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.

104. Each schools forum should therefore be clear what its channels of communication are. It is fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure 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. However, the schools forum should also consider additional communication processes. These could include:

- drawing schools' attention to the fact that all its agenda, minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents);
- an annual report on the proceedings of the schools forum;
- 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
- 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
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members.

## News updates

105. 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.

106. 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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## Schools forum powers and responsibilities 2015 to 2016

A summary of the powers and responsibilities of schools forums.

79

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes 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: <ul style="list-style-type: none"> <li>arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and</li> </ul>	Consults annually	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
<p>the arrangements for paying top-up funding;</p> <ul style="list-style-type: none"> <li>• arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;</li> <li>• arrangements for early years provision;</li> <li>• administration arrangements for the allocation of central government grants</li> </ul>			
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval
<p>De-delegation for mainstream schools for:</p> <ul style="list-style-type: none"> <li>• contingencies</li> <li>• administration of free school meals</li> <li>• insurance</li> <li>• licences/subscriptions</li> <li>• staff costs – supply cover</li> <li>• support for minority ethnic</li> <li>• pupils/underachieving groups</li> <li>• behaviour support services</li> <li>• library and museum services</li> </ul>	Proposes	Primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree LA proposal



Function	Local authority	Schools forum	DfE role
Central spend on and the criteria for allocating funding from: <ul style="list-style-type: none"> <li>growth fund (to meet requirements for basic need including pre-opening and diseconomy of scale costs)</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>	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Central spend on: <ul style="list-style-type: none"> <li>equal pay back-pay</li> <li>places in independent schools for non-SEN pupils</li> <li>early years expenditure</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Central spend on: <ul style="list-style-type: none"> <li>admissions</li> <li>servicing of schools forum</li> </ul>	Proposes up to the value committed in 2014-15	Decides for each line	Adjudicates where schools forum does not agree LA proposal
Central spend on: <ul style="list-style-type: none"> <li>capital expenditure funded from revenue</li> <li>contribution to combined budgets</li> <li>schools budget centrally funded termination of employment costs</li> </ul>	Proposes up to the value committed in 2014-15 and where expenditure has already been committed.	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> <li>schools budget funded prudential borrowing costs</li> <li>special education needs transport costs</li> </ul>			
Central spend on: <ul style="list-style-type: none"> <li>licences negotiated centrally by the Secretary of State</li> <li>children and young people with high needs</li> </ul>	Decides	None, but good practice to inform forum	None
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 (schools members only)	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 ( <i>may not be an elected member of the Council or officer</i> )	None



## Schools forums structure

A summary of the structure of schools forums.

Category	Schools members	Academies members	Non-school members
83 Represented groups	<p>Where the LA maintains the following types of school, they must be represented on the schools forum:</p> <ul style="list-style-type: none"> <li>• Primary Schools</li> <li>• Secondary Schools</li> <li>• Special Schools</li> <li>• Nursery Schools</li> <li>• PRUs</li> </ul>	<p>At least one academies member must be a representative of mainstream academies, which includes free schools, UTCs and Studio Schools. In addition, there must be one member for each of the following groups (if such exist in the LA area):</p> <ul style="list-style-type: none"> <li>• Special academies, including free schools</li> <li>• Alternative provision academies, including free schools</li> </ul>	<p>16-19 providers</p> <p>Early years Private, Voluntary and Independent (PVI) providers</p> <p>Before considering other groups, the LA must consider diocesan representation</p>

Category	Schools members	Academies members	Non-school members
Type of member	<p>Within each of the five groups above there could be the following types of member:</p> <ul style="list-style-type: none"> <li>• Headteachers (or their representative)</li> <li>• Governors</li> <li>• Headteachers and Governors</li> <li>• In overall terms there must be at least one headteacher (or their representative) and one governor</li> </ul>	Any	Any
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>	<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	Only primary representatives can	No voting on de-delegation or the	No voting on de-delegation or the

Category	Schools members	Academies members	Non-school members
	<p>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 the scheme for financing schools</p> <p>All schools members can vote on any other schools forum business, including the consultation on the funding formula</p>	<p>scheme for financing schools</p> <p>All academies members can vote on any other schools forum business, including the consultation on the funding formula</p>	<p>scheme for financing schools</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 headteachers of secondary schools.</p>	<p>The relevant proprietors of academies elect for their group, e.g. mainstream academies, special academies and alternative provision academies</p>	<p>Election only applies to the representative for the 16-19 providers, who is elected by all eligible 16-19 providers</p>
LA appointment of members	<p>Only if no election takes place by the agreed date or in the event of a tie</p>	<p>Only if no election takes place by the agreed date or in the event of a tie</p>	<p>Can appoint a 16-19 representative only if no election takes place by the agreed date or in the event of a tie</p> <p>For all other non-schools members</p>

Category	Schools members	Academies members	Non-school 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
- The Chief Financial Officer
- The Director of Children’s Services
- Officers providing financial & technical advice to schools forum
- The Executive Member for Children’s Services
- Presenters (restricted to the paper they are presenting)
- The Executive Member with responsibility for resources

85



## Schools forum self-assessment toolkit

This toolkit provides local authority officers and elected members with a framework for assessing the strengths and weaknesses of their schools forum. The toolkit is designed as a set of questions which can be considered by individuals or the forum as a whole.

Question	Yes / No	Notes
1. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to enable interested parties to plan their attendance?		
2. Are meetings timed to coincide with key dates? (e.g. reporting of funding formula)		
3. Are meetings held in an accessible venue to enable observers to attend easily?		
4. Is there a dedicated website link for schools forum, is it current and regularly updated?		
5. Are the agenda and papers publicly available on the authority's website at least 6 working days in advance of the meeting?		
6. Are the papers published as a single document, so that users can download easily?		
7. If papers are tabled at the meeting, are they published on the website promptly after the meeting?		
8. Are draft minutes published a reasonable time (e.g. within 2-3 weeks) after the meeting, rather than waiting until the following meeting?		
9. Are the minutes clear and unambiguous, with sufficient detail to		

Question	Yes / No	Notes
illustrate the discussions, without reporting verbatim every point made?		
<p>10. Is the constitution clear and appropriate? Including eg</p> <ul style="list-style-type: none"> <li>- a clear process for ensuring proportional representation</li> <li>- the process for electing members and their tenure</li> <li>- the timescale for review is clearly set out</li> <li>- the process for dealing with repetitive non attenders</li> </ul>		
<p>11. Is there an induction pack or training programme available for new members?</p>		
<p>12. Is the election process clear and transparent? i.e. representatives are elected only by the group they are representing, whether phase-specific for maintained schools, or by the proprietors of academies for academy members.</p>		
<p>13. Do the papers contain clear recommendations and indicate in a consistent manner whether the item is for information, consultation or decision?</p>		
<p>14. Is it clear to observers who attendees at the forum are representing? (eg by use of name plates, indicating sector)</p>		
<p>15. Does the chair manage the meeting well, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?</p>		
<p>16. Is there inclusive participation in discussions for all phases and types of members?</p>		
<p>17. Do members actively canvass views and objectively represent their whole peer group at the forum and provide feed back after meetings?</p>		



Question	Yes / No	Notes
18. Where votes are required, is it clear who is eligible to vote for different items?		
19. Where votes are required, are the arrangements for recording the votes clear and unambiguous?		
20. Is there a system in place for a decision if votes are tied?		
21. Is the operational & good practice guide used to regularly review the forum's adherence to good practice?		

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TO: SCHOOLS FORUM  
DATE: 22 OCTOBER 2015

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**EDUCATION AND CHILDREN'S SERVICES FINANCIAL BENCHMARKING -  
2015-16 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 2015-16 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 2015-16 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 that contains the financial data used in the DfE benchmarking exercise.
  - Annex B (99 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 (9 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).

**Interpretation of the data**

- 2.3 To aid comparisons, for all Authorities in England, 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. It is also possible to make comparisons with the 10 other LAs deemed by DfE sponsored research by the National Foundation for Education Research (NFER) to have characteristics that most closely match those in BFC i.e. 'our statistical neighbours'.

- 2.4 Until this year, our statistical neighbours, in order of closeness to the BFC profile, were Hertfordshire, Central Bedfordshire, West Berkshire, Buckinghamshire, Hampshire, Surrey, Windsor and Maidenhead, Cheshire East, Oxfordshire and Cambridgeshire. These have been updated, mainly through incorporation of the 2011 national census data, and are now Hertfordshire, Hampshire, Central Bedfordshire, West Berkshire, West Sussex, Oxfordshire, Warwickshire, South Gloucestershire, York and Buckinghamshire.
- 2.5 Whilst these LAs have the closest characteristics to BFC, it needs to be noted that 8 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 appearing high when expressed on a per capita basis in the Section 251 tables. BFC also experiences a higher general cost base than most of the other statistical neighbours, due to the geographic location and closeness to London and in particular, payment of London supplements to staff.
- 2.6 Other organisations have developed alternative statistical neighbours, with most financial benchmarking using the Chartered Institute of Public Finance and Accountancy (CIPFA). This compares LAs into groups of 16. The LG Financial Intelligence Toolkit, widely used by LAs for unit cost benchmarking, has the CIPFA statistical neighbours as the comparator.
- 2.7 In interpreting the data, it also needs to be borne in mind that whilst the DfE has provided completion guidance, it remains brief and unclear in places. Therefore, it is likely that not all authorities will have completed the statements on the same basis which places a doubt on the consistency and accuracy of information. Furthermore, a review of Section 251 returns by CIPFA has questioned the accuracy of the returns in "making assessments of total spending on specific areas or valid comparisons between LAs". However, it does present a useful starting point for cost comparison.

### **Analysis of the tables**

- 2.8 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 our statistical neighbours and use the average median as this comparator is considered the least sensitive to distortion from any extreme values in the sample. 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 around £16,600.

#### *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, allocations reflect the decisions agreed by the Schools Forum, and overall, the total planned spend will be equivalent to total government grant made available to support the Schools Budget.

## Unrestricted

The following items are highlighted for comment:

1. De-delegated items (columns 2 - 11). These budget items can only be centrally managed by LAs if approved by the local Schools Forum, generally on the basis of cost effectiveness or organisation benefits. Spend here is the highest amount and 5.9 times the average, which 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 (12 - 24). Overall, planned spend is 1.5 times the 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. In particular, column 14, spend with non-maintained and independent providers, where BFC has the highest amount of per capita spend, and which is 2.5 times the average. Work is underway to establish further options to reduce these costs, including the development of new SEN facilities at Eastern Road and Blue Mountain. However, overall pupil numbers in external provisions continue to increase, mainly as a result of changes in legislation.
3. Central provision within the Schools Budget (26 - 39). There is one budget where spend is noticeably above the average. This relates to combined services, such as support to educational attainment for looked after children and child and family multi-disciplinary assessments and is 2.6 times the average. It reflects the high priority placed on early interventions and prevention services that support improved outcomes for children with the expectation of reduced expenditure or cost avoidance over the medium to long term on high cost statutory services.
4. Overall, BFC spend is 4.6% more than average on the centrally managed elements of Schools Budget (40). 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 and the high level of de-delegation.

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

5. Asset management – education (45). Spend is 2.4 times higher than 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 (46). Spend is 2.2 times higher than average. It 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 20 LAs closest in size to BFC in terms of pupil numbers is £72, £2 below the BFC amount.
7. SEN administration, assessment and co-ordination and monitoring (50). Spend is 1.7 times the average rate. As part of the 2015-16 budget setting process, a pressure of £0.06m was agreed by the Council to support cost reduction measures in post-16 SEN placement costs. This impacts on the cost increase and relative high spend.

8. Home to school transport (non-SEN) (53). Spend is 30% of the average rate 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. Other transport costs (54 – 56) show BFC spend, whilst low, is significantly above average and is explained by a number of LAs not providing transport services to all of the recorded client groups.
9. Young people's learning and development (58). Spend is 4 times the average and highest in the statistical grouping. This reflects the cost of the Advizer contract that provides some information, advice and guidance to post 16 students. 60 (40%) of LAs incur no spend on this service area.
10. Safeguarding children and young people's services (86) is 1.45 times the average. It includes the cost of social workers, other professionals and support services covers, including the work of Local Safeguarding Childrens Board and the Emergency Duty Team, and is set at the level assessed as being required to ensure the safety of children. The relative high unit cost is mainly attributable to expressing costs against the whole 0-17 population base. A more accurate divisor would be the number of looked after children and children in need. Column 9 of Annex D expresses costs on this basis, and indicates a below average value for BFC. This is a summary total for columns 83 - 85.
11. In summary, total spend on children and young people's services and youth justice (98) is 6.7% above average which is considered a reasonable variance taking account of the size and location of the council.

#### 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 High Needs budget (1), as expected, shows a significant year on year increase. It reflects the assessed funding requirement as presented to the Schools Forum as part of the 2015-16 budget setting process.
3. The reduction in School Specific Contingency (2) reflects then assessed need for in-year growth allowances that will be paid to schools that experience significant increases in roll and those needing top-up funding to cover costs arising from the Key Stage 1 class size regulations. There are a wide range of variances by LA on this indicator.

##### *LEA Budget – Funded by BFC (3 – 6)*

4. There have been relatively minor year on year changes in BFC against the items included on the benchmarking data. Reductions have been achieved on statutory / regulatory duties and the School Improvement service. The later reduction has arisen from the Schools Budget now funding the cost of additional support provided to schools in or in danger of entering Ofsted categories. There is no overall reduction in the level of support available for school improvement.

*Pupil numbers (7 – 9)*

5. BFC has the highest percentage increase in pupil numbers and population data recorded against the statistical neighbours, which reflects the growing population and housing developments.

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 marginally below the average of the statistical neighbours.
2. Percentage of schools on the MFG are shown in columns 3 and 4. These reflect the 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 which reflects the relatively smooth and consistent outcomes from the budget setting process.
3. Columns 5 – 10 show gross per capital 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.

Next Steps

- 2.9 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

None.

Contact for further information

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Doc. Ref

Doc. Ref G:\Executive\Schools Forum\73) 151022\2015-16 Financial Benchmarking.doc

## 2015-16 Section 251 Statement – Bracknell Forest Council Table 1

Description	Gross	Income	Net
<b>The Schools Budget</b>			
1.0.1 Individual Schools Budget (before Academy recoupment)	£72,252,651		£72,252,651
1.1.1 Contingencies	£318,150	£0	£318,150
1.1.2 Behaviour support services	£315,458	£0	£315,458
1.1.3 Support to UPEG and bilingual learners	£126,927	£0	£126,927
1.1.4 Free school meals eligibility	£19,680	£0	£19,680
1.1.5 Insurance	£0	£0	£0
1.1.6 Museum and Library services	£0	£0	£0
1.1.7 Licences/subscriptions	£85,891	£0	£85,891
1.1.8 Staff costs supply cover	£307,747	£0	£307,747
1.1.9 Staff costs – supply cover for facility time	£19,250	£0	£19,250
1.2.1 Top up funding - maintained providers	£2,628,125	£0	£2,628,125
1.2.2 Top up funding - Academies and Free Schools	£997,250	£0	£997,250
1.2.3 Top up funding - independent providers	£6,384,420	£0	£6,384,420
1.2.4 Additional high needs targeted funding for mainstream schools and academies	£100,000	£0	£100,000
1.2.5 SEN support services	£1,108,240	£0	£1,108,240
1.2.6 Hospital education services	£0	£0	£0
1.2.7 Other alternative provision services	£392,550	£0	£392,550
1.2.8 Support for inclusion	£84,000	£0	£84,000
1.2.9 Special schools and PRUs in financial difficulty	£14,470	£0	£14,470
1.2.10 PFI and BSF costs at special schools	£0	£0	£0
1.2.11 Direct payments (SEN and disability)	£0	£0	£0
1.2.12 Carbon reduction commitment allowances (PRUs)	£0	£0	£0
1.3.1 Central expenditure on children under 5	£441,794	£19,760	£422,034
1.4.1 Contribution to combined budgets	£602,120	£0	£602,120
1.4.2 School admissions	£175,970	£0	£175,970
1.4.3 Servicing of schools forums	£21,440	£0	£21,440
1.4.4 Termination of employment costs	£0	£0	£0
1.4.5 Falling Rolls Fund	£0	£0	£0
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	£75,880	£0	£75,880
1.4.9 Equal pay - back pay	£0	£0	£0
1.4.10 Pupil growth/ Infant class sizes	£319,040	£0	£319,040
1.4.11 SEN transport	£0	£0	£0
1.4.12 Exceptions agreed by Secretary of State	£0	£0	£0
1.4.13 Other Items	£45,000	£0	£45,000
1.5.1 Other Specific Grants	£1,155,000	£1,155,000	£0
<b>1.6.1 TOTAL SCHOOLS BUDGET (before recoupment)</b>	<b>£87,991,053</b>	<b>£1,174,760</b>	<b>£86,816,293</b>
1.7.1 Estimated Dedicated Schools Grant for 2015-16	£82,178,493		
1.7.2 Dedicated Schools Grant brought forward from 2014-15	£117,000		
1.7.3 Dedicated Schools Grant brought forward to 2016-17	£0		
1.7.4 EFA funding	£4,521,140		
1.7.5 Local Authority additional contribution	£0		
1.7.6 Total funding supporting the Schools Budget (lines 1.7.1 to 1.7.5)	£86,816,633		
1.8.1 Academy: recoupment from the Dedicated Schools Grant	-£3,492,005		



Unrestricted

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	£215,190	£10,820	£204,370
2.0.4 School improvement	£835,751	£307,450	£528,301
2.0.5 Asset management - education	£204,094	£0	£204,094
2.0.6 Statutory/ Regulatory duties - education	£1,257,570	£0	£1,257,570
2.0.7 Premature retirement cost/ Redundancy costs (new provisions)	£0	£0	£0
2.0.8 Monitoring national curriculum assessment	£15,000	£0	£15,000
2.1.1 Educational psychology service	£348,853	£0	£348,853
2.1.2 SEN administration, assessment and coordination and monitoring	£473,674	£76,150	£397,524
2.1.3 Parent partnership, guidance and information	£66,736	£22,550	£44,186
2.1.4 Home to school transport(pre16): SEN transport expenditure	£1,510,438	£15,200	£1,495,238
2.1.5 Home to school transport(pre16): mainstream home to school transport expenditure	£369,699	£0	£369,699
2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18)	£216,277	£0	£216,277
2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25)	£80,000	£0	£80,000
2.1.8 Home to post-16 provision transport: mainstream home to post-16 transport expenditure	£65,700	£0	£65,700
2.1.9 Supply of school places	£25,000	£0	£25,000
2.2.1 Young people's learning and development	£144,779	£0	£144,779
2.2.2 Adult and Community learning	£666,335	£631,020	£35,315
2.2.3 Pension costs	£307,963	£0	£307,963
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>£6,803,059</b>	<b>£1,063,190</b>	<b>£5,739,869</b>

## Unrestricted

Description	Gross	Income	Net
<b>Children and Young People's Services and Youth Justice Budget</b>			
3.0.1 Funding for individual Sure Start Children's Centres	£732,390	£23,590	£708,800
3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres	£179,218	£0	£179,218
3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres	£274,178	£7,760	£266,418
3.0.4 Other early years funding	£838,504	£215,950	£622,554
<b>3.0.5 Total Sure Start Children's Centres and Early Years Funding</b>	<b>£2,024,290</b>	<b>£247,300</b>	<b>£1,776,990</b>
3.1.1 Residential care	£1,729,450	£0	£1,729,450
3.1.2 Fostering services	£1,996,760	£24,470	£1,972,290
3.1.3 Adoption services	£462,530	£28,180	£434,350
3.1.4 Special guardianship support	£182,660	£0	£182,660
3.1.5 Other children looked after services	£381,550	£0	£381,550
3.1.6 Short breaks (respite) for looked after disabled children	£337,370	£69,950	£267,420
3.1.7 Children placed with family and friends	£112,150	£0	£112,150
3.1.8 Education of looked after children	£7,630	£0	£7,630
3.1.9 Leaving care support services	£279,580	£0	£279,580
3.1.10 Asylum seeker services children	£30,246	£30,246	£0
<b>3.1.11 Total Children Looked After</b>	<b>£5,519,926</b>	<b>£152,846</b>	<b>£5,367,080</b>
3.2.1 Other children and families services	£49,060	£0	£49,060
3.3.1 Social work (including LA functions in relation to child protection)	£4,709,510	£0	£4,709,510
3.3.2 Commissioning and Children's Services Strategy	£29,620	£0	£29,620
3.3.3 Local Safeguarding Children Board	£111,080	£21,020	£90,060
<b>3.3.4 Total Safeguarding Children and Young People's Services</b>	<b>£4,850,210</b>	<b>£21,020</b>	<b>£4,829,190</b>
3.4.1 Direct payments	£94,470	£0	£94,470
3.4.2 Short breaks (respite) for disabled children	£472,140	£0	£472,140
3.4.3 Other support for disabled children	£99,150	£0	£99,150
3.4.4 Targeted family support	£813,140	£0	£813,140
3.4.5 Universal family support	£63,410	£0	£63,410
<b>3.4.6 Total Family Support Services</b>	<b>£1,542,310</b>	<b>£0</b>	<b>£1,542,310</b>
3.5.1 Universal services for young people	£542,040	£94,740	£447,300
3.5.2 Targeted services for young people	£993,580	£31,430	£962,150
<b>3.5.3 Total Services for young people</b>	<b>£1,535,620</b>	<b>£126,170</b>	<b>£1,409,450</b>
<b>3.6.1 Youth justice</b>	<b>£567,430</b>	<b>£226,490</b>	<b>£340,940</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>£94,794,112</b>	<b>£2,237,950</b>	<b>£92,556,162</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>£16,088,846</b>	<b>£773,826</b>	<b>£15,315,020</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>£110,882,958</b>	<b>£3,011,776</b>	<b>£107,871,182</b>
7 Capital Expenditure (excluding CERA)	£11,755,235	£11,755,235	£0
8a.1 Substance misuse services (Drugs, Alcohol and Volatile substances) (included in 3.5.1 and 3.5.2 above)	£94,550	£0	£94,550
8a.2 Teenage pregnancy services (included in 3.5.1 and 3.5.2 above)	£94,680	£0	£94,680

Unrestricted

Annex B

Per Capital Table (net)

15-16 Budget LA Table (Net) £ per capita	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
	1.0.1 Individual Schools Budget (before Academy recoupment)*	1.1.1 Contingencies*	1.1.2 Behaviour support services*	1.1.3 Support to UPEG and bilingual learners*	1.1.4 Free school meals eligibility*	1.1.5 Insurance*	1.1.6 Museum and Library services*	1.1.7 Licences /subscriptions*	1.1.8 Staff costs supply cover*	1.1.9 Staff costs – supply cover for facility time*	DEDELEGATED ITEMS
<b>Statistical Neighbours</b>											
<b>ENGLAND - Average (mean)</b>	£4,407	£8	£6	£5	£1	£2	£1	£2	£6	£2	£32
<b>ENGLAND - Average (median)</b>	£4,356	£5	£2	£3	£0	£0	£0	£0	£1	£2	£29
<b>ENGLAND - Maximum</b>	£6,842	£42	£56	£55	£7	£44	£10	£25	£27	£12	£123
<b>ENGLAND - Minimum</b>	£3,000	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
<b>Average (median)</b>	£4,062	£4	£0	£0	£0	£0	£0	£0	£0	£1	£12
<b>Maximum</b>	£4,278	£26	£19	£13	£1	£0	£0	£5	£18	£3	£71
<b>Minimum</b>	£3,871	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
<b>867 Bracknell Forest</b>	<b>£4,037</b>	<b>£19</b>	<b>£19</b>	<b>£8</b>	<b>£1</b>	<b>£0</b>	<b>£0</b>	<b>£5</b>	<b>£18</b>	<b>£1</b>	<b>£71</b>
919 Hertfordshire	£4,207	£4	£0	£0	£0	£0	£0	£2	£0	£1	£7
850 Hampshire	£4,278	£1	£13	£8	£0	£0	£0	£1	£1	£2	£27
823 Central Bedfordshire	£4,112	£26	£0	£0	£0	£0	£0	£0	£0	£3	£29
869 West Berkshire	£4,201	£6	£11	£13	£0	£0	£0	£0	£0	£2	£33
938 West Sussex	£4,051	£4	£0	£6	£0	£0	£0	£0	£0	£1	£11
931 Oxfordshire	£4,062	£0	£0	£0	£0	£0	£0	£0	£0	£1	£1
937 Warwickshire	£4,089	£5	£1	£7	£1	£0	£0	£0	£0	£2	£16
803 South Gloucestershire	£3,956	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
816 York	£4,008	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
825 Buckinghamshire	£3,871	£11	£0	£0	£0	£0	£0	£0	£1	£1	£12

- 1) Pupil Divisors Used.
- \* Total pupils aged 3-19 from maintained schools only.
- \*\* Total pupils aged 3-19 from maintained schools & 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.
- \*\*\*\*\* Total population aged between 16-18
- \*\*\*\*\* Total population aged between 19-25
- \*\*\*\*\* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.
- 3) The national median is calculated as the median of all LAs values for that column.
- 4) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 12	Col 13	Col 14	Col 15	Col 16	Col 17	Col 18	Col 19	Col 20	Col 21	Col 22	Col 23	Col 24	Col 25
	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 Additional high needs targeted funding for mainstream schools and academies *****	1.2.5 SEN support services *****	1.2.6 Hospital education services *****	1.2.7 Other alternative provision services *****	1.2.8 Support for inclusion *****	1.2.9 Special schools and PRUs in financial difficulty *****	1.2.10 PFI and BSF costs at special schools *****	1.2.11 Direct payments (SEN and disability) *****	1.2.12 Carbon reduction commitment allowances (PRUs) *****	HN TOTAL	1.3.1 Central expenditure on children under 5*****
<b>Statistical Neighbours</b>														
<b>ENGLAND - Average (mean)</b>	£129	£38	£70	£4	£35	£3	£10	£12	£0	£0	£0	£0	£302	£22
<b>ENGLAND - Average (median)</b>	£127	£31	£68	£1	£32	£1	£5	£7	£0	£0	£0	£0	£302	£17
<b>ENGLAND - Maximum</b>	£335	£172	£232	£40	£88	£48	£41	£74	£4	£11	£14	£0	£566	£128
<b>ENGLAND - Minimum</b>	£1	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£158	£0
<b>Average (median)</b>	£101	£27	£85	£1	£36	£0	£10	£13	£0	£0	£0	£0	£258	£15
<b>Maximum</b>	£192	£60	£213	£15	£57	£5	£35	£22	£1	£1	£0	£0	£448	£37
<b>Minimum</b>	£51	£6	£24	£0	£3	£0	£0	£3	£0	£0	£0	£0	£176	£4
100 867 Bracknell Forest	£88	£33	£213	£3	£37	£0	£13	£3	£0	£0	£0	£0	£391	£15
919 Hertfordshire	£79	£21	£40	£6	£35	£5	£35	£17	£1	£1	£0	£0	£239	£4
850 Hampshire	£84	£27	£43	£0	£14	£1	£0	£7	£0	£0	£0	£0	£176	£16
823 Central Bedfordshire	£101	£60	£24	£0	£36	£0	£10	£16	£0	£0	£0	£0	£247	£5
869 West Berkshire	£138	£16	£89	£1	£50	£0	£11	£13	£0	£0	£0	£0	£318	£10
938 West Sussex	£103	£6	£85	£0	£24	£2	£16	£20	£1	£0	£0	£0	£258	£7
931 Oxfordshire	£51	£53	£50	£0	£57	£0	£4	£5	£0	£0	£0	£0	£220	£37
937 Warwickshire	£90	£33	£173	£0	£32	£0	£27	£11	£0	£0	£0	£0	£365	£20
803 South Gloucestershire	£134	£25	£113	£15	£3	£0	£0	£20	£0	£0	£0	£0	£309	£20
816 York	£110	£15	£68	£3	£43	£4	£0	£10	£0	£0	£0	£0	£254	£9
825 Buckinghamshire	£192	£52	£120	£2	£51	£2	£8	£22	£0	£0	£0	£0	£448	£17

- 1) Pupil Divisors Used.
- \* Total pupils aged 3-19 from maintained schools only.
- \*\* Total pupils aged 3-19 from maintained schools & 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.
- \*\*\*\*\* Total population aged between 16-18
- \*\*\*\*\* Total population aged between 19-25
- \*\*\*\*\* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.
- 3) The national median is calculated as the median of all LAs values for that column.
- 4) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 26	Col 27	Col 28	Col 29	Col 30	Col 31	Col 32	Col 33	Col 34	Col 35	Col 36	Col 37	Col 38	Col 39	Col 40
	1.4.1 Contribution to combined budgets**	1.4.2 School admissions**	1.4.3 Servicing of schools forums**	1.4.4 Termination of employment costs**	1.4.5 Falling Rolls Fund**	1.4.6 Capital expenditure from revenue (CERA)**	1.4.7 Prudential borrowing costs**	1.4.8 Fees to independent schools without SEN**	1.4.9 Equal pay - back pay**	1.4.10 Pupil growth/ Infant class sizes**	1.4.11 SEN transport**	1.4.12 Exceptions agreed by Secretary of State**	1.4.13 Other Items**	1.5.1 Other Specific Grants**	1.6.1 TOTAL SCHOOLS BUDGET (before Academy recoupment)**
<b>Statistical Neighbours</b>															
<b>ENGLAND - Average (mean)</b>	£22	£8	£1	£4	£1	£11	£4	£1	£2	£21	£3	£3	£4	£0	£5,025
<b>ENGLAND - Average (median)</b>	£14	£8	£1	£0	£0	£0	£0	£0	£0	£16	£0	£0	£4	£0	£4,943
<b>ENGLAND - Maximum</b>	£112	£35	£24	£40	£17	£104	£69	£59	£56	£108	£45	£220	£23	£11	£8,132
<b>ENGLAND - Minimum</b>	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0	£3,542
<b>Average (median)</b>	£13	£8	£0	£3	£0	£0	£0	£0	£0	£24	£0	£0	£5	£0	£4,639
<b>Maximum</b>	£77	£16	£2	£15	£3	£48	£30	£16	£56	£55	£16	£0	£7	£0	£4,851
<b>Minimum</b>	£0	£5	£0	£0	£0	£0	£0	£0	£0	£9	£0	£0	£3	£0	£4,560
101 867 Bracknell Forest	£34	£10	£1	£0	£0	£0	£0	£4	£0	£18	£0	£0	£3	£0	£4,851
919 Hertfordshire	£7	£10	£0	£0	£3	£4	£0	£0	£0	£26	£0	£0	£5	£0	£4,634
850 Hampshire	£13	£5	£0	£4	£1	£34	£0	£1	£56	£28	£0	£0	£3	£0	£4,769
823 Central Bedfordshire	£0	£6	£0	£0	£0	£0	£0	£0	£0	£55	£0	£0	£6	£0	£4,575
869 West Berkshire	£0	£12	£2	£0	£2	£0	£0	£0	£0	£9	£0	£0	£5	£0	£4,734
938 West Sussex	£19	£8	£1	£4	£0	£0	£21	£3	£0	£24	£6	£0	£4	£0	£4,574
931 Oxfordshire	£8	£6	£0	£0	£0	£43	£17	£0	£0	£34	£7	£0	£5	£0	£4,611
937 Warwickshire	£9	£8	£0	£9	£0	£0	£3	£0	£0	£13	£0	£0	£7	£0	£4,725
803 South Gloucestershire	£30	£7	£0	£11	£0	£0	£30	£0	£0	£16	£0	£0	£4	£0	£4,560
816 York	£77	£7	£2	£15	£0	£0	£24	£0	£0	£31	£16	£0	£4	£0	£4,639
825 Buckinghamshire	£40	£16	£0	£3	£0	£48	£0	£16	£0	£9	£0	£0	£6	£0	£4,729

- 1) Pupil Divisors Used.  
 \* Total pupils aged 3-19 from maintained schools only.  
 \*\* Total pupils aged 3-19 from maintained schools & 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.  
 \* Total population aged between 16-18  
 \* Total population aged between 19-25  
 \* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.  
 3) The national median is calculated as the median of all LAs values for that column.  
 4) England figures do not include data for City of London or Isles of Scilly.

Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 41	Col 42	Col 43	Col 44	Col 45	Col 46	Col 47	Col 48	Col 49	Col 50	Col 51	Col 52
	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 (pre16): SEN transport expenditure *****
<b>Statistical Neighbours</b>												
<b>ENGLAND - Average (mean)</b>	£2	£7	£12	£31	£8	£43	£5	£1	£14	£13	£2	£70
<b>ENGLAND - Average (median)</b>	£0	£4	£12	£28	£6	£41	£0	£0	£14	£12	£2	£63
<b>ENGLAND - Maximum</b>	£26	£141	£51	£289	£45	£602	£50	£20	£34	£52	£18	£432
<b>ENGLAND - Minimum</b>	£0	-£2	£0	-£2	-£3	-£1	£0	£0	£0	£0	£0	£0
<b>Average (median)</b>	£0	£2	£11	£29	£5	£34	£4	£0	£15	£13	£2	£73
<b>Maximum</b>	£6	£37	£17	£51	£22	£101	£24	£1	£22	£25	£2	£94
<b>Minimum</b>	£0	£0	£3	£15	£0	£12	£0	£0	£3	£7	£0	£33
867 Bracknell Forest	£0	£0	£12	£31	£12	£74	£0	£1	£19	£22	£2	£89
919 Hertfordshire	£1	£16	£13	£29	£0	£18	£5	£0	£18	£18	£2	£58
850 Hampshire	£0	£4	£11	£23	£17	£55	£0	£1	£16	£10	£1	£77
823 Central Bedfordshire	£0	£2	£17	£29	£13	£101	£13	£0	£10	£14	£2	£68
869 West Berkshire	£6	£0	£17	£51	£2	£34	£24	£0	£20	£23	£0	£81
938 West Sussex	£0	£0	£6	£29	£22	£12	£1	£0	£14	£13	£1	£73
931 Oxfordshire	£0	£37	£9	£50	£2	£57	£7	£0	£9	£25	£2	£63
937 Warwickshire	£0	£4	£15	£41	£1	£22	£12	£1	£10	£7	£2	£88
803 South Gloucestershire	£0	£0	£3	£15	£7	£12	£0	£0	£3	£9	£1	£64
816 York	£2	£5	£11	£22	£5	£41	£4	£1	£15	£11	£2	£33
825 Buckinghamshire	£0	£0	£6	£20	£5	£34	£0	£0	£22	£11	£2	£94

- 1) Pupil Divisors Used.  
 \* Total pupils aged 3-19 from maintained schools only.  
 \*\* Total pupils aged 3-19 from maintained schools & 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.  
 \* Total population aged between 16-18  
 \* Total population aged between 19-25  
 \* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.  
 3) The national median is calculated as the median of all LAs values for that column.  
 4) England figures do not include data for City of London or Isles of Scilly.

## Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 53	Col 54	Col 55	Col 56	Col 57	Col 58	Col 59	Col 60	Col 61	Col 62	Col 63	Col 64	Col 65	Col 66	Col 67
	2.1.5 Home to school transport (pre16): mainstream home to school transport expenditure** *****	2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18)*****	2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25)*****	2.1.8 Home to post-16 provision: mainstream transport expenditure *****	2.1.9 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 (maintained schools only)*	2.4.1 Total Other education and community budget (maintained schools and academies) ***	3.0.1 Funding for individual Sure Start Children's Centres****	3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres****
<b>Statistical Neighbours</b>															
<b>ENGLAND - Average (mean)</b>	£46	£24	£4	£10	£3	£3	£4	£32	£0	£1	£0	£108	£192	£44	£7
<b>ENGLAND - Average (median)</b>	£16	£14	£1	£0	£2	£1	£1	£29	£0	£0	£0	£102	£171	£41	£2
<b>ENGLAND - Maximum</b>	£245	£235	£42	£115	£50	£58	£77	£117	£13	£11	£22	£841	£535	£196	£161
<b>ENGLAND - Minimum</b>	£0	-£4	£0	£0	£0	-£1	-£7	£0	£0	£0	£0	£12	£33	£0	£0
<b>Average (median)</b>	£74	£34	£1	£5	£2	£2	£3	£23	£0	£0	£0	£97	£207	£38	£0
<b>Maximum</b>	£114	£88	£22	£77	£11	£8	£29	£49	£9	£4	£0	£176	£272	£53	£7
<b>Minimum</b>	£22	£6	£0	£0	£0	£0	£0	£0	£0	£0	£0	£37	£180	£12	£0
867 Bracknell Forest	£22	£46	£9	£14	£1	£8	£2	£17	£0	£0	£0	£131	£197	£26	£7
919 Hertfordshire	£38	£72	£16	£10	£11	£1	£0	£23	£0	£0	£0	£82	£186	£49	£2
850 Hampshire	£66	£34	£1	£0	£2	£6	£2	£18	£0	£1	£0	£111	£207	£22	£0
823 Central Bedfordshire	£88	£88	£22	£77	£6	£0	£5	£24	£0	£0	£0	£176	£253	£34	£4
869 West Berkshire	£74	£13	£1	£21	£0	£0	£18	£0	£4	£0	£0	£135	£214	£30	£0
938 West Sussex	£58	£16	£0	£0	£2	£1	£0	£17	£3	£0	£0	£70	£180	£49	£0
931 Oxfordshire	£94	£25	£1	£0	£5	£0	£3	£41	£9	£0	£0	£164	£246	£53	£1
937 Warwickshire	£114	£16	£22	£1	£2	£2	£4	£41	£0	£0	£0	£97	£272	£48	£0
803 South Gloucestershire	£54	£58	£4	£2	£2	£3	£1	£49	£0	£4	£0	£37	£198	£12	£0
816 York	£95	£36	£0	£5	£4	£2	£29	£1	£0	£0	£0	£91	£195	£49	£0
825 Buckinghamshire	£75	£6	£0	£12	£0	£4	£9	£30	£0	£0	£0	£64	£235	£38	£7

- 1) Pupil Divisors Used.  
 \* Total pupils aged 3-19 from maintained schools only.  
 \*\* Total pupils aged 3-19 from maintained schools & 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.  
 \* Total population aged between 16-18  
 \* Total population aged between 19-25  
 \* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.  
 3) The national median is calculated as the median of all LAs values for that column.  
 4) England figures do not include data for City of London or Isles of Scilly.

Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 68	Col 69	Col 70	Col 71	Col 72	Col 73	Col 74	Col 75	Col 76	Col 77	Col 78	Col 79	Col 80
	<b>3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres****</b>	3.0.4 Other early years funding**	3.0.5 Total Sure Start Children's Centres and Early Years Funding****	3.1.1 Residential care****	3.1.2 Fostering services* ***	3.1.3 Adoption services* ***	3.1.4 Special guardianship support****	3.1.5 Other children looked after services****	3.1.6 Short breaks (respite) for looked after disabled children****	3.1.7 Children placed with family and friends****	3.1.8 Education of looked after children*** *	3.1.9 Leaving care support services* ***	3.1.10 Asylum seeker services children*** *
<b>Statistical Neighbours</b>													
<b>ENGLAND - Average (mean)</b>	£4	£11	£66	£74	£124	£22	£12	£15	£4	£6	£3	£20	£1
<b>ENGLAND - Average (median)</b>	£2	£9	£63	£71	£125	£23	£11	£11	£1	£5	£2	£20	£0
<b>ENGLAND - Maximum</b>	£67	£62	£241	£294	£350	£71	£45	£109	£43	£35	£20	£68	£15
<b>ENGLAND - Minimum</b>	£0	-£77	£12	£14	£12	£0	£0	£0	£0	£0	£0	£0	-£21
<b>Average (median)</b>	£3	£11	£65	£61	£83	£13	£9	£8	£0	£5	£1	£8	£2
<b>Maximum</b>	£10	£29	£75	£94	£142	£23	£22	£24	£21	£13	£9	£31	£11
<b>Minimum</b>	£0	£3	£24	£14	£52	£3	£5	£0	£0	£0	£0	£0	£0
104 867 Bracknell Forest	£10	£23	£65	£63	£72	£16	£7	£14	£10	£4	£0	£10	£0
919 Hertfordshire	£3	£11	£65	£61	£83	£21	£13	£24	£2	£12	£7	£11	£2
850 Hampshire	£1	£8	£32	£90	£92	£15	£5	£8	£0	£13	£3	£5	£0
823 Central Bedfordshire	£0	£16	£54	£24	£142	£12	£22	£8	£21	£7	£1	£0	£2
869 West Berkshire	£10	£6	£46	£37	£80	£3	£7	£0	£0	£5	£9	£17	£11
938 West Sussex	£2	£19	£71	£76	£81	£11	£9	£0	£13	£2	£1	£31	£6
931 Oxfordshire	£4	£6	£65	£94	£52	£12	£8	£15	£0	£11	£1	£3	£3
937 Warwickshire	£3	£3	£53	£26	£120	£13	£9	£8	£0	£13	£2	£8	£0
803 South Gloucestershire	£4	£8	£24	£40	£68	£12	£8	£5	£0	£5	£1	£17	£0
816 York	£2	£24	£75	£14	£87	£13	£9	£6	£0	£0	£1	£7	£0
825 Buckinghamshire	£2	£29	£75	£62	£89	£23	£11	£17	£14	£3	£0	£6	£2

- 1) Pupil Divisors Used.
- \* Total pupils aged 3-19 from maintained schools only.
- \*\* Total pupils aged 3-19 from maintained schools & recoupmnt academies only.
- \*\*\* Total pupils aged 3-19 from maintained schools & all academies.
- \*\*\*\* Total population aged between 0-17.
- \*\*\*\*\* Total population aged between 0-19.
- \*\*\*\*\* Total population aged between 16-18
- \*\*\*\*\* Total population aged between 19-25
- \*\*\*\*\* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.
- 3) The national median is calculated as the median of all LAs values for that column.
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Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 81	Col 82	Col 83	Col 84	Col 85	Col 86	Col 87	Col 88	Col 89	Col 90
	3.1.11 Total Children Looked After****	3.2.1 Other children and families services**	3.3.1 Social work (including LA functions in relation to child protection)* ***	<b>3.3.2 Commissioning and Children's Services Strategy****</b>	3.3.3 Local Safeguarding Children Board****	3.3.4 Total Safeguarding Children and Young People's Services****	3.4.1 Direct payments* ***	3.4.2 Short breaks (respite) for disabled children****	3.4.3 Other support for disabled children*** *	<b>3.4.4 Targeted family support****</b>
<b>Statistical Neighbours</b>										
<b>ENGLAND - Average (mean)</b>	<b>£281</b>	<b>£6</b>	<b>£141</b>	<b>£19</b>	<b>£2</b>	<b>£163</b>	<b>£7</b>	<b>£17</b>	<b>£4</b>	<b>£41</b>
<b>ENGLAND - Average (median)</b>	<b>£283</b>	<b>£2</b>	<b>£144</b>	<b>£13</b>	<b>£2</b>	<b>£169</b>	<b>£6</b>	<b>£16</b>	<b>£1</b>	<b>£40</b>
<b>ENGLAND - Maximum</b>	<b>£713</b>	<b>£113</b>	<b>£385</b>	<b>£94</b>	<b>£21</b>	<b>£425</b>	<b>£43</b>	<b>£64</b>	<b>£57</b>	<b>£121</b>
<b>ENGLAND - Minimum</b>	<b>£119</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£40</b>	<b>£0</b>	<b>£0</b>	<b>-£2</b>	<b>£0</b>
<b>Average (median)</b>	<b>£200</b>	<b>£2</b>	<b>£97</b>	<b>£4</b>	<b>£2</b>	<b>£121</b>	<b>£4</b>	<b>£17</b>	<b>£3</b>	<b>£34</b>
<b>Maximum</b>	<b>£240</b>	<b>£53</b>	<b>£196</b>	<b>£91</b>	<b>£14</b>	<b>£215</b>	<b>£21</b>	<b>£31</b>	<b>£27</b>	<b>£121</b>
<b>Minimum</b>	<b>£137</b>	<b>£0</b>	<b>£15</b>	<b>£0</b>	<b>£1</b>	<b>£40</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£19</b>
105 867 Bracknell Forest	£195	£2	£171	£1	£3	£176	£3	£17	£4	£30
919 Hertfordshire	£238	£8	£129	£4	£1	£134	£10	£20	£3	£26
850 Hampshire	£230	£2	£81	£2	£1	£83	£4	£21	£7	£24
823 Central Bedfordshire	£240	£3	£97	£12	£2	£111	£0	£12	£0	£44
869 West Berkshire	£168	£1	£84	£36	£14	£134	£19	£30	£1	£65
938 West Sussex	£230	£0	£15	£25	£1	£40	£21	£13	£0	£121
931 Oxfordshire	£200	£6	£117	£2	£2	£121	£4	£14	£4	£66
937 Warwickshire	£200	£5	£196	£9	£1	£206	£2	£12	£1	£19
803 South Gloucestershire	£155	£1	£94	£2	£2	£97	£10	£17	£3	£30
816 York	£137	£53	£90	£0	£6	£96	£3	£31	£10	£34
825 Buckinghamshire	£228	£0	£124	£91	£1	£215	£1	£0	£27	£34

- 1) Pupil Divisors Used.  
\* Total pupils aged 3-19 from maintained schools only.  
\*\* Total pupils aged 3-19 from maintained schools & recoupmnt academies only.  
\*\*\* Total pupils aged 3-19 from maintained schools & all academies.  
\*\*\*\* Total population aged between 0-17.  
\*\*\*\*\* Total population aged between 0-19.  
\*\*\*\*\* Total population aged between 16-18  
\*\*\*\*\* Total population aged between 19-25  
\*\*\*\*\* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.  
3) The national median is calculated as the median of all LAs values for that column.  
4) England figures do not include data for City of London or Isles of Scilly.

Unrestricted

15-16 Budget LA Table (Net) £ per capita	Col 91	Col 92	Col 93	Col 94	Col 95	Col 96	Col 97	Col 98	Col 99
	3.4.5 Universal family support****	3.4.6 Total Family Support Services****	3.5.1 Universal services for young people****	3.5.2 Targeted services for young people****	3.5.3 Total Services for young people****	3.6.1 Youth justice*** *	4.0.1 Capital Expenditure from Revenue (CERA) (Non- schools budget functions and Children's and young people services)****	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)****	Total Children and Young People's Services and Youth Justice Budget (inc CERA)(lines 5.0.2 + 4.0.1)
<b>Statistical Neighbours</b>									
<b>ENGLAND - Average (mean)</b>	£6	£74	£20	£23	£43	£14	£7	£647	£654
<b>ENGLAND - Average (median)</b>	£1	£74	£19	£19	£44	£13	£0	£659	£663
<b>ENGLAND - Maximum</b>	£80	£184	£129	£91	£147	£61	£1,103	£1,519	£1,604
<b>ENGLAND - Minimum</b>	£0	£30	£0	£0	£0	£0	£0	£358	£358
<b>Average (median)</b>	£1	£61	£8	£22	£44	£9	£0	£522	£522
<b>Maximum</b>	£10	£154	£49	£39	£61	£25	£0	£639	£639
<b>Minimum</b>	£0	£36	£0	£7	£17	£5	£0	£389	£389
106 867 Bracknell Forest	£2	£56	£16	£35	£51	£12	£0	£557	£557
919 Hertfordshire	£0	£59	£45	£15	£61	£13	£0	£577	£577
850 Hampshire	£1	£56	£1	£22	£23	£9	£0	£434	£434
823 Central Bedfordshire	£0	£56	£8	£21	£29	£10	£0	£503	£503
869 West Berkshire	£4	£118	£6	£14	£20	£25	£0	£512	£512
938 West Sussex	£0	£154	£0	£22	£22	£5	£0	£522	£522
931 Oxfordshire	£10	£99	£12	£38	£50	£6	£0	£546	£546
937 Warwickshire	£1	£36	£2	£15	£17	£15	£0	£532	£532
803 South Gloucestershire	£0	£61	£14	£33	£46	£5	£0	£389	£389
816 York	£1	£79	£49	£7	£55	£9	£0	£504	£504
825 Buckinghamshire	£5	£68	£5	£39	£44	£9	£0	£639	£639

- 1) Pupil Divisors Used.  
\* Total pupils aged 3-19 from maintained schools only.  
\*\* Total pupils aged 3-19 from maintained schools & 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.  
\*\*\*\*\* Total population aged between 16-18  
\*\*\*\*\* Total population aged between 19-25  
\*\*\*\*\* Total pupils aged 3-15 from maintained schools & all academies
- 2) The national mean is calculated as the Total Budget (£)/ Total Pupils.  
3) The national median is calculated as the median of all LAs values for that column.  
4) England figures do not include data for City of London or Isles of Scilly.

## Year on Year Table

15-16 Year on Year Table Statistical Neighbours	Schools Budget Items 2014-15 to 2015-16		LA Budget Items 2014-15 to 2015-16				Pupil Numbers 2014-15 to 2015-16		
	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9
	High needs budget (1)	Contingencies (2)	Statutory/Regulatory duties - education (3)	Other strategic management (4)	School Improvement (5)	Home to school transport (6)	Total pupils aged 3-19 from maintained schools only	Total pupils aged 3-19 from maintained schools & academies	Total population aged between 0-19
ENGLAND - Average (mean) (%)	4%	-16%	-7%	-5%	-8%	1%	-4%	1%	1%
ENGLAND - Average (median)	2%	-4%	-6%	0%	-7%	0%	-4%	1%	0%
ENGLAND - Maximum	410%	398%	392%	107%	826%	657%	4%	6%	2%
ENGLAND - Minimum	-24%	-100%	-784%	-100%	-104%	-88%	-35%	-1%	-1%
Average (median)	2%	0%	-9%	0%	-5%	-1%	-1%	1%	1%
Maximum	22%	398%	76%	7%	49%	17%	2%	2%	1%
Minimum	-9%	-18%	-30%	-14%	-60%	-15%	-13%	-1%	0%
2017 867 Bracknell Forest	19%	-18%	-9%	1%	-9%	8%	2%	2%	1%
919 Hertfordshire	2%	1%	-30%	-7%	-4%	6%	-1%	2%	1%
850 Hampshire	2%	1%	-17%	2%	-15%	2%	0%	1%	0%
823 Central Bedfordshire	-9%	398%	76%	-1%	-60%	-1%	0%	1%	1%
869 West Berkshire	-7%	0%	6%	7%	32%	-10%	1%	0%	0%
938 West Sussex	-7%	-5%	24%	4%	3%	-3%	-4%	1%	1%
931 Oxfordshire	-1%	-	10%	1%	49%	-15%	-13%	1%	1%
937 Warwickshire	22%	-16%	-16%	-14%	15%	6%	-7%	1%	0%
803 South Gloucestershire	4%	-	3%	-1%	-23%	-6%	-9%	-1%	0%
816 York	6%	-	-10%	-2%	-5%	17%	1%	2%	1%
825 Buckinghamshire	8%	15%	-17%	0%	-59%	-11%	-3%	1%	1%

1) using lines 1.2.1 to 1.2.3 and 1.2.5 to 1.2.11 in 2014-15 and 2015-16

2) using line 1.1.1 in 2014-15 and 2015-16.

3) using line 2.06 in 2014-15 and 2015-16.

4) using lines 2.07 to 2.08 and 2.2.3 to 2.2.5 in 2014-15 and 2015-16.

5) using line 2.0.4 in 2014-15 and 2015-16.

6) using lines 2.1.4 to 2.1.5 in 2014-15 and lines 2.1.4 to 2.1.8 in 2015-16.

'-' No planned expenditure recorded in 2014-15.

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

## Additional Information Table

15-16 Additional Information Table	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10
Statistical Neighbours					Further gross per capita breakdown (Selected lines from LA Table divided by relevant pupils/ population)			Further net per capita breakdown (Selected lines from LA Table divided by relevant pupils/ population)		
	2015-16 DSG Schools block unit of funding (SBUF) per pupil	1.7.5 Local Authority additional contribution	Percentage of primary schools receiving Minimum Funding Guarantee for 2015-16	Percentage of secondary schools receiving Minimum Funding Guarantee for 2015-16	2.1.4 Home to school transport(pre16): SEN transport expenditure + 2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18) + 2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25) + 1.4.11 SEN transport	3.1.11 Total Children Looked After	3.3.4 Total Safeguarding Children and Young People's Services	2.1.4 Home to school transport(pre16): SEN transport expenditure + 2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18) + 2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25)+1.4.11 SEN transport	3.1.11 Total Children Looked After	3.3.4 Total Safeguarding Children and Young People's Services
ENGLAND - Average (mean)	£4,612	£89,729	22%	19%	£2,696	£49,848	£4,224	£2,651	£47,315	£4,083
ENGLAND - Average (median)	£4,529	£0	19%	11%	£2,486	£50,573	£4,193	£2,447	£47,736	£4,048
ENGLAND - Maximum	£7,007	£3,818,000	95%	100%	£15,128	£103,118	£10,479	£15,128	£98,971	£9,724
ENGLAND - Minimum	£4,151	-£58	0%	0%	£0	£24,969	£1,167	£0	£21,056	£1,166
Average (median)	£4,289	£0	15%	11%	£2,800	£52,622	£4,387	£2,800	£51,939	£4,343
Maximum	£4,384	£0	40%	25%	£3,615	£69,803	£9,009	£3,615	£64,104	£8,969
Minimum	£4,189	£0	2%	0%	£1,791	£25,841	£1,406	£1,791	£22,848	£1,221
867 Bracknell Forest	£4,284	£0	10%	0%	£3,613	£47,999	£5,456	£3,583	£46,670	£5,432
919 Hertfordshire	£4,384	£0	16%	9%	£3,615	£63,945	£5,165	£3,615	£62,287	£5,125
850 Hampshire	£4,269	£0	19%	20%	£3,297	£52,622	£2,567	£3,175	£51,430	£2,534
823 Central Bedfordshire	£4,289	£0	5%	22%	£3,590	£54,156	£3,671	£3,577	£52,102	£3,600
869 West Berkshire	£4,368	£0	19%	25%	£1,791	£38,930	£4,961	£1,791	£37,885	£4,832
938 West Sussex	£4,198	£0	13%	4%	£2,608	£69,803	£1,406	£2,591	£64,104	£1,221
931 Oxfordshire	£4,312	£0	8%	11%	£2,800	£63,363	£4,387	£2,800	£61,077	£4,343
937 Warwickshire	£4,294	£0	17%	0%	£3,095	£36,703	£5,238	£3,038	£32,590	£5,179
803 South Gloucestershire	£4,189	£0	2%	0%	£2,686	£52,224	£3,304	£2,686	£51,939	£3,170
816 York	£4,202	£0	40%	14%	£2,665	£25,841	£2,387	£2,665	£22,848	£2,376
825 Buckinghamshire	£4,297	£0	15%	14%	£2,533	£64,881	£9,009	£2,533	£61,098	£8,969

1) '-' denotes LA doesn't have relevant maintained schools.

2) Divisor includes stated pupils as at January 2015.

3) Divisor includes looked after children using SSSA 903 return (as at 31st March 2014).

4) Divisor includes children in need (as at 31st March 2014).

5) '-' denotes pupil numbers for children in need not available.

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

Section 251 data as at 4th Sept 2015.

Figures are rounded so may not sum.