

Notice of Meeting

Schools Forum

Stuart Matthews, Academy School Representative (Vice-Chairman)
Jenny Baker, Special School Representative
Sue Butler, Early Years PVI Provider
Liz Cole, Primary School Representative (Headteacher)
Karen Davis, Primary School Representative (Headteacher)
Nick Gibson, Secondary School Representative (Governor)
Keith Grainger, Secondary School Representative (Headteacher)
Tim Griffith, Academy School Representative
Jo Lagares, Primary School Representative (Headteacher)
Roger Prew, Primary School Representative (Governor)
Elizabeth Savage, Academy School Representative
Phil Sherwood, Primary School Representative (Headteacher)
Debbie Smith, Academy School Representative
Richard Stok, Primary School Representative (Governor)
Grant Strudley, Academy School Representative
Greg Wilton, Teacher Union Representative



Also Invited:

Councillor Dr Gareth Barnard, Executive Member for Children,
Young People & Learning

Thursday 23 June 2022, 4.30 pm
Microsoft Teams Meeting

Agenda

Item	Description	Page
1.	Apologies for Absence/Substitute Members	
	To receive apologies for absence and to note the attendance of any substitute members. Reporting: ALL	
2.	Martin Gocke	
	Martin Gocke passed away on 24 April 2022. Martin had been Chair since December 2018, having been a member of the Forum since 2012 and a long serving education officer prior to leaving the Council. The Vice-Chair, Stuart Matthews will chair this meeting and the Forum will be invited to elect a new Chair at the next meeting on 15 September 2022. Reporting: ALL	
3.	Declarations of Interest	
	Members are asked to declare any disclosable pecuniary or affected interests in respect of any matter to be considered at this meeting. Any Member with a Disclosable Pecuniary Interest in a matter should withdraw from the meeting when the matter is under consideration and	

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	<p>should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.</p> <p>Any Member with an affected Interest in a matter must disclose the interest to the meeting. There is no requirement to withdraw from the meeting when the interest is only an affected interest, but the Monitoring Officer should be notified of the interest, if not previously notified of it, within 28 days of the meeting.</p> <p>Reporting: ALL</p>	
4.	Minutes and Matters Arising	5 - 10
	<p>To approve as a correct record the minutes of the meeting of</p> <p>Reporting: ALL</p>	
5.	SEND Written Statement of Action	11 - 26
	<p>To inform and brief the Schools Forum regarding the completion and submission of the SEND Written Statement of Action document.</p> <p>Reporting: Cheryl Eyre</p>	
6.	SEND Update	27 - 32
	<p>To provide an update on SEND developments and consideration of the implications of the SEND Green Paper proposals for the High Needs Block and to identify where it aligns with the long-term proposals of the Capital Place Planning and SEND Strategy. Comments are being sought to provide input to the consultation document and therefore ensure that the Schools Forum's views are captured.</p> <p>Reporting: Cheryl Eyre</p>	
7.	2021-22 Provisional Outturn on the Schools Budget	33 - 46
	<p>To inform the Forum of the provisional outturn on the 2021-22 Schools Budget, including the allocation of balances and use of Earmarked Reserves. These funds are ring-fenced for the support of schools and pupils.</p> <p>Reporting: Paul Clark</p>	
8.	2021-22 Funding Allocations to Mainstream Schools from Budgets Centrally Managed by the Council	47 - 66
	<p>To present information on the in-year allocation of funds to mainstream schools through School Specific Contingencies and other budgets that are funded from the Dedicated Schools Grant (DSG) and in the first instance centrally managed by the council. It also presents the opportunity to amend existing funding policies. These funds relate only to mainstream schools.</p> <p>Reporting: Paul Clark</p>	

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9.	2021-22 Balances held by Maintained Schools	67 - 88
	To update the Forum on the level of balances held by maintained schools as at 31 March 2022, how these compare to the previous financial year, and to consider whether any significant surplus balances should be subject to claw-back and re-invested within the overall Schools Budget. Reporting: Paul Clark	
10.	Dates of Future Meetings	
	The next meeting of the Forum will be held at 4.30pm on Thursday 15 September 2022. Reporting: Joanna Gibbons	

Sound recording, photographing, filming and use of social media is permitted. Please contact Derek Morgan, 01344 352044, derek.morgan@bracknell-forest.gov.uk, so that any special arrangements can be made.

Published: 14 June 2022

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SCHOOLS FORUM
29 MARCH 2022
4.30 - 5.35 PM



Present:

Martin Gocke, Pupil Referral Unit Representative (Governor) (Chair)
Stuart Matthews, Academy School Representative (Headteacher) (Vice-Chairman)
Jenny Baker, Special School Representative
Liz Cole, Primary School Representative (Headteacher)
Karen Davis, Primary School Representative (Headteacher)
Jo Lagares, Primary School Representative (Headteacher)
Roger Prew, Primary School Representative (Governor)
Elizabeth Savage, Academy School Representative (Headteacher)
Phil Sherwood, Primary School Representative (Headteacher)
Debbie Smith, Academy School Representative
Grant Strudley, Academy School Representative

Observer:

Councillor Dr Gareth Barnard, Executive Member for Children, Young People & Learning
(Observer)

Apologies for absence were received from:

Sue Butler, Early Years PVI Provider
Richard Stok, Primary School Representative (Governor)

229. Apologies for Absence/Substitute Members

The Forum noted the attendance of the following Substitute Member:

Debbie Smith as an Academy School Representative.

230. Declarations of Interest

The Chair declared an affected interest regarding Item 4 (2022-23 Proposals for the High Needs Block Budget) in relation to College Hall. Debbie Smith also declared an affected interest as part of the Management Committee for College Hall.

The Chair declared an affected interest on behalf of Jenny Baker regarding Item 4 in relation to Kennel Lane School.

The Chair highlighted that, whilst Item 4 related to all schools, only College Hall and Kennel Lane School were named. Liz Cole queried whether schools with Specially Resourced Provisions (SRPs) should declare an interest. The Chair confirmed that Owlsmoor School was mentioned. The Chair requested members of the Forum to use their discretion to declare any interests if they became evident during discussions later in the meeting.

231. Minutes and Matters Arising

RESOLVED that the minutes of the meeting of the Forum on 10 March 2022 be approved as a correct record.

Following the previous meeting, the Chair expressed a desire to move forward constructively, listening to the outcomes from the subsequent discussion between the Council and the Headteachers. Councillor Barnard added that it was a credit to all members of the Forum that discussions had happened in the short space of time since the last meeting. Councillor Barnard reinforced that he takes seriously the views of the Forum.

Most of the actions from the meeting held on 10 March 2022 were for the June 2022 meeting so would not be discussed at this meeting.

Arising from minute 227, Paul Clark had met with Jenny Baker, Stuart Matthews, and Phil Sherwood.

232. **2022-23 Proposals for the High Needs Block Budget**

The Forum considered a revised budget report which sought comments on the detailed budget proposals for the High Needs Block (HNB) element of the Schools Budget that were being presented now by the Council. In line with the statutory funding framework, there were also a small number of decisions for the Forum to take.

Prior to presenting the report, Paul Clark provided an update from a regional seminar attended last week where the emerging strategy that Local Authorities (LAs) in the London Boroughs had adopted to tackle their HNB deficits. Two Boroughs presented how they were working with the Department for Education (DfE) as part of the “safety valve” programme. This programme had been created by the DfE and worked by agreeing medium-term action plans with the individual LAs. As long as the LA could evidence that they were meeting their targets, the DfE were providing additional Dedicated Schools Grant (DSG) income to help those LAs repay their deficit as they moved towards a balanced budget. The DfE had been working with around 20 LAs as part of this programme. The LAs that presented at the seminar had very similar deficits and challenges to Bracknell Forest Council (BFC): they both had £6m to £7m annual deficits and at the start of the programme had cumulative overspendings of £20m and £30m. The expectation was to achieve balanced budgets by the end of the 5-year plans.

Of particular note was that the action plans presented at the seminar, as agreed by the DfE, were similar to what BFC was planning; for example, supporting schools to meet a high level of need in a cost-effective way within mainstream settings, reviewing and reforming outreach services, expanding local specialist provision, improving efficiency of commissioning services, and managing demand for Education, Health and Care Plans (EHCPs) by scrutinising provision at each annual review. The DfE were in the process of expanding the programme and BFC was due to be included in the next branch of the work which would include 55 LAs highlighting the widespread effect of the financial challenges being faced across the country.

The Chair expressed that this sounded very encouraging and tied in with the aspiration of the Council and the Forum to work towards the medium-term plan. Cheryl Eyre added that a previous seminar on the DfE “safety valve” programme was attended by Timothy Wheadon, Grainne Siggins and Stuart McKellar, and there was a commitment at the top level, supported by Councillor Barnard, to support this piece of work which would give rigour to what BFC was doing and make it accountable.

The Council wanted to get to a balanced budget and would do everything it could but needed to be joined by stakeholders to achieve that goal.

In presenting the budget report, Paul Clark thanked the Headteachers for attending the follow-up meeting. Three main changes to the previous budget report were agreed for inclusion: further clarity and context on the SEND strategy, more details about the calculation of costs and savings from the change programme, and a commitment to providing a medium-term financial plan in the autumn term 2022 setting out options to balance annual spend to annual income. There were a number of complexities outside of the Council's control which meant that officers could not guarantee presenting a balanced budget for the autumn term, but that was the aim.

Phil Sherwood was invited to speak about the follow-up meeting held with Cheryl Eyre, Paul Clark, Stuart Matthews, and Jenny Baker. Phil shared that the revised recommendations showed the reluctance on the part of the Forum to approve the budget but understanding the need to move forward and the desire to all work together. The Forum recognised the issues that had come up in the past regarding slow progress or ineffective pathways for children with Special Educational Needs and Disabilities (SEND), and this needed addressing.

The Forum was pleased to hear that there would be accountability and an aspiration to balance the budget whilst providing the best outcomes for children with SEND. However, the Forum felt that improving relationships with families needed to be included as a central part of the recommendations.

The Forum queried what was meant by "Early Help" which was referred to in section 7c of the commentary on the 2022-23 budget proposals. Cheryl Eyre explained that it was talking about early identification, early intervention, and early support. However, the Early Help model was still a work in progress which needed further implementation and Debbie Smith (Safeguarding & Inclusion Team Manager) was progressing it. Cheryl Eyre was also looking at the capacity within the service to deliver the Early Help aims. Debbie Smith added that the Council needed to improve the whole Early Help offer (Early Help spanned social care as well as education).

Councillor Barnard felt it would be helpful for the Forum to come up with a roadmap to set out what updates it needed in the run up to January next year when the indicative budget would be presented and to ensure that the proposals being submitted were fit for purpose. The Chair added that the Forum had created an HNB steering group which seemed to have dissipated. The Chair felt that, if the subgroup could be revitalised, it could help set out the roadmap and agree what information needed to be provided to the Forum.

Jenny Baker replied that the subgroup had been looking at the SRPs and the Service Level Agreements (SLAs), as well as the banding matrix. There was still work to be done and it was considered more effective to split into two groups. The Chair felt that there needed to be a more coherent roadmap to come from the Forum to ensure that officers were given time to respond to requests. Cheryl Eyre added that she was chairing a group looking at the new workstream created regarding the capital strategy and SEND sufficiency, HNB funding, and establishing systems to bring together SEN data to use in projections. Cheryl Eyre suggested that a Primary and a Secondary Headteacher could join this workstream to put together all the strands into a cohesive piece of work. The Chair highlighted that there was a bigger pool of Headteachers than those on the Forum and it would be good to use the mechanisms and people that we had got.

Regarding the expectation to reduce the number of requests for high-cost external placements, the Forum highlighted that there may be additional pressures in terms of SEN tribunals if parents were to choose out of area high-cost placements. Cheryl Eyre explained that, if the Council had sufficient and high-quality provision in-Borough and identified that as the most appropriate placement for a child, parents could take the Council to tribunal but would be unlikely to win.

Chris Hilliard expressed that it would be helpful to identify examples of best practice. There were some examples of outstanding practice within Bracknell Forest schools which should be looked at to identify what was making the difference. There was also a need to look at the School Places Plan and Capacity Strategy which had been drawing out issues to do with forward planning and identifying where the shortfall was for SEND places. The report would be taken to the Executive, but it would also be helpful to get contributions from the Forum on that, perhaps at an extra meeting of the Forum. The Chair agreed to discuss that with Chris Hilliard and Paul Clark.

Action: Martin Gocke

Revised recommendations had been submitted to the Forum ahead of the meeting. It was agreed during the meeting to reflect the need for co-production of SEN systems and processes with children, families, and all key stakeholders.

RESOLVED

1. to AGREE that the Executive Member:
 - i. sets the HNB budget at £28.907m and commits to the presentation of an ambitious medium term (5 year) plan at its meeting in November 2022, setting out options to balance annual expenditure to annual income. This plan should:
 - a. include a significant increase in local, effective provision within Bracknell Forest; and
 - b. be designed to meet the needs of our children and young people in a more cost effective and efficient way;
 - ii. releases £0.210m of funds from the SEND Units Reserve to finance ongoing diseconomy costs at the new Special Resource Provisions with the commitment to providing:
 - a. clear data about the uptake of places at SRPs and progress towards meeting Key Performance Indicators; and
 - b. a strategic approach to the transition of children from Primary SRPs to secondary education, in place from September 2023;
 - iii. confirms the changes set out in the supporting information at Table 1 and Annex 2 of Appendix 1 of the report subject to the commitment outlined in 1.i above; and
 - iv. confirms relevant budgets to those summarised in Annex 3, Appendix 1 of the report;
2. to NOTE the outcome of the recent Ofsted SEND inspection and is of the view that appropriate arrangements are NOT in place for the education of pupils with SEN (paragraph 6.19 of the report). The Forum AGREES that:
 - a. whilst there are appropriate arrangements for the majority of children and young people accessing mainstream and specialist provision in Bracknell Forest, there is a shortage of specialist provision and support within the borough and therefore many children and young people are not having their needs appropriately met. This should be addressed in the plan outlined in 1.i above;
 - b. as part of the 'appropriate arrangements', the Forum supports and encourages continued rapid progress towards the improvement of local SEN systems and processes; and

- c. the issue of 'co-production' with all partners, especially parents and carers, needs greater emphasis
 - 3. that appropriate arrangements are NOT in place for the use of pupil referral units and alternative provision. The Forum AGREES that:
 - a. whilst there are appropriate arrangements for the some of the children and young people accessing specialist provision within the borough, we note that there is a shortage of specialist provision and support within the borough and therefore many children and young people are not having their needs appropriately met. This should also be addressed in the plan outlined in paragraph 1.i above;
 - b. as part of the 'appropriate arrangements', the Forum supports and encourages continued rapid progress towards the improvement of local systems and processes for the provision of alternative provision; and
 - c. the issue of 'co-production' with all partners, especially parents and carers, needs greater emphasis
- to NOTE the forecast financial position of the HNB Budget at Table 1 of the report, which shows a forecast £7.408m overspending in 2022-23 and a £36.371m cumulative deficit as at the end of March 2025.

233. Dates of Future Meetings

The Chair advised that there may be an extra meeting held in May 2022 to discuss the School Places Plan and Capacity Strategy.

The next scheduled meeting of the Forum would be held at 4.30pm on Thursday 23 June 2022.

CHAIRMAN

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TO: SCHOOLS FORUM
DATE: 23 JUNE 2022

SEND Written Statement of Action Executive Director of People

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to inform and brief the Schools Forum regarding the completion and submission of the SEND Written Statement of Action document.

2 SUPPORTING INFORMATION

- 2.1 The SEND Written Statement of Action (WSOA) was required following a joint inspection by Ofsted and the CQC, between 29 November 2021 and 3 December 2021, of Bracknell Forest to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014. On 22 February 2022, inspectors issued their findings that the Local Area (the Local Authority and the relevant CCG) needed to produce a Written Statement of Action (WSOA).
- 2.2 The WSOA sets out our plan to address the nine areas of significant weakness identified by Ofsted and the CQC during the inspection. In addition, the inspection identified areas for development and improvement that we have plans in place to address as well as areas of strength that we plan to build upon.
- 2.3 A summary of the WSOA is attached at Annex 1.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 The implications for equalities will be considered at the point that delivery projects are identified.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 There will be a significant reputational risk to the council if we don't deliver against the 9 areas of significant weakness.

Background Papers

None.

Contact for further information

Cheryl Eyre, Assistant Director: Education and Learning
cheryl.eyre@bracknell-forest.gov.uk

(01344 351492)

Bracknell Forest Local Area

Written Statement of Action (WSoA)

13

for Children and Young People
with Special Educational Needs
and Disability (SEND) aged 0-25

June 2022



29 November 2021 to 3 December 2021, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Bracknell Forest to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014. On 22 February 2022 they issue their findings that the Local Area (the Local Authority and the relevant CCG) needed to produce a Written Statement of Action (WSOA).

The Written Statement of Action sets out our plan to address the significant areas of weakness and other improvements identified by Ofsted and the Care Quality Commission. The local area is required to submit the WSOA by 7 June 2022.

**19 areas
identified as
requiring
development**

**15
4 areas identified
as requiring
improvement**

**9 areas identified
as being areas of
significant
weakness**

Our Written Statement of Action will address the 9 areas of significant weakness:

- 1) Lack of a clear, co-produced strategy for how the much-needed improvements and change will be brought about
- 2) Parents' and carers' lack of confidence in the education, healthcare and social opportunities for children and young people with SEND, alongside their frustration at the poor communication they experience from the SEND team
- 3) Lack of coproduction with children and young people with SEND and their families, and with professionals. This includes limited parental representation at strategic level
- 4) Lack of appropriate educational provision for a significant proportion of children and young people with SEND in the borough
- 5) The lack of support available to children and young people while waiting excessive amounts of time to access occupational therapy services. Also, the lack of capacity in the occupational therapy team, resulting in delays in their contributions to EHC plans
- 6) The high number of children and young people with SEND who reach a mental health crisis because of a lack of timely support to prevent further escalation
- 7) The lack of established, effective panel arrangements to decide next steps in the Graduated Approach used for pupils who receive SEND support
- 8) Insufficient long-term planning for young people as they move into adulthood
- 9) Parents' and carers' lack of awareness of available advice, support, or social care provision. The lack of age-appropriate social opportunities for older children and young people with SEND

Developing the WSOA

The SEND Improvement Partnership Board had previously been working on improvements across 5 priority areas. These areas were reviewed in light of the inspection report, and 5 new working groups were established. The workstreams were tasked with addressing the 9 areas of significant weakness as a priority, as well as all areas for improvement and development identified by the inspection.

A **Governance**

Effective leadership, governance, and accountability of SEND

B **Commissioning and resource**

Effective use of resources, including the High Needs Block

C **Provision and support**

Implementing early support and intervention

D **Coproduction**

Strengthen and improve coproduction with children, young people, their parents and carers and professionals

E **Transition**

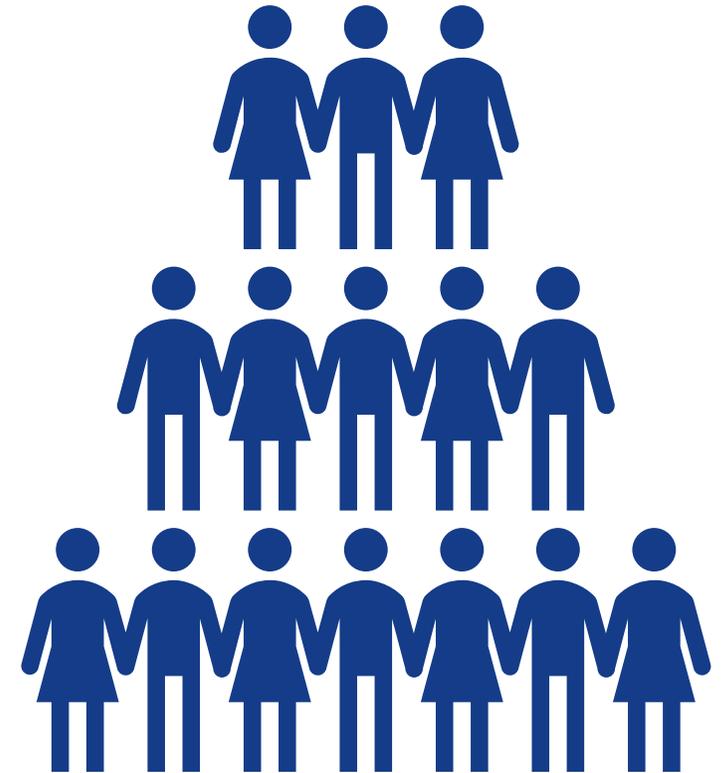
Children and young people to have successful transitions at all stages

Stakeholders

The following stakeholders have been instrumental in developing the action plan, through their attendance at the weekly workstream meetings:

- Bracknell Forest Council
- Frimley Integrated Care System (ICS)
- Berkshire Healthcare Foundation Trust (BHFT)
- Schools
- Further education
- Parents and carers
- Voluntary and Community Sector (VCS)

A focus group has taken place to capture the voice of children and young people. We are committed to developing a SEND Youth Forum which will be one way in which we continue to involve children and young people in the delivery of our action plan.



Co-producing our WSOA

Each of the 5 workstream groups has met weekly since late March. The chairs of each workstream group have also met weekly to feedback and plan actions and objectives for the following week to ensure consistency of approach. The weekly focus of each workstream meeting is outlined below.

April 2022

SHAPING THE VISION

- Where are we now?
- ⁸¹ What does good look like for children and families?
- What actions are required to deliver improvement?
- How will we know? What impact will the action have?
- What are the building blocks needed to underpin the work?
 - Shaping effective processes
 - System development and partnership working
 - Strategy and governance

May 2022

DEVELOPING THE ACTION PLAN

- Refining of actions to ensure they are SMART
- Identify who is responsible for delivery of each action
- Identify quick wins and priority actions
- Identify key performance indicators
- Workshop to review “do the objectives and actions fully address the areas of significant weakness?”
- Consider timescales and resource requirements

Alongside development of the action plan, the narrative section of the WSOA is being developed

What are our strengths?

In addition to the areas for improvement identified by Ofsted, there were also areas of strength, outlined below:

- Professionals in the child development centre (CDC) have positive working relationships, and communication between them is strong. Consequently, families' needs are identified early and are considered in a holistic way
- Education and healthcare professionals who support children in the early years are well equipped to identify children with SEND
- Children in early years generally get off to a good start. This is because of the effective identification of needs and well-targeted support
- Education and health professionals have benefited from useful training from a range of other professionals across health and social care, including school nurses and mental health practitioners
- Parents talk of the undeniable positive impact of the SEND information, advice and support service (IASS)
- The local offer website contains useful information. Recent improvements to the website have incorporated parents' requests. Post-16 learners have recently worked with the SEN team to review and improve information available for them
- Once the needs of children and young people with SEND are identified, education leaders have good knowledge about how well they are achieving
- The work of education leaders to support and improve all schools is leading to appropriate support strategies which help some children and young people with SEND to improve their academic outcomes
- There have been no permanent exclusions for children and young people with EHCPs in the last five years. There has also been a reduction in fixed-period exclusions for this group of children and young people

Progress pre- and post-inspection

Prior to the SEND inspection, work had already begun to review our post-pandemic services and make improvements

Pre-inspection improvements

- Work on the development of a capital strategy and school places plan
- Design of new panel arrangement processes and Decision Making Groups (DMGs)
- SEND sufficiency analysis to understand needs
- Design of the SEN service structure to ensure sufficient capacity and resource
- Additional staff capacity secured for the SEN service to address the backlog of EHCPs
- Completed our self-evaluation and action plan for service improvement in preparation for the inspection, which was praised by Ofsted

Post-inspection improvements

- The capital strategy and school places plan has been agreed by Executive
- Discussions with schools regarding Special Resource Provision (SRPs)
- The new panel arrangements (DMGs) have been embedded and an evaluation will take place next month
- The Parent Carer Forum has been commissioned to provide support to parents and work with us to co-produce our WSOA and ongoing activity
- Root cause of some communications issues identified and resolved (telephony)
- More than doubled completion rates of EHCPs within statutory timelines (from 2020 to 2021)
- Head teachers engaged in SEND panels and SEN recruitment

Key elements of the action plan

In developing our action plan, the workstream groups have identified some cross cutting themes that will be key to the successful delivery of our improvement plan:

-  **COMMUNICATION:** We will improve our communication with children and families, setting clear expectations around how and when we will contact people and ensuring these are adhered to
-  **CO-PRODUCTION:** We will ensure that coproduction is embedded within everything we do; from developing strategy to individual EHC plans
-  **DECISION MAKING:** We will fully embed, and regularly review, our Decision Making Groups (panels) to ensure consistent, transparent and robust decision making arrangements
-  **IMPROVED COORDINATION:** We will strive towards the 'Tell us Once' approach, ensuring a collaborative and coordinated approach to accessing services and support
-  **PROVISION:** We will continue to focus on developing sufficient, appropriate, in-borough provision for children and young people with SEND

Action plan summary (1)

The publishable version of the WSOA is a high level strategic document. Sitting behind the published WSOA is a more detailed action plan that will support delivery of the work.

Improvement area 1

- Develop a new SEND strategy that outlines how the improvements and change will be made

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Improvement area 2

- Develop communication charter that aligns with corporate standards and outlines what communication parents, carers and professionals can expect
- Redesign and improve the customer journey
- Ensure that as new processes and systems are developed that they have communication points built in
- Develop a skilled workforce, with sufficient capacity within the service to ensure legal compliance

Improvement area 3

- Embed co-production with parents, carers, children and young people and professionals
- Develop a SEND youth forum
- Involvement in reviewing of systems and processes re EHCPs

Action plan summary (2)

Improvement area 4

- Increase appropriate in borough provision, including the development of an SEMH hub
- Driving up quality of provision of current provision in the borough
- Develop robust data sets to support projection planning

23 Improvement area 5

- Review of the commissioning of integrated therapies to achieve a reduction of waiting times in line with national standards
- Improve the consistency of input from OT services into the statutory assessment process for an EHCP
- Understand gaps in provision for CYP waiting for OT services and develop resources to address this

Improvement area 6

- Review current early intervention for mental health offer and identify gaps to inform commissioning plans
- Programme of training to parents, carers and professionals to provide early intervention and support to children and young people

Action plan summary (3)

Improvement area 7

- Embed new panel arrangements (Decision Making Groups) to drive quality of early intervention, ensuring vulnerable children and young people get their needs met early
- Establish a process for timely reporting on conclusions of panels to parents and schools

Improvement area 8

- Develop clear and robust employment and/or education pathways for young people with SEND
- Early planning to support seamless transitions, to begin at age 14
- Influence and broaden the offer within the further education sector
- Clear support offer for children and young people with SEND who are NEET or at risk of becoming NEET

Improvement area 9

- Continued improvement to the Local Offer website
- Raise awareness of the advice and support available via the Local Offer
- Influence and increase social opportunities for children and young people with SEND



Final edits, proof reading and design work to take place, accommodating any feedback from today's Executive meeting



The WSOA has been signed off by the Frimley ICS and is currently going through the final stage of the governance process within the council, leading up to the submission date of **7 June 2022**



Once the document is signed off by Ofsted and the CQC, delivery of the action plan will continue as scheduled in the WSOA. The SEND Improvement Partnership Board (SIPB) will monitor and scrutinise the delivery of the plan. Formal governance of delivery will be provided by CMT (bi-monthly) and the Executive (quarterly)



The WSOA output will also be monitored by the DfE and CQC, on behalf of Ofsted, to ensure the action plan is being delivered and is on track to achieve its aims and timelines

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TO: SCHOOLS FORUM
DATE: 23 JUNE 2022

SEND UPDATE **Executive Director of People**

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide an update on SEND developments and consideration of the implications of the SEND Green Paper proposals for the High Needs Block and to identify where it aligns with the long-term proposals of the Capital Place Planning and SEND Strategy.
- 1.2 Comments are being sought to provide input to the consultation document and therefore ensure that Schools Forum views are captured.

2 RECOMMENDATIONS

2.1 That the Forum notes:

- 1. **The capital build and provision of places**
- 2. **The focus on early intervention and inclusive practice in mainstream settings**
- 3. **The improved systems**
- 4. **The development of Alternative Provision plans and a refocus on reintegrating children and young people back into mainstream provision**

- 2.2 **That the FORUM considers the consultation document and either submit a Schools Forum collective response to the DfE questions or respond individually to the local authority collective response which will be organised centrally and a collaborative response from all stakeholders drafted and submitted to the DfE for the closing date 22 July 2022.**

3 REASONS FOR RECOMMENDATIONS

- 3.1 That the Schools Forum are fully briefed on national agenda that will inform the High Needs Block funding in the future.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None. This is a government consultation seeking comments.

5 SUPPORTING INFORMATION

- 5.1 The SEND green paper is the result of the SEND Review, commissioned to improve an inconsistent, process-heavy and increasingly adversarial system that too often leaves parents facing difficulties and delays accessing the right support for their child.

- 5.2 The plans to reform the system will be open for a 13-week public consultation, giving families frustrated by the existing, complicated and bureaucratic system of support the opportunity to shape how a new system will work in the future - and give them confidence that their local school will meet their children's needs so they can achieve their full potential.
- 5.3 The Government will also look to approve up to 40 new special and AP free schools in regions where they are most needed. This is in addition to over 60 special and AP free schools already in the pipeline.
- 5.4 Low-income families with seriously ill or disabled children will be further supported through investment of £27.3 million next year. This funding will help pay for equipment, goods or services - from washing machines and fridges to sensory and educational equipment that they might not otherwise be able to afford.
- 5.5 Over £10 million will also be invested to train over 200 more educational psychologists from September 2023, to give advice and input into EHCP assessments, advise schools on how to support pupils with SEND and offer wider wellbeing support to them, their families and teachers
- 5.6 Executive Summary 1 acknowledges that the reforms to the SEND system introduced in 2014 had the right aspirations: an integrated 0-25 system spanning education, health and care, driven by high ambition and preparation for adulthood. However, despite examples of good practice in implementing the 2014 reforms, this is not the norm and too often the experiences and outcomes of children and young people are poor. There are growing pressures across the system that is increasingly characterised by delays in accessing support for children and young people, frustration for parents, carers, and providers alike, and increasing financial pressure for local government.
- 5.7 Therefore, the government commissioned the SEND Review in September 2019 as a response to the widespread recognition that the system was failing to deliver improved outcomes for children and young people, that parental and provider confidence was in decline, and that despite substantial additional investment, the system had become financially unsustainable.
- 5.8 As the Review progressed it became clear that alternative provision is increasingly being used to supplement the SEND system; to provide SEN Support; as a temporary placement while children and young people wait for their Education, Health and Care Plan (EHCP) assessment; or because there is insufficient capacity in special schools. We have therefore looked at the specific challenges facing the alternative provision sector as part of this Review.
- 5.9 Consideration has been given as to how this Review can be best implemented alongside reforms to health and social care –overlap between the cohort with SEND and those who interact with the care system.

Key Facts regarding SEND and Alternative Provision numbers

15.8% of all school pupils i.e.1.4 million, were identified with Special Educational Needs (SEN)

12.2% of pupils were identified as requiring SEN Support

3.7% of all pupils had an Education, Health and Care Plan (EHCP), receiving more support than available through SEN Support

82.7% of children and young people in alternative provision were identified with SEN

The high needs budget has risen by more than 40% over three years

Of the 141 local area inspections published by 21 March 2022, 76 resulted in a written statement of action, which indicates significant weaknesses in SEND arrangements

Challenges were identified in the paper:

Challenge 1: outcomes for children and young people with SEN or in alternative provision are poor

Challenge 2: navigating the SEND system and alternative provision is not a positive experience for children, young people and their families

Challenge 3: despite unprecedented investment, the system is not delivering value for money for children, young people and families

Need to turn vicious cycle into a virtuous one:

- It is clear that in an effective and sustainable SEND system that delivers great outcomes for children and young people, the vast majority of children and young people should be able to access the support they need to thrive without the need for an EHCP or a specialist or alternative provision place.
- The paper is setting out proposals for an inclusive system, starting with improved mainstream provision that is built on early and accurate identification of needs, high-quality teaching of a knowledge-rich curriculum, and prompt access to targeted support where it is needed. Alongside that, the paper identifies the need for a strong specialist sector that has a clear purpose to support those children and young people with more complex needs who require specialist or alternative provision.
- Greater national consistency in the support that should be made available, how it should be accessed and how it should be funded. There is a need for a system where decision-making is based on the needs of children and young people, not on location. This must be underpinned by strong co-production and accountability at every level, and improved data collection to give a timely picture of how the system is performing so that issues can be addressed promptly.

Delivering Change for children and families through:

- a single national SEND and alternative provision system
- excellent provision from early years to adulthood
- a reformed and integrated role for alternative provision
- system roles, accountabilities and funding reform

A single national SEND and alternative provision system

- establish a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health and care.
- review and update the SEND Code of Practice to ensure it reflects the new national standards to promote nationally consistent systems, processes and provision
- establish new local SEND partnerships, bringing together education (including alternative provision), health and care partners with local government and other partners to produce a local inclusion plan setting out how each local area will meet the national standards
- introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency
- support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, drawn from the local inclusion plan, including mainstream, specialist and independent, that are appropriate to meet the child or young person's needs
- streamline the redress process, making it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases

Excellent provision from early years to adulthood

- increase our total investment in schools' budgets by £7 billion by 2024-25, compared to 2021-22, including an additional £1 billion in 2022-23 alone for children and young people with complex needs
- consult on the introduction of a new SENCo National Professional Qualification (NPQ) for school SENCos, and increase the number of staff with an accredited Level 3 SENCo qualification in early years settings to improve SEND expertise
- commission analysis to better understand the support that children and young people with SEND need from the health workforce so that there is a clear focus on SEND in health workforce planning
- improve mainstream provision, building on the ambitious Schools White Paper, through excellent teacher training and development and a 'what works' evidence programme to identify and share best practice, including in early intervention
- fund more than 10,000 additional respite placements through an investment of £30 million, alongside £82 million to create a network of family hubs, so more children, young people and their families can access wraparound support
- invest £2.6 billion, over the next three years, to deliver new places and improve existing provision for children and young people with SEND or who require alternative provision. We will deliver more new special and alternative provision free schools in addition to more than 60 already in the pipeline
- set out a clear timeline that, by 2030, all children will benefit from being taught in a family of schools, with their school, including special and alternative provision, in a strong multi-academy trust (MAT), or with plans to join or form one, sharing expertise and resources to improve outcomes
- invest £18 million over the next three years to build capacity in the Supported Internships Programme, and improve transitions at further education by introducing Common Transfer Files alongside piloting the roll out of adjustment passports to ensure young people with SEND are prepared for employment and higher education

A reformed and integrated role for alternative provision

- make alternative provision an integral part of local SEND systems by requiring the new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- give alternative provision schools the funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision-specific budget
- build system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust, or have plans to join or form one, to deliver evidence-led services based on best practice, and open new alternative provision free schools where they are most needed
- develop a bespoke performance framework for alternative provision which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
- deliver greater oversight and transparency of pupil movements including placements into and out of alternative provision 16
- launch a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice

System roles, accountabilities and funding reform

- deliver clarity in roles and responsibilities with every partner across education, health, care and local government having a clear role to play, and being equipped with the levers to fulfil their responsibilities
- equip the Department for Education's (DfE) new Regions Group to take responsibility for holding local authorities and MATs to account for delivering for children and young people with SEND locally through new funding agreements between local government and DfE
- provide statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged - introduce new inclusion dashboards for 0-25 provision, offering a timely, transparent picture of how the system is performing at a local and national level across education, health and care
- introduce a new national framework of banding and price tariffs for funding, matched to levels of need and types of education provision set out in the national standards
- work with Ofsted/Care Quality Commission (CQC) on their plan to deliver an updated Local Area SEND Inspection Framework with a focus on arrangements and experience for children and young people with SEND and in alternative provision.

Delivering change for children and families

- take immediate steps to stabilise local SEND systems by investing an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme, over the next three years, to support those local authorities with the biggest deficits
- task the SEND and Alternative Provision Directorate within DfE to work with system leaders from across education, health and care and the Department of Health and Social Care to develop the national SEND standards

- support delivery through a £70 million SEND and Alternative Provision change programme to both test and refine key proposals and support local SEND systems across the country to manage local improvement
- publish a national SEND and alternative provision delivery plan setting out government's response to this public consultation and how change will be implemented in detail and by whom to deliver better outcomes for children and young people
- establish, for implementation of the national delivery plan, a new National SEND Delivery Board to bring together relevant government departments with national delivery partners including parents, carers and representatives of local government, education, health and care to hold partners to account for the timely implementation of proposals

A verbal update on current developments will be presented at the forum meeting.

6 CONSULTATION AND OTHER CONSIDERATIONS

Legal Advice

6.1 Not sought. This is a government consultation seeking comments.

Financial Advice

6.2 Not sought. This is a government consultation seeking comments.

Background Papers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063620/SEND_review_right_support_right_place_right_time_accessible.pdf

Contact for further information

Cheryl Eyre, Assistant Director: Education and Learning
cheryl.eyre@bracknell-forest.gov.uk

(01344 351492)

T0: Schools Forum

Date: 23 June 2022

2021-22 Provisional Outturn on the Schools Budget Executive Director - People

1 Purpose of report

- 1.1 The purpose of this report is to inform members of the Schools Forum of the provisional outturn on the 2021-22 Schools Budget, including the allocation of balances and use of Earmarked Reserves. These funds are ring-fenced for the support of schools and pupils.

2 Executive summary

- 2.1 The 2021-22 draft accounts confirm a significant overspending on the High Needs Block (HNB) at £7.143m (£4.824m over spend in 2020-21), with a net over spending on the whole Dedicated Schools Grant (DSG) of £6.595m (was £4.402m).
- 2.2 The over spending on the HNB is consistent with the experience of many LAs across the county. Whilst this pressure has been recognised by the government with additional funding being provided to all LAs, this is still insufficient to fund the increasing pressures. With a further £7.408m deficit projected when the 2022-23 HNB budget was considered, this represents a significant financial challenge.
- 2.3 Whilst the current legal framework requires accumulated HNB deficits to remain within the Schools Budget and the financial responsibility of the Department for Education (DfE) to 31 March 2023, day to day operational decisions continue to rest with LAs and as with all decisions around spending of public money in BF, these are taken in accordance with the normal rules and professional financial management standards required by the Council in the Financial Regulations and other Financial Procedure documents.
- 2.4 The overall balances currently held on the Schools Budget amount to a £6.434m deficit (was £0.484m deficit in 2020-21). This increases to a deficit of £9.340m once the earmarked surplus balances held by schools of £2.905m are excluded.

3 Recommendations

That the Schools Forum notes:

- 3.1 **that the outturn expenditure for 2021-22, subject to audit, shows an over spending of £6.595m (paragraph 6.6);**
- 3.2 **the main reasons for budget variances (paragraph 6.8);**
- 3.3 **the cumulative £6.435m deficit balance held in the Schools Budget Dedicated Schools Grant Reserve, responsibility for which currently rests with the Department for Education (paragraph 6.10);**

That the Schools Forum agrees:

3.4 the proposed transfers to and from Earmarked Reserves (paragraph 6.11).

4 Reasons for recommendations

4.1 The recommendations are intended to inform the Schools Forum of financial performance against budget in the 2021-22 financial year including the year end transfers to and from balances and Earmarked Reserves.

5 Alternative options considered

5.1 Not appropriate.

6 Supporting information

2021-22 Schools Budget Revenue Expenditure and Funding

6.1 Based on recommendations of the Schools Forum, the Executive Member for Children, Young People and Learning approved the initial Schools Budget for 2021-22 with £112.938m of grant funding. This comprised the estimated amount of Dedicated Schools Grant (DSG) income that would be received from the DfE at £109.240m, anticipated income of £1.638m to reflect sixth form grant income from the Education and Skills Funding Agency (ESFA), £2.122m from the Pupil Premium grant, £1.245m from the Universal Infant Free School Meal grant and £0.438m from the Primary PE and Sports grant. In addition to grant funding, there is also a budget of £0.130m for other receipts making total income of £114.814m.

6.2 Subsequent to this decision, anticipated DSG income has been updated to reflect revised grant notifications from the DfE, including reductions arising from academy schools where the amount due from the BF Funding Formula for Schools is recouped from the council for the ESFA to directly fund relevant schools. After making the following adjustments, the final DSG allocation amounted to £80.550m:

- £29.286m deduction for academy schools, with £0.021m addition for in-year growth in academy pupil numbers.
- £0.180m increase to HNB spending power following changes to the original allocation by the ESFA where final data indicated fewer places purchased from providers directly funded by the ESFA compared to the estimate included in the original budget
- £0.395m increase to the Early Years Block, essentially to finance the cost of the free entitlement to early education and childcare. This reflects the in-year recalculation of funding by the ESFA. Ordinarily, this is based on April to August 2020 from the January 2020 census and September 2020 to March 2021 from the January 2021 census. To reflect the ongoing impact of the pandemic on take up, the final funding allocation was based on 3 separate termly data census collections.

6.3 There are further budget adjustments to report:

- Funding of the expected in-year overspending on the High Needs Block (HNB) as approved by the council's Executive as part of the initial budget setting process at £4.943m.
- As part of the council's commitment to provide an additional £1m to schools to help mitigate the additional costs arising from new schools, the council added a further £0.227m to school budgets. Total additional funding from the council for this purpose now amounts to £0.818m.
- To reflect additional sixth form student numbers, the ESFA increased funding allocations to schools by £0.279m. This has a net nil effect as an equivalent increase is made to the relevant expenditure budget used by the schools.
- In accordance with Local Government Accounting code of practice, where schools use their revenue funding for capital related expenditure, both the funding and spend need to be transferred to the capital accounts. The Council was notified by schools that of a total of £0.143m of funding needed to be converted to capital through a transfer from revenue. There is a net nil effect on school budgets from this as both the funding and costs are transferred out of delegated budgets.

6.4 The net effect of the budget changes set out above is that the final net Schools Budget totalled £5.170m, with an income budget of £86.404m, and an overall gross budget of £91.574m.

6.5 In accordance with DfE Funding Regulations, a number of self-balancing budget adjustments have also been made during the year to reflect the transfer of funds from centrally managed budgets to schools where they have met qualifying criteria or original estimates are revised following verified data. The most significant adjustments reflect funding for the free entitlement to early years education and childcare, changes in SEN funding for named pupils i.e. Element 3 top up funding, allocations from the Growth Fund, mainly in respect of managing the financial impact of Key Stage 1 Class Size Regulations, and support to schools in financial difficulty.

Provisional Outturn Position

6.6 The provisional final accounts for the Schools Budget, as summarised at Annex A, shows an over spending of £6.595m. These figures remain subject to change, pending external audit, although no significant movement is anticipated.

6.7 Some expenditure in the Schools Budget is ultimately financed from accumulated balances and earmarked reserves. Annex A sets out the transfers required as part of the accounts closedown process which is explained in more detail in paragraphs 6.9 to 6.13.

6.8 An explanation of the main changes (+/- £0.050m) from the approved budget plan, after transfers to or from reserves and balances are as follows, many of which are consistent with the update on budget performance that was reported to the Forum in November:

LA Managed Budgets:

Schools Block - £0.188m under spend:

- Official staff absences - £0.060m under spend.** The incidence and cost of maternity leave absence for classroom staff was lower than expected

- ii. **Under spend returned to schools - £0.061m over spend.** Where there is an aggregate underspending on de-delegated these budgets, it is returned to maintained schools.
- iii. **Education attainment and School Transport for CLA - £0.058m over spend.** The majority of the this over spending (£0.051m) relates to Educational Attainment for CLA where income retained from the Pupil Premium was insufficient to meet education support needs.
- iv. **Other Schools Block provisions and support services - £0.240m under spend.** There was a net under spending of £0.169m on the Growth Fund of which there are 2 relevant elements; based on the actual pupil numbers on the October 2021 census, *in-year growth allowance payments* were made for fewer new classes required at schools experiencing significant increases in pupil numbers compared to those assumed from the 3-year average actual numbers which was used to calculate the original budget requirement. This resulted in an under spending of £0.155m; secondly, top up funding allocations to schools experiencing additional teaching costs as a result of *Key Stage 1 maximum class size regulations* under spent by £0.014m.

High Needs Block - £7.143m over spend i.e. £2.200m final variance plus £4.943m additional budget added to fund anticipated over spend):

Members of the Forum will be aware that budget items v to viii below represent the most unpredictable and volatile education budgets that the council manages. Placement requirements can change at short notice and new pressures can emerge that can together result in large movements in costs and between budget lines.

It is also well known that significant cost pressures are being experienced, which is a national issue, and not just limited to BF, with the number of pupils with a statement or Education Health Care Plan (EHCP) ¹ having increased in 9.6% between January 2021 and January 2022 and by 27.4% in the last 2 years ².

Also taking account of the increasing use of private, voluntary, and independent (PVI) sector providers, costs over the same 2-year period to 31 March 2022 increased by 69% from a combination of a 45% increase in placements and 17% increase in average costs.

These factors are the main contributors to the significant overspending being experienced.

- v. **Delegated Special School budgets - £0.058m over spend.** Increase in funding to Kennel Lane Special school mainly as a result of support needs of 7 pupils increased to the next funding band (£0.096m). The net of all other funding allocations showed a reduction.
- vi. **Maintained schools and academies - £0.589m over spend.** This relates to the cost of additional Element 3 top up support i.e. individual support needs above £0.010m where these have been determined by assessment. This includes payments to BF and other LA schools.

For support to BF schools, this included the ne Special Resource Provisions and the final budget over spent by £0.501m.

¹ An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person.

² DfE SEN statistic at relevant January from: [Create your own tables online, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/government/statistics/create-your-own-tables-online-table-tool-exploring-education-statistics)

For non-BF schools, the rate of increase in expenditure reduced with a yearend over spending of £0.088m.

- vii. **Non-Maintained Special Schools and Colleges - £1.095m over spend.** The ESFA generally pay the £0.010m place cost at these institutions, with LAs paying individual support needs above this level and which reflects the support arrangements agreed for schools plus £0.010m for any additional places that are needed and have not been pre-purchased.

In terms of the outturn variances, an analysis of the external placements budget shows:

- Budget increase of £0.180m for the actual DSG allocation compared to the amount originally expected, as per paragraph 6.2 above.
 - Actual costs exceeded the original budget by £1.860m with the key factors being:
 - Overall costs increased from 2020-21 by £2.470 (+31%).
 - There was a total of 242.0 FTE placements (was 220.2 FTE in 2020-21, 217.4 in 2019-20 and 186.6 in 2018-19).
 - At £43,034 the average actual cost of placement was £6,858 more than the £36,176 cost in 2020-21 an increase of 19%.
- viii. **Education out of school - £0.436m underspend.** There were 2 significant budget variances. There were fewer pupils than anticipated awaiting a placement in specialist provision, resulting an under spending of £0.300m, and there was reduced commissioning of external alternative provisions, saving £0.135m.
- ix. **Other SEN provisions and support services - £0.139m over spend.** The main areas of overspending amounts to £0.095m on additional support for pupils with medical needs and £0.084m of unachieved savings. This is offset by a number of savings primarily arising from staff vacancies and the pandemic and includes the range of therapies (-£0.095m), the Traveller Education Service (-£0.037m), support to under 5's including the Child Development Centre (-£0.095m).
- x. **Additional overspending forecast when Schools Forum reviewed the HNB budget - £0.755m over spend.** The council holds the statutory decision making power to set the HNB budget and this was approved in February, during the normal budget setting process. When the Schools Forum considered the budget, updated forecasts indicated a further £0.755m was now expected.

Early Years Block - £0.369m under spend:

- xi. **Free entitlement to early years education - £0.307m under spend.** The budget to fund payments to providers delivering the free entitlement to early education and childcare under spent by £0.307m. This primarily occurred as a result of the DfE funding LAs on a one-off basis for take up on a termly census count, rather than using January census points only. The autumn term represents the greatest take up, and therefore generated additional grant, estimated at £0.127m. The budget included £0.104m to manage in-year differences between take-up and DfE funding which in the circumstance was not required.

2022-23 DSG funding from the DfE will revert back to January census points.

- xii. **Other Early Years provisions and support services - £0.0629m under spend.** This arose from a number of staff vacancies during the year together with limited spend on the commissioned translation service.

Forecast overspend in Executive approved budget:

- xiii. Forecast overspend in Executive approved budget - £4.943m overspend.**
The net estimated over spend on the HNB budget initially expected.

Financing of the net in-year over spend:

- xiv.** There was a £1.652m additional over spending compared to the amount expected when the Executive approved the 2022-23 budget.

As previously reported, in January 2020, the DfE updated the status of the DSG ring-fence to make clear that any deficit must be carried forward to the Schools Budget in the next financial year or future financial years. This is intended to confirm that no liability for a deficit will fall onto an LAs General Fund.

6.18 This was a time limited change to the DSG ring-fence for 3 years to March 2023. As it stands, the Government has stated that local authorities are expected to be able to demonstrate their ability to cover DSG deficits from their available reserves from 2023-24 onwards.

Annex A sets out the full Schools Budget at a summary level, with the above notes referencing to the appropriate lines with budget variances.

Balances and reserves

- 6.9 As part of the financial planning process, there is the opportunity to establish and maintain reserves and balances. Earmarked Reserves are sums of money which have been set aside for specific purposes and the Schools Forum has agreed a number of Schools Budget reserves should be created. Each year these reserves can have funds added or deducted depending on financial performance and the purposes for which they were created. Balances reflect year end unspent funds and can be held separately as an unring-fenced amount or are transferred to Earmarked Reserves.
- 6.10 Table 1 below provides a summary of movements last year together with current balances on the earmarked reserves of which column 3 shows a total deficit of funds at 31 March 2022 of £6.435m, an increase of £5.950m compared to 2020-21 (column 2).

Table 1: Earmarked reserves and balances related to the Schools Budget

Reserve	Balance B/Forward 01-Apr-21 (1) £ 000	Year end Transfers (2) £ 000	Final Balance 31-Mar-2022 (3) £ 000
<u>School Balances - Earmarked:</u>			
Primary	-1,562	-371	-1,933
Secondary	-269	-430	-699
Special	-276	50	-226
Outstanding Academy School loans	18	-18	0
College Hall PRU	-34	-13	-47
(a)	-2,123	-783	-2,905
<u>Earmarked Reserves</u>			
SEN Resource Provision Reserve (b)	-459	58	-401
New school start-up / diseconomies	-746	0	-746
School Expansion Rates Reserve (c)	-435	16	-419
SEN Strategy Reserve (d)	-256	64	-192
	-1,896	138	-1,758
<u>Schools Budget General Reserve</u>			
Brought forward balance	4,503	0	4,503
2021-22 in-year over spend (e)	0	6,595	6,595
	4,503	6,595	11,098
Total reserves	485	5,950	6,435

6.11 A number of year-end transfers, as set out in column 2 of Table 1 have been processed in accordance with the accounts closedown arrangements:

Note a: School balances: Statutory Regulations require balances on school budgets to be earmarked to individual schools for use in a future financial year. There was an aggregate -£0.765m transfer to balances during the year as schools spent less than their budget allocations. In addition, the final outstanding loan balance held by an academy school was fully repaid (-£0.018m). A separate item on tonight's agenda provides further detail on school balances.

Note b: SEN Resource Provision Reserve. The purpose of this reserve is to fund the development of new, in-borough SRPs. During the year, £0.058m was withdrawn for this purpose.

Note c: School Expansion Rates Reserve: the annual review of liabilities reflects the latest in-year school rates revaluations and a recognition that any further revaluations will be backdated no further than to April 2017, the most recent national revaluation date. A number of new revaluations were completed that aggregated to additional costs of £0.016m.

Note d: SEN Strategy Reserve: the Forum has previously agreed that this reserve would be used to finance the costs of short term support for pupils, including those that may not have an EHCP, to aid integration into mainstream education. This amounted to £0.064m.

Note e: Schools Budget General Reserve: the aggregate in-year over spending on centrally managed budgets of £6.595m has been charged here.

- 6.12 Changes to the School and Early Years Finance (England) Regulations 2020 and Regulation 30L of The Local Authorities (Capital Finance and Accounting) Regulations (the 2003 Regulations) determine the accounting treatment to be adopted by LAs with deficit balances on their Schools budget. This requires the establishment of a new statutorily ring-fenced unusable reserve – the Dedicated Schools Grant Adjustment Account. The new accounting practice has the effect of separating schools budget deficits from the LAs general fund to confirm no liability on LAs. This arrangement has been put in place by the government for an initial 3-year period.
- 6.13 The table above sets out the year end Schools Budget Reserves and Balance deficit at £6.435m. Annex B provides a summary of the purpose and policy of each element of the Dedicated Schools Grant Adjustment Account. together with recent levels of funds.

7 Advice received from statutory and other officers

Borough Solicitor

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

Executive Director of Resources: Finance

- 7.2 The financial implications arising from this report are set out in the supporting information. The budget variances were reviewed during the year and where appropriate, have been built into the 2022-23 budget, most notably relating to the increasing pressure on High Needs Budgets.
- 7.3 Whilst liability for the £6.435m deficit balance on the Dedicated Schools Grant Adjustment Account rests with the DfE, it is important that the council continues to work on strategies to reduce costs whilst maintaining appropriate support levels to children and young people as the liability is expected to pass to the council.

Equalities Impact Assessment

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

Strategic Risk Management Issues

- 7.5 There is a risk to the Schools Budget from not having sufficient reserves to manage unforeseen in-year cost pressures. This is mitigated by holding funds in earmarked reserves and other reserves, although these are now diminishing.

Climate Change Implications

- 7.6 The recommendations from this report will have no impact on emissions of carbon dioxide as they report on activities already undertaken.

8 Consultation

- 8.1 Not applicable.

Background Papers

None

Contact for further information

Paul Clark, Finance Business Partner – People Directorate

(01344 354054)

<mailto:paul.clark@bracknell-forest.gov.uk>

Doc. Ref

[https://bfcouncil.sharepoint.com/sites/fina/bpm/FIBPSCB-FIN9.6/Schools Forum/\(111\) 230622/2021-22 Schools Budget outturn etc.docx](https://bfcouncil.sharepoint.com/sites/fina/bpm/FIBPSCB-FIN9.6/Schools%20Forum/(111)%20230622/2021-22%20Schools%20Budget%20outturn%20etc.docx)

**2021-22 PROVISIONAL BUDGET MONITORING
OUTTURN STATEMENT FOR THE SCHOOLS BUDGET**

Service Area	Budget - before year end transfers			Outturn Net Spend	Estimated Variance			Transfer to (+) / from (-) reserves	Final Budget	Final variance	Note
	Spend	Income	Net		Over spending	Under spending	Net variance				
	£000	£000	£000		£000	£000	£000				
Schools Block											
<u>Delegated and devolved funding:</u>											
Delegated Mainstream School Budgets	55,997	0	55,997	55,034	0	-963	-963	963	55,034	0	
School Grant income	5,723	-5,723	0	0	0	0	0	0	0	0	
Schools Block	61,720	-5,723	55,997	55,034	0	-963	-963	963	55,034	0	
<u>LA managed items:</u>											
Retained de-delegated Budgets:											
<i>Behaviour</i>	263	-7	256	218	11	-47	-36	0	256	-38	
<i>Schools in Financial Difficulty</i>	69	0	69	57	0	-13	-13	0	69	-12	
<i>Official Staff Absences</i>	354	0	354	294	0	-60	-60	0	354	-60	i
<i>English as an Additional Language</i>	108	0	108	109	17	-14	3	0	108	1	
<i>PRC / Licence Fees / FSM checking</i>	61	0	61	109	45	0	45	0	61	48	
<i>Under spend returned to maintained schools</i>	0	0	0	61	61	0	61	0	0	61	ii
Combined Service Budgets:											
<i>Education Attainment and School Transport for CLA</i>	176	0	176	234	64	-7	57	0	176	58	iii
<i>Family Intervention Project / Domestic Abuse</i>	102	0	102	102	0	0	0	0	102	0	
<i>CAF Co-ordinator</i>	42	0	42	41	3	-3	0	0	42	-1	
<i>SEN Contract Management</i>	33	0	33	24	0	-9	-9	0	33	-9	
<i>Education Health / Sport</i>	31	0	31	30	0	-1	-1	0	31	-1	
Statutory and Regulatory Duties	498	0	498	503	5	0	5	0	498	5	
Other Schools Block provisions and support services	645	0	645	421	8	-232	-224	-16	661	-240	iv
LA managed items:	2,382	-7	2,375	2,203	214	-386	-172	-16	2,391	-188	
Sub total Schools Block	64,102	-5,730	58,372	57,237	214	-1,349	-1,135	947	57,425	-188	

**2021-22 PROVISIONAL BUDGET MONITORING
OUTTURN STATEMENT FOR THE SCHOOLS BUDGET**

Service Area	Budget - before year end transfers			Outturn Net Spend	Estimated Variance			Transfer to (+) / from (-) reserves	Final Budget	Final variance	Note
	Spend	Income	Net		Over spending	Under spending	Net variance				
	£000	£000	£000		£000	£000	£000	£000	£000	£000	
High Needs Block											
Delegated Special Schools Budgets	4,902	0	4,902	5,010	58	50	108	-50	4,952	58	v
Maintained schools and academies	3,186	-33	3,153	3,864	1,036	-283	753	-164	3,317	589	vi
Non Maintained Special Schools and Colleges	9,323	0	9,323	10,414	1,212	-117	1,095	0	9,323	1,095	vii
Education out of school	2,533	0	2,533	2,085	57	-506	-449	13	2,520	-436	viii
Other SEN provisions and support services	2,069	-68	2,001	2,141	483	-386	97	42	1,959	139	ix
Additional overspending anticipated in original budget	-756	0	-756	0	755	0	755	0	-756	755	x
Sub total High Needs Block	21,257	-101	21,156	23,514	3,601	-1,242	2,359	-159	21,315	2,200	
Early Years Block											
Free entitlement to early years education	5,826	-3	5,823	5,516	509	-816	-307	0	5,823	-307	xi
Other Early Years provisions and support services	389	-20	369	308	0	-62	-62	0	369	-62	xii
Sub total Early Years Block	6,215	-23	6,192	5,824	509	-878	-369	0	6,192	-369	
Dedicated Schools Grant	0	-80,550	-80,550	-80,541	9	0	9	0	-80,550	9	
Sub total: performance for the year	91,574	-86,404	5,170	6,034	4,333	-3,469	864	788	4,382	1,652	
Financing of in-year over spend	0	0	0	0				-1,652	1,652	-1,652	
TOTAL - Schools Budget	91,574	-86,404	5,170	6,034	4,333	-3,469	864	-864	6,034	0	
Note on Unallocated Schools Budget balance:											
Forecast overspend in Executive approved budget			4,943							4,943	xiii
Diseconomy funding for new schools			227							0	
2022-23 in-year net variance										1,652	xiv
Net over spend for the year										6,595	

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See paragraph 6.8 for an explanation to the notes to variances. Note roundings may result in totals not cross checking

Breakdown of the Dedicated Schools Grant Adjustment Account – net deficit at 31 March 2022 of £0.6.434m

Internal Reserve	Purpose	Policy	Year-end value
School Balances	These funds are used to support future expenditure within the Schools Budget relating to individual school balances.	Balances are permitted to be retained by Schools under the Schools Standards & Framework Act 1998. Policies are set and the reserves are managed by schools and the LA has no practical control over the level of balances.	March 18 £1.363m March 19 £1.610m March 20 £1.038m March 21 £2.123m March 22 £2.905m
SEN Resource Units	To set aside in a reserve for building adaptations to allow for the creation of SEN resource units on school sites.	To finance capital expenditure to assist with the development of local, cost effective provisions to support pupils with SEN.	March 18 £0.337m March 19 £0.459m March 20 £0.459m March 21 £0.459m March 22 £0.401m
New school start-up / diseconomies	To set aside an earmarked reserve to support the additional costs that will arise from the new school places building programme.	To help finance the diseconomy costs that will arise from new schools that will open with relatively low numbers of pupils as housing developments progress.	March 18 £0.800m March 19 £1.000m March 20 £0.746m March 21 £0.746m March 22 £.746m
School Meals Re-Tender Reserve	To set aside an earmarked reserve for the School Meals Catering Re-tendering exercise	To help finance costs arising from future Schools Meals Catering tendering exercises.	March 18 £0.040m March 19 £0.040m March 20 £0.040m March 21 Nil March 22 Nil
Schools Expansion Rates Reserve	To set aside an earmarked reserve for the rates costs associated with school expansions.	To help finance costs arising from the school expansion programme.	March 18 £0.842m March 19 £1.092m March 20 £0.364m March 21 £0.435m March 22 £0.419m

Reserve	Purpose	Policy	Year-end value
SEN Strategic Reserve	To set aside funding to contribution to costs arising from implementation of the SEN Strategy, assisting with the early implementation of change to improve the outcomes of children.	To help finance start-up and one-off initiatives arising from the SEN Strategy.	March 18 £0.439m March 19 £0.439m March 20 £0.356m March 21 £0.256m March 22 £0.192m
Grants unapplied Reserve	To set aside in a reserve for unspent Schools Budget related grants where there are no restrictions applied to the spending from the grant awarding body.	To facilitate the transfer of unspent grant balances between financial years.	March 18 £0.003m March 19 £0.003m March 20 £0.003m March 21 £0.003m March 22 £0.003m
Schools Budget General Reserve	The Schools Budget is a ring-fenced account, fully funded by external grants, the most significant of which is the Dedicated Schools Grant. Any under or overspending remaining at the end of the financial year must be carried forward to the next year's Schools Budget.	This reserve is held for specific accounting reasons. The funds in this reserve are ring fenced and cannot be used for any other purpose than a future years' Schools Budget.	March 18 £1.994m March 19 £1.577m March 20 -£0.141m March 21 -£4.503m March 22 -£11.098m

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To: Schools Forum
Date: 23 June 2022

**2021-22 Funding Allocations to mainstream schools from
Budgets Centrally Managed by the Council
Executive Director - People**

1 Purpose of report

- 1.1 The purpose of this report is to present information on the in-year allocation of funds to mainstream schools through School Specific Contingencies and other budgets that are funded from the Dedicated Schools Grant (DSG) and in the first instance centrally managed by the council. It also presents the opportunity to amend existing funding policies. These funds relate only to mainstream schools.

2 Executive Summary

- 2.1 The funds used to provide targeted support to schools meeting qualifying criteria allocated £0.423m in 2021-22 an overall under spend of £0.188m. This helps to fund unpredictable and sometimes significant additional costs that only a small number of schools face and which the simplified national funding formula lacks the required sensitivities.
- 2.2 The associated policies that provide consistency and transparency of operation are generally considered appropriate and fit for purpose with only minor changes for reasons of clarification and updating new funding rates being proposed.

3 Recommendations

The Forum:

- 3.1 **Notes the following funding allocations to schools, made in accordance with approved policies;**
1. **£0.081m for significant in-year increases in pupils (paragraph 6.9);**
 2. **£0.101m for schools required to meet the Key Stage 1 Class Size regulations (paragraph 6.12);**
 3. **£0.015m for new and expanding schools (paragraph 6.16);**
 4. **£0.031m for schools with a disproportionate number of SEN pupils (paragraph 6.20);**
 5. **£0.185m for schools in financial difficulty (paragraph 6.26);**
 6. **£0.008m from the general schools contingency (paragraph 6.28).**

3.2 Agrees the following:

- 1. the £59,078 aggregate funding allocation to St Michael's Easthamstead Primary schools as detailed in Annex 7, which exceeds the delegation limits awarded to the Executive Director**
- 2. minor changes to text to improve clarity of policy and the updating of funding rates where relevant (paragraph 6.30).**

4 Reasons for recommendations

- 4.1 To ensure that the Schools Forum supports how centrally managed funds have been allocated to mainstream schools and is aware of the total amount and schools involved.

5 Alternative Options Considered

- 5.1 These were considered as part of the budget setting process, including not setting aside contingency funds.

6 Supporting Information

Background

- 6.1 Members of the Forum will be aware that the funding framework for mainstream schools is regulated by the DfE and that this governs the conditions attached to how funds can be allocated to schools. It also sets out the purposes for which funds can be centrally managed by LAs and how in-year allocations can be determined.
- 6.2 As part of the budget setting process, the Forum agreed that the following six budgets should initially be managed by the LA, for in-year allocation to schools:
1. The Growth Fund: Comprising:
 - a. significant in-year increases in pupil numbers;
 - b. schools required to meet the Key Stage 1 Class Size regulations;
 - c. new and expanding schools.
 2. SEN specific contingency;
 3. General Schools Contingency: Comprising:
 - a. Schools in financial difficulty;
 - b. General Schools Contingency.
- 6.3 In accordance with the funding framework, items 1 and 2 above are held as centrally managed budgets, available to support both maintained and academy schools.

Item 3 is a de-delegated budget and supports maintained mainstream schools only. De-delegated funding is initially included in individual school budget allocations, but returned from maintained schools for central management, following consultation with schools and agreement of the Schools Forum.

Maintained schools that meet the agreed qualifying criteria then receive in-year funding allocations, whereas academy schools retain their relevant share of the funds to directly manage associated responsibilities.

Where de-delegated budgets in aggregate underspend in a financial year, the relevant amount is returned to mainstream maintained schools as a refund.

6.4 This annual report is presented to confirm individual funding allocations and to provide an opportunity to review the relevant funding policies.

1. Growth Fund allocations - £366,456 total budget (applies equally to maintained mainstream schools and academies that meet qualifying criteria).

a. Significant in-year increases in pupil numbers - £236,456 budget

6.5 To provide in-year financial support to schools experiencing significant increases in statutory aged pupil numbers, LAs are permitted to retain funding in a Growth Fund for allocation once qualifying criteria is met. This reflects the requirement of the DfE to calculate school budgets on actual pupil numbers prior to the start of the financial year which means there is no recognition of in-year increases which in some cases will have a significant impact on costs.

6.6 To provide additional resources to schools facing in-year increases, the Schools Forum has agreed that funding allocations should be made where there is a significant increase in pupils between the census point used for funding school budgets and the actual intake at the start of the next academic year. The relevant thresholds and funding rates are:

- less than 2 FE schools = increase of 10 pupils, at half the core funding rate
- 2 FE schools = increase of 20 pupils, at the core funding rate
- 3 FE and above schools = increase of 25, at the core funding rate

6.7 Admitting additional pupils at these levels is considered the point at which relevant schools would most likely experience significant cost increases. The general expectation is that schools can absorb additional pupils up to these numbers without having to incur any significant cost increases.

6.8 The core funding allocation is based on the cost of employing a Teacher at Main Scale Point 6 for the autumn and spring terms only (£30,018 in 2021-22). This is a short-term funding measure as on-going funding beyond this point would be included in the next year's budget as relevant pupils would be on the October census used for funding purposes and are therefore taken into account in the next year's budget calculation. Annex 1 sets out the full policy which is proposed to remain unchanged.

6.9 Furthermore, as academy schools receive academic year budgets the Education and Skills Funding Agency (ESFA) provides additional funding for the summer term. This is because the extra pupils are not reflected in their budget until September, rather than April for maintained schools. The council received an additional £21,456 from the ESFA through this route for funding due in the period April – August 2021 in respect of Brakenhale Secondary, which was fully passed on. Total allocations amounted to £81,492 with a resultant under spending of £154,964. Annex 2 sets out individual school calculations and other relevant data.

b. Schools required to meet the Key Stage 1 Class Size regulations - £115,000 budget

6.10 In a similar way to that in which funds can be retained for allocation in year to schools experiencing significant increases in pupil numbers, LAs are also permitted to create a contingency to allocate funds to support schools facing additional costs to ensure Key

Stage 1 class size regulations to limit classes to no more than 30 pupils per teacher are not breached. Again, this allows the targeting of funds to schools facing real cost pressures that the Funding Formula is not permitted to deal with.

- 6.11 The Forum has agreed that where the aggregate number of Key Stage 1 pupils does not equate to a multiple of 30, additional resources will be added at the amount required to cover the cost of appointing a Teacher on Main Scale Point 6 for the relevant period, after taking account of the funding delivered through the Funding Formula. Top up funding is provided on a “missing pupil” basis and is calculated at the amount required to meet teacher costs only. Based on the 2021-22 values in the Funding Formula, 13 pupils at the national Minimum Per Pupil Funding Level that a school must receive delivers sufficient resources to employ a teacher. Therefore, the maximum top-up funding a school can receive that has one pupil on roll above a multiple of 30 is for 12 ‘missing’ pupils.
- 6.12 Based on actual changes in pupil numbers for the 2021 summer and autumn terms, and the spring term 2022, 7 schools were entitled to additional funding, which aggregates to £101,365 resulting in an under spending of £13,635. Annex 4 sets out individual school allocations and other relevant data.
- 6.13 To avoid double funding, if the same pupils result in schools receiving funding through the *significant in-year increase in pupil numbers* category then any Key Stage 1 specific funding is disallowed. The relevant qualifying criteria are set out in Annex 3 which is proposed to be updated to clarify that pupils registered on roll as a Special Resource Provision are excluded from the calculation.

c. New and expanding schools - £15,000 budget.

- 6.14 With the Kings Group (KGA) Academy Binfield open to secondary aged pupils from September 2018 and primary aged pupils from September 2019 and KGA Oakwood Primary also open from September 2019, allocations are due from the funding policy for Start-up and diseconomy funding for new and expanding schools.
- 6.15 In respect of diseconomy funding – intended to support general running costs when schools have significantly fewer pupils than their capacity - this was allocated through the BF Funding Formula for Schools, which in accordance with DfE requirements, required notional pupil numbers to be added to the allocation process to deliver the increased funding determined through the policy.
- 6.16 For post-opening costs – intended to provide a lump sum amount to equip each new class that is to open with day-to-day resources – both the Binfield and Oakwood Primary schools opened a new class at September 2021, and therefore each received £7,500.

Total payments for new and expanding schools were therefore on budget at £15,000.

- 6.17 As the policy for start-up and diseconomy funding for new and expanding schools is well established, receiving a refresh in December 2019, no further changes are proposed at this time.

2. SEN specific contingency - £41,260 budget (applies equally to maintained mainstream schools and academies that meet qualifying criteria. This is the only budget in this report that is funded from the High Needs Block).

6.18 The DfE encourages LAs to allocate additional resources to schools that admit a disproportionate number of pupils with SEN with a clear expectation that this will affect only a minority of schools. The rationale of the contingency is that the normal operation of the simplified Funding Formula does not adequately resource schools for all costs when there is a large concentration of high needs pupils and inclusion of pupils into mainstream schools rather than specialist providers should be encouraged.

6.19 There is no prescribed methodology on how such a fund should work and the scheme agreed by the Forum following consultation schools requires schools to meet both of the following criteria:

1. Where the proportion of pupils on roll classified as high need exceeds 4% of total pupil numbers in a primary school and 2% in a secondary school, and
2. Where the proportion that top up funding paid to support High Needs pupils compared to the total budget allocated via the BF Funding Formula exceeds 2% in a primary school and 1% in a secondary school.

No changes to the policy text are being proposed by the council.

6.20 This resulted in one secondary school receiving an additional funding allocation in the sum of £31,900, resulting in an underspending of £9,360. Annex 5 sets out the calculation of individual school data and eligibility to funding.

3. Schools Contingency: (this is a de-delegated budget and applies only to maintained schools when eligibility criteria met)

a. Schools in Financial Difficulty - £194,670 budget

6.21 School Funding Regulations allow for additional funds outside the normal operation of the Funding Formula to be provided to schools considered to be in financial difficulty. In agreement with the Schools Forum, this de-delegated budget has been returned to the Council for central management. The agreed criteria to be used to allocate this funding is if, in the opinion of the relevant Director for schools and Director responsible for Finance, a school:

1. was unable to set a balanced budget and were in need of a loan arrangement at the start of the relevant financial year, and/or
2. was likely to fall into one of the categories of causing concern, including requires improvement and special measures without additional financial support.
3. was a 1 form of entry school judged good or better that has more than 5% empty places

6.22 Where schools enter an Ofsted category of concern this includes those schools judged to be inadequate or requiring improvement the LA holds a declaration of concern meeting (DoC) and establishes a Rapid Response Board (RRB) for the first 12 weeks. Where effective action is being taken this is then monitored through a Standards Monitoring Board (SMB) on a termly basis. Where required there is an independent chair and senior officers of the LA as members. The headteacher and Chair of Governors of the school are invited to attend the SMB to report on progress. A support

plan outlines the actions to be taken by the school and the LA in order to effect rapid improvement.

6.23 In order to allow funds to be allocated within an appropriate time scale, the Forum has agreed to delegate a set of powers to the Director responsible for schools to allocate funds up to but not exceeding £0.15m in any financial year, dependent on the Ofsted category of the school, or where there is considered a risk of being placed in a category.

6.24 The level of allocation of funds would be:

1. schools judged to have serious weaknesses (up to £20k per year)
2. schools deemed to be in need of special measures (up to £50k per year)
3. schools at risk of either judged to have serious weaknesses or entering special measures (up to £30k per year)
4. 1 form of entry schools judged good or better that have more than 5% empty places (up to £20k per year per school and £40k in total)

6.25 Allocations will only be agreed where the relevant school has demonstrated insufficient funds exist within the budget to fund the required actions or activities. The full policy text is set out in Annex 6 which is proposed to remain unchanged.

6.26 Funding allocations for the year amounted to £185,179 which represented an under spending of £9,491. This under spending was returned to maintained schools as part of the agreed financial year end process to repay any aggregate unspent de-delegation funding to maintained schools.

Further details of the allocations to schools in financial difficulty are shown in Annex 7.

b. General Schools Contingency - £8,800 budget

6.27 Where a primary school faces exceptional, unexpected costs in-year that were not known when the budget was set and it would be unreasonable to expect the school to meet the costs, bids for additional funding can be sought. The Forum has previously agreed that claims are considered on a case by case basis by the Heads of Service covering Finance, Human Resources and Property before formal consideration by the Forum.

6.28 One claim was made in 21021-22. Fox Hill Primary School was subject to a discrimination claim relating to making reasonable adjustments for a pupil's special educational needs. The case was eventually settled out of court without financial compensation. Defending the claim incurred legal expenses of £12,655. The officers reviewing the case agreed that the claim met the eligibility criteria and supported a funding allocation equivalent to total costs less a £5,000 contribution from the School. Therefore £7,655 spend was incurred, resulting in an underspending of £1,145.

6.29 The full criteria for making allocations from the General School Contingency is set out at Annex 8 which is proposed to remain unchanged.

Qualifying criteria used to make funding allocations

6.30 To ensure that a consistent and transparent approach is adopted to the allocation of contingency funding to schools, the Forum has agreed a set of eligibility criteria to be applied, and these are attached as annexes to the report. Relevant policies are included in annexes 1, 3, 6 and 8 and paragraph 6.19. No substantial changes are recommended to the existing policies. The Forum is however recommended to agree

that the clarification change on the Key Stage 1 funding policy highlighted in yellow is approved, and that updating of funding rates where relevant to the actual costs (or best estimate) for the relevant period are made when relevant information becomes available.

Conclusion

- 6.31 The funds approved by the Forum to be held by the LA allow for appropriate in-year targeting of resources that is not possible through the simplified Funding Formula for Schools. Current arrangements are considered appropriate and ensure that financial support is provided when needed and that clear and consistent criteria is applied in the allocation of resources.

7 Advice received from statutory and other officers

Borough Solicitor

- 7.1 The relevant legal issues are addressed within the main body of the report.

Director of Resources: Finance

- 7.2 The financial implications arising from this report are set out in the supporting information. The allocations meet the requirements of the appropriate funding regulations, the agreed policies and have been taken into account in the financial monitoring arrangements for the Schools Budget.

Equalities Impact Assessment

- 7.3 None identified.

Strategic Risk Management Issues

- 7.4 None identified.

Climate Change Implications

- 7.4 The recommendations from this report will not have any impact on emissions of carbon dioxide as they relate to funding allocations that occurred last year.

8 CONSULTATION

- 8.1 None.

Background Papers

None

Contact for further information

Paul Clark, Finance Business Partner – People Directorate

(01344 354054)

paul.clark@bracknell-forest.gov.uk

Doc. Ref

[https://bfcouncil.sharepoint.com/sites/fina/bpm/FIBPSCB-FIN9.6/Schools Forum/\(111\) 230622/2021-22 Funding Allocations from the Schools Contingency.docx](https://bfcouncil.sharepoint.com/sites/fina/bpm/FIBPSCB-FIN9.6/Schools Forum/(111) 230622/2021-22 Funding Allocations from the Schools Contingency.docx)

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

This element of the Growth Fund is ring fenced so that it is only used for the purpose of supporting growth in pre-16 pupil numbers to meet basic need¹. The fund will be for the benefit of both maintained and Academy schools. For Academy Schools, the funding is for an academic year.

The Growth Fund shall include funding for an allocation to those schools that experience exceptional increases in pupil numbers between the October census used for funding original budgets and actual pupil numbers on roll on the following October census

To assist schools in meeting the additional costs arising in such circumstances, an in-year budget addition will be made where the whole school number on roll from Reception up to Year 11 increases up to the point that significant additional costs are expected to be incurred.

The relevant thresholds for additional funding are:

- less than 2 FE schools = 10
- 2 FE schools = 20
- 3 FE and above schools = 25

With the exception of less than 2 FE schools, the amount of additional funding is calculated from the cost of appointing a teacher on Main Scale Point 6 – salary and employer on-costs - for the period September to March.

Less than 2 FE schools will be funded at half the value of other schools sizes, to reflect the lower additional costs expected to be incurred i.e. it is not expected that such schools would ever need to open a new class and recruit a new teacher.

To calculate whether a school is eligible, the following checks will be carried out:

- For the year of entry, the calculation of additional pupils will be capped at the lower of the actual number admitted or the Published Admission Number (PAN), other than where the need to exceed PAN is agreed in advance with the LA.
- Pupil admissions from parental appeals, LAC pupils and pupils with an EHCP are included in the number on roll when checking that a school has not exceeded its PAN in year of entry; these admissions are generally known by May preceding the start of the academic year.
- Schools can request that the Assistant Director: Education and Learning of Education considers additional funding in exceptional circumstances. These will be considered on an individual case basis.
- An appeal to a decision of the Assistant Director: Education and Learning can be made to the Executive Director: People, whose decision will be final.

¹ The DfE define basic need as the statutory duty on local authorities to make sure there are enough school places for children in their local area. This requirement does not extend to individual planning or school designated areas within an authority.

For schools that qualify for this factor the calculation is unchanged from the current methodology that compares the total NOR for statutory aged pupils on roll for the October census in the current financial year with that of the October Census number on roll in the previous financial year.

Where a school does admit pupils above PAN without agreement of the LA, the calculation for a significant growth in pupil numbers will exclude pupils in the year of entry.

There are 2 exceptions to the general policy.

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

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

2. This relates to those schools that expand by a whole form of entry. As the current calculation is based on the form of entry at admission, it assumes those schools expanded by a whole form of entry are immediately admitting to all year groups at the increased capacity, when in reality, the increased capacity starts in the entry year, and takes 7 years (5 for a secondary school) to work through the school until admission to full capacity is possible. In order to make a fair calculation of the threshold to be used to calculate in-year growth allowances in these circumstances, the threshold to be used to calculate a growth allowance is calculated on the number of classes available at the census point used to calculate the original budget.

For example, a primary school moving from a 2 form to 3 form entry school has 3 classes in reception in the first year after expansion, and 2 classes in other year groups. The funding threshold for a 2-form entry school is 20 with 25 used for 3 form entry schools. In the first year following expansion, eligibility to growth allocations would be calculated on reception classes at the 25-number threshold, with all other classes at a threshold of 20. For the second year, Reception and Year 1 would be calculated on a 25 threshold, all other year groups on 20 and so on. A full illustration of the calculation is set out below and shows how the funding threshold rises gradually, in line with the phased increase in pupil numbers, starting at 21, and rising to 25 after 7 years.

Approved by the Schools Forum on 15 July 2021

No changes are being proposed by the council.

2021-22 Funding allocations for significant in-year growth in pupil numbers

Threshold 10 for schools with less than 2 Forms of entry Threshold 20 for schools with 2 Forms of entry Threshold 25 for schools with 3 and more Forms of entry							
School	No. of Forms of entry - rounded	Total places available	NOR Oct 2020	NOR Oct 2021	Change in NOR	Revised threshold	Amount
Ascot Heath Primary	2	420	379	394	15	20	£0
Binfield CE Aided Primary	2	420	409	414	5	20	£0
Birch Hill Primary	2	420	396	376	-20	20	£0
College Town Primary	3	630	475	455	-20	24	£0
Cranbourne Primary	1	210	201	203	2	10	£0
Crown Wood Primary	3	630	526	530	4	25	£0
Crowthorne CE Primary	1	210	210	210	0	10	£0
Fox Hill Primary	1	210	204	206	2	10	£0
Great Hollands Primary (1)	2	360	318	283	-35	23	£0
Harmans Water Primary	3 to 2	480	487	446	-41	25	£0
Holly Spring Primary	3	630	571	578	7	25	£0
Jennetts Park Primary	2	420	393	381	-12	20	£0
Kings Academy Primary (2)	1	210	59	90	31	10	£0
Meadow Vale Primary	3	630	579	594	15	25	£0
New Scotland Hill Primary	1	210	191	189	-2	10	£0
Kings Academy Oakwood(2)	1	210	99	138	39	10	£0
Owlsmoor Primary	3	630	545	521	-24	25	£0
The Pines Primary and Nursery (1)	2 to 1	360	317	309	-8	19	£0
Sandy Lane Primary	3	630	476	438	-38	25	£0
St Joseph's Catholic Primary	1	210	211	212	1	10	£0
St Margaret Clitherow Catholic Pry	1	210	199	207	8	10	£0
St Michael's Easthampstead CE	1	245	235	238	3	10	£0
St Michael's CE Aided Pry (Sand't)	1	210	203	193	-10	10	£0
Uplands Primary	1	210	212	210	-2	10	£0
Warfield CE Primary	1	210	412	408	-4	20	£0
Whitegrove Primary	2	420	419	414	-5	20	£0
Wildmoor Heath	1	210	209	202	-7	10	£0
Wildridings Primary	2	420	400	395	-5	20	£0
Winkfield St Mary's CE Primary	1	210	195	188	-7	10	£0
Wooden Hill Primary & Nursery	2	350	336	360	24	10	£30,018
The Brakenhale (3)	7	1,050	1,063	1,054	-9	25	£21,456
Easthampstead Park	8	1,200	782	814	32	25	£30,018
Edgbarrow	8	1,200	1,109	1,112	3	25	£0
Garth Hill College	9	1,350	1,262	1,246	-16	25	£0
Kings Academy Secondary (2)	7	1,050	448	656	208	25	£30,018
Ranelagh CE	5	750	853	860	7	25	£0
Sandhurst	7	1,050	1,023	1,010	-13	25	£0
Total Primary	53	10,825	9,866	9,782	-84	496	£30,018
Total Secondary	51	7,650	6,540	6,752	212	175	£51,474
Total All Schools	104	14,365	12,898	12,824	-74	536	£81,492

(1) schools being expanded/contracting have variable funding thresholds relative to the number of new classes.

(2) new schools are separately funded for pupil growth and the totals exclude any amounts.

(3) outstanding academic year funding allocation, applicable to academies only due to their different funding period to maintained schools and financed by ESFA

Criteria for in-year budget allocations to schools to meet unavoidable costs arising from the Key Stage 1 class size regulations that limit classes to no more than 30 pupils per teacher

The Growth Fund shall include funding for an allocation to those schools that experience unavoidable costs arising from the Key Stage 1 class size regulations that are not resourced through the Funding Formula.

Numbers in reception, Year 1 and Year 2 will be collected termly from the relevant school census to determine the total number of pupils in each school affected by the relevant Regulations. Where the aggregate number of pupils does not equate to a multiple of 30, additional resources will be added at the amount required to cover the cost of appointing a teacher on Main scale Point 6 – salary and employer on-costs - for the relevant period, after taking account of the minimum funding delivered through the Funding Formula. The minimum amount of per pupil funding delivered through the BF Funding Formula is based on the Minimum Per Pupil Funding amount (MPPFL) as determined by the Department for Education. The MPPFL calculation includes all funding delegated to schools through the BF Funding Formula with the exception of business rates. Funding will be added on a “missing pupil” basis.

The allocated funding may need to be scaled if demand significantly exceeds the budget allocation, with final decisions to be determined each year by the Schools Forum.

An illustration of the funding calculation is as follows which would need to be updated each year to reflect budget decisions and the cost of employing a teacher (all units of resource are based on values at the start of 2021-22 financial year.):

- a. The per pupil funding rate is assumed to be the Minimum per pupil funding rate for 2021-22 this is £4,180 (A)
- b. The cost of a teacher on Main scale Point 6 – salary and employer on-costs - is £51,500 (B)
- c. To have sufficient income from the Funding Formula to employ a teacher, a school needs $\text{£51,500 (B) / £4,180 (A) = 13 pupils (C)}$
- d. The Funding Formula therefore provides sufficient funding to appoint a teacher provided there are 13 pupils. The maximum top-up funding a school can receive is for 12 ‘missing’ pupils (C).
- e. Therefore where the actual number on roll exceeds a multiple of 30 compared to the number on roll funded in the original budget the school would be entitled to top-up funding if this is below 13.
- f. Funding will be added, pro rata per term, for each missing pupil

The attached Annex sets out funding top-up rates, based on the cost of employing a teacher at £51,500 and the BF Funding Formula delivers sufficient funding to appoint a teacher provided there are 13 or more pupils above the 30 multiples. These factors and amounts are subject to annual re-calculation.

Children admitted **in-year** as an “excepted pupil” in accordance with The School Admissions (Infant Class Sizes) (England) Regulations 2012, or other relevant legislative requirement will not be included in the calculation for top up funding as they will not impact on the need to recruit a teacher. The exclusion will apply for the full period the child is on roll at the school to the end of Key Stage 1.

“Excepted pupils” currently include those that are admitted to the school outside a normal admission round:

- as a result of the local authority specifying the school in the child’s statement;
- are looked after;
- were in error initially refused admission;
- are from a service family.

“Excepted pupils” on the roll of a school at the October census will generate per pupil funding for a school in the next budget. These funds will be taken into account in any top up funding calculations.

Separate calculations will be made each term, based on data obtained from the relevant census.

Exceptions:

There are two exceptions to the general rule set out above:

1. In order to avoid double funding, a school will not be eligible for Key Stage 1 class size funding in the autumn and spring terms where the school has qualified of an in-year growth allowance for these pupils.
2. When a school is funded on the basis of estimated actual costs, which is ordinarily a new school or one that opens additional forms of entry during a financial year, it will not be entitled to any top up funding from the Key Stage 1 class size contingency, provided funds for the additional costs that will arise are allocated from an alternative source.

Pupils on roll at a Special Resource Provision are excluded from the calculation.

Approved by the Schools Forum on 15 July 2021.

Change now being proposed by the council is shaded yellow and is for clarification purposes only.

**2021-22 Funding allocations to support schools needing to meet the
Key Stage 1 Class Size Funding regulations**

School	KS1 pupils as at October 2020	KS1 Allocation summer term	KS1 Allocation autumn term	KS1 Allocation spring term	Full year allocation
Ascot Heath Primary	148	£20,900	£16,720	£12,540	£50,160
Binfield CE Primary	170	£0	£0	£0	£0
Birch Hill Primary	178	£0	£0	£0	£0
College Town Primary	196	£0	£0	£0	£0
Cranbourne Primary	85	£0	£0	£0	£0
Crown Wood Primary	221	£1,742	£1,393	£1,045	£4,180
Crowthorne CE Primary	90	£0	£0	£0	£0
Fox Hill Primary	87	£0	£0	£0	£0
Great Hollands Primary	123	£15,675	£0	£0	£15,675
Harmans Water Primary	180	£0	£0	£0	£0
Holly Spring Primary	249	£5,225	£0	£0	£5,225
Jennetts Park CE Primary	161	£1,742	£0	£0	£1,742
Meadow Vale Primary	227	£0	£0	£0	£0
New Scotland Hill Primary	76	£0	£0	£0	£0
Owlsmoor Primary	235	£0	£0	£0	£0
Pines (The)	130	£3,483	£0	£0	£3,483
Sandy Lane Primary	154	£0	£0	£0	£0
St. Joseph's Catholic Primary	90	£0	£0	£0	£0
St. Margaret Clitherow Catholic Pry	87	£0	£0	£0	£0
St. Michael's E'stead CE Aided Pry	84	£0	£0	£0	£0
St. Michael's CE Primary, Sandhurst	103	£0	£0	£0	£0
Uplands Primary	90	£0	£0	£0	£0
Warfield CE Primary	179	£0	£0	£0	£0
Whitegrove Primary	180	£0	£0	£0	£0
Wildmoor Heath	75	£0	£0	£0	£0
Wildridings Primary School	168	£0	£0	£0	£0
Winkfield St. Mary's CE Primary	83	£0	£0	£0	£0
Wooden Hill Primary & Nursery (1)	146	£20,900	£0	£0	£20,900
TOTAL Primary	3,995	£69,667	£18,113	£13,585	£101,365

(1) This school qualified for a growth allocation in the autumn and spring term so KS 1 top-up is not allocated as well.

2021-22 termly allocation detail for Key Stage 1 Class Size Funding

Ref	School	Data used for original budget			Summer Term data					Autumn Term data					Spring budget data					Ref
		KS1 pupils as at October 2020	Number of classes that can be funded	Number of pupils above multiple of 30	KS1 pupils as at May 2021	Number of classes needed	Additional classes needed	Number of 'missing pupils' needed to fund extra class	KS1 Allocation summer term	KS1 pupils as at October 2021	Number of classes needed	Additional classes needed	Number of 'missing pupils' needed to fund extra class	KS1 Allocation autumn term	KS1 pupils as at January 2022	Number of classes needed	Additional classes needed	Number of 'missing pupils' needed to fund extra class	KS1 Allocation spring term	
1	Ascot Heath Primary	148	5	28	163	6	1	12	£20,900	163	6	1	12	£16,720	148	5	0	12	£12,540	1
2	Binfield CE Primary	170	6	20	173	6	0	0	£0	174	6	0	0	£0	170	6	0	0	£0	2
3	Birch Hill Primary	178	6	28	175	6	0	0	£0	165	6	0	0	£0	178	6	0	0	£0	3
4	College Town Primary	196	7	16	194	7	0	0	£0	196	7	0	0	£0	196	7	0	0	£0	4
5	Cranbourne Primary	85	3	25	85	3	0	0	£0	90	3	0	0	£0	85	3	0	0	£0	5
6	Crown Wood Primary	221	7	11	222	8	1	1	£1,742	229	8	1	1	£1,393	221	8	1	1	£1,045	6
7	Crowthorne CE Primary	90	3	0	90	3	0	0	£0	88	3	0	0	£0	90	3	0	0	£0	7
8	Fox Hill Primary	87	3	27	81	3	0	0	£0	88	3	0	0	£0	87	3	0	0	£0	8
9	Great Hollands Primary	123	4	3	123	5	1	9	£15,675	94	4	0	0	£0	123	5	1	0	£0	9
10	Harmans Water Primary	180	6	0	175	6	0	0	£0	167	6	0	0	£0	180	6	0	0	£0	10
11	Holly Spring Primary	249	8	9	246	9	1	3	£5,225	235	8	0	0	£0	249	9	1	0	£0	11
12	Jennetts Park CE Primary	161	5	11	162	6	1	1	£1,742	146	5	0	0	£0	161	6	1	0	£0	12
13	Meadow Vale Primary	227	8	17	234	8	0	0	£0	238	8	0	0	£0	235	8	0	0	£0	13
14	New Scotland Hill Primary	76	3	16	78	3	0	0	£0	72	3	0	0	£0	76	3	0	0	£0	14
15	Owlsmoor Primary	235	8	25	226	8	0	0	£0	211	8	0	0	£0	235	8	0	0	£0	15
16	Pines (The)	130	4	10	127	5	1	2	£3,483	115	4	0	0	£0	130	5	1	0	£0	16
17	Sandy Lane Primary	154	5	4	157	6	1	0	£0	151	6	1	0	£0	154	6	1	0	£0	17
18	St. Joseph's Catholic Primary	90	3	0	90	3	0	0	£0	90	3	0	0	£0	90	3	0	0	£0	18
19	St. Margaret Clitherow Catholic Pry	87	3	27	90	3	0	0	£0	87	3	0	0	£0	87	3	0	0	£0	19
20	St. Michael's E'stead CE Aided Pry	84	3	24	83	3	0	0	£0	83	3	0	0	£0	84	3	0	0	£0	20
21	St. Michael's CE Primary, Sandhurst	103	3	13	105	4	1	0	£0	98	4	1	0	£0	103	4	1	0	£0	21
22	Uplands Primary	90	3	0	90	3	0	0	£0	90	3	0	0	£0	90	3	0	0	£0	22
23	Warfield CE Primary	179	6	29	179	6	0	0	£0	170	6	0	0	£0	179	6	0	0	£0	23
24	Whitegrove Primary	180	6	0	180	6	0	0	£0	176	6	0	0	£0	180	6	0	0	£0	24
25	Wildmoor Heath	75	3	15	77	3	0	0	£0	78	3	0	0	£0	75	3	0	0	£0	25
26	Wildridings Primary School	168	6	18	175	6	0	0	£0	167	6	0	0	£0	168	6	0	0	£0	26
27	Winkfield St. Mary's CE Primary	83	3	23	81	3	0	0	£0	78	3	0	0	£0	83	3	0	0	£0	27
28	Wooden Hill Primary & Nursery (1)	146	5	26	153	6	1	12	£20,900	158	6	1	12	£0	146	5	0	12	£0	28
TOTAL Primary		3,995	135	425	4,014	144	9	40	£69,667	3,897	140	5	25	£18,113	4,003	142	7	25	£13,585	

(1) This school qualified for a growth allocation in the autumn and spring term so KS 1 top-up is not allocated as well.

2021-22 allocations from the SEN Specific Contingency

SCHOOL	No. top-up pupils by school 3 Jan 2021	NOR As at Oct 20	Top-up pupils % (1)	Value of top-up for full year	Budget 21 -22 excl de-delegation	Top-up as % of school budget (2)	Qualify under both criteria?	2021-22 funding on proposed criteria
Ascot Heath Primary	4.0	379	1.06%	£20,751	£1,588,659	1.31%	No	£0
Binfield Primary	5.3	409	1.29%	£36,041	£1,681,488	2.14%	No	£0
Birch Hill Primary	8.5	396	2.15%	£57,754	£1,660,539	3.48%	No	£0
College Town Primary	5.8	475	1.23%	£57,899	£1,984,607	2.92%	No	£0
Cranbourne Primary	3.0	201	1.50%	£15,073	£848,074	1.78%	No	£0
Crown Wood Primary Academy	14.8	526	2.83%	£106,541	£2,203,580	4.83%	No	£0
Crowthorne Primary	7.8	210	3.74%	£57,718	£874,380	6.60%	No	£0
Foxhill Primary	4.8	203	2.39%	£25,369	£931,924	2.72%	No	£0
Great Hollands Primary Academy	10.8	318	3.41%	£80,381	£1,489,402	5.40%	No	£0
Harmans Water Primary	4.1	487	0.84%	£21,177	£2,046,000	1.04%	No	£0
Holly Spring Primary	6.8	571	1.20%	£45,250	£2,345,800	1.93%	No	£0
Jennett's Park Primary Academy	7.4	393	1.89%	£49,578	£1,652,980	3.00%	No	£0
KA Oakwood	1.0	145	0.69%	£5,481	£637,299	0.86%	No	£0
Meadowvale Primary School	10.3	579	1.78%	£83,258	£2,396,258	3.47%	No	£0
New Scotland Hill Primary	2.0	191	1.05%	£10,962	£831,610	1.32%	No	£0
Owismoor Primary	19.4	545	3.57%	£130,071	£2,299,508	5.66%	No	£0
The Pines Primary	10.0	317	3.16%	£57,993	£1,373,558	4.22%	No	£0
Sandy Lane Primary	6.4	476	1.35%	£37,115	£1,994,700	1.86%	No	£0
St Joseph's RCP	2.4	211	1.15%	£20,075	£875,744	2.29%	No	£0
St Margaret RC Primary Academy	3.0	199	1.51%	£28,047	£889,380	3.15%	No	£0
Winkfield St. Mary's CE Primary	1.0	195	0.52%	£7,439	£815,934	0.91%	No	£0
St Michael's E'STEAD	3.4	235	1.46%	£22,796	£975,271	2.34%	No	£0
St Michael's CE Primary Sandhurst	4.0	203	1.98%	£17,619	£836,608	2.11%	No	£0
Uplands Primary	5.8	212	2.76%	£35,432	£882,828	4.01%	No	£0
Warfield Primary	10.8	412	2.63%	£52,994	£1,857,499	2.85%	No	£0
Whitegrove Primary	12.7	419	3.03%	£51,304	£1,756,569	2.92%	No	£0
Wildmoor Heath Primary	7.0	209	3.35%	£35,353	£886,161	3.99%	No	£0
Wildridings Primary	13.8	400	3.46%	£96,847	£1,709,078	5.67%	No	£0
Woodenhill Primary	6.0	336	1.79%	£18,008	£1,423,161	1.27%	No	£0
The Brakenhale	20.0	1,065	1.88%	£69,883	£6,338,997	1.10%	No	£0
EPCS	14.0	782	1.80%	£55,987	£4,797,022	1.17%	No	£0
Edgbarrow	29.0	1,109	2.62%	£155,264	£6,053,591	2.56%	Yes	£31,900
GHC	21.0	1,262	1.67%	£137,948	£7,586,391	1.82%	No	£0
Ranelagh	16.0	853	1.88%	£54,291	£4,637,295	1.17%	No	£0
Sandhurst	18.0	1,023	1.76%	£95,095	£5,774,487	1.65%	No	£0
KA Binfield	9.4	801	1.18%	£42,360	£5,774,487	0.73%	No	£0
Primary total	202	9852	2.06%	£1,354,208	£5,774,487	23.45%	0	£0
Secondary total	127	6895	1.85%	£610,827	£40,962,270	1.49%	1	£31,900
Total ALL	330	16747	1.97%	£1,965,035	£46,736,758	4.20%	1	£31,900

Criteria for the allocation of additional funds to support schools facing financial difficulties

Outline of the scheme

School Funding Regulations allow for additional funds outside the normal operation of the Funding Formula to be provided to schools considered to be in financial difficulty. In agreement with the Schools Forum, de-delegated funding has been set aside in the School's Budget for this purpose. The criteria to be used to allocate this funding has also previously been agreed, and a school would qualify for additional financial support if, in the opinion of the Council's Director responsible for schools and the Council's Director responsible for finance, they:

1. were unable to set a balanced budget and were in need of a licensed deficit arrangement at the start of the relevant financial year, and/or
2. were in or likely to fall into one of the Ofsted categories of causing concern, including serious weaknesses or special measures.
3. Were a 1 form of entry school judged good or better that have more than 5% empty places

Where additional funding is agreed, it is on condition that the senior managers and relevant governors of each school attend regular monitoring meetings with officers of the Council, provide such financial and other information that is requested, and do not make any significant deviations in spending, either in magnitude or by type without the approval of the Council's Director responsible for schools.

Before any proposed allocation of such funds is passed on to relevant schools, they are reported to and agreed by the Schools Forum. However, this can cause uncertainty and result in a delay in releasing resources to meet an immediate need.

Powers delegated to the Director responsible for schools

In order to allow funds to be allocated within an appropriate time scale it is recommended that a set of principles be agreed by the School Forum which allows the Council's Director responsible for schools discretion to allocate funds up to but not exceeding a set level dependent on the Ofsted category of the school. Any such allocations would subsequently be reported to the Schools Forum.

The level of allocation of funds would be:

5. schools judged to have serious weaknesses (up to £20k per year)
6. schools deemed to be in need of special measures (up to £50k per year)
7. schools at risk of either judged to have serious weaknesses or entering special measures (up to £30k per year)
8. 1 form of entry schools judged good or better that have more than 5% empty places (up to £20k per year per school and £40k in total)

With a maximum value of aggregate allocations of £150k in any one financial year without the express approval of the Schools Forum.

Allocations will only be agreed where the relevant school has demonstrated insufficient funds exist within the budget to fund the required actions or activities.

Arrangements to support and monitor schools also includes:

1. a Declaration of Concern (DoC) where a school is at risk of being judged as Requiring Improvement or inadequate at its next inspection.
2. following Where effective action is being taken this is then monitored through a Standards Monitoring Board (SMB) on a termly basis this a Rapid Response Board is established for the first 12 weeks.. Where required there is an independent chair.
3. the SMB reviews evidence provided by school leaders and LA staff after 12 weeks and a decision made as to whether leadership are taking effective action following the DoC.
4. an SMB is also established where schools enter an Ofsted category of concern (judged to have serious weaknesses or placed into Special Measures)
5. the processes are clearly shared within the Learning and Improvement Strategy / Annex A School Improvement

Where the school is unable to fund these actions from its own delegated budget the SMB can request that additional resources be sought. Any such requests are approved by the Council's Director responsible for schools. Funds would be allocated to the school from those held for schools in financial difficulty Where schools enter an Ofsted category of concern (judged to have se

Approved by the Schools Forum on 15 July 2021.

No changes are being proposed by the council.

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2021-22 funding allocations to schools in financial difficulties

Allocations agreed under the Director's delegated powers

Taking account of proposals from the Standards Monitoring Board (SMB) meetings at relevant schools and 1 FE primary schools with over 5% empty places, funding allocations totalling £0.128m were agreed during the year as follows:

1. £59,078 to St Michael's Easthampstead. There were 3 separate funding requests indicatively approved (subject to Schools forum endorsement):
 - i. External provision of a programme of support which enables the governing board to function efficiently and effectively, developing the systems and processes which allow governors to monitor school performance and hold school leaders to account and facilitating the development and progression of the governing board so that it becomes an autonomous, confident and self-sufficient body. Cost £5,253.
 - ii. General support package to tackle weaknesses reported to the SMB relating to; Safeguarding software for accurate data recording and retrieval; Edukey software to facilitate a linked-up approach to supporting children with SEN, together with socialist support from Kennel Lane Special School; and improved phonics scheme. Total cost £5,825.
 - iii. The school required additional financial support to offset the unanticipated excess leadership costs resulting from for the long-term absence of the substantive headteacher. The placement of an Executive Headteacher and acting Deputy Headteacher has been essential in stabilising the school and addressing the areas of concern identified by the local authority. Cost £48,000.

As the allocations to St Michael's Easthampstead exceed the delegation limits approved to the Executive Director, the Schools Forum are requested to endorse the overall allocation of £59,078..

2. £9,500 to Ascot Heath Primary School. In order to bring about the improvements in teaching and learning that are needed, an external consultant was engaged at the school. This additional support also assisted leadership capacity during maternity leave absences of both the Deputy Headteacher and KS2 leader.
3. £3,720 to New Scotland Hill Primary. For engagement of an external consultant to support 2 Early Careers Teachers to achieve teaching standard that is securely 'Good'. Furthermore, this will be used to increase capacity of middle leadership to offer mentoring in school and release teachers to undertake observations.
4. £1,200 to Easthampstead Park. To provide a comprehensive piece of work to be carried out over 3 days looking at current practice in the Mathematics Department and identifying opportunities to increase pupil progress.
5. £16,500 to the Pines Primary. £12,000 to develop teaching and learning to ensure there is consistently high-quality teaching and learning across the school and ensuring teaching of phonics and early reading is excellent and consistent with the DfE reading framework and Ofsted, this will facilitate the purchase of one of the DfE validated schemes. £4,500 to provide external support to a new team in Early Years Foundation Stage including a new leader and a new nursery teacher.

6. £3,880 to Cranbourne Primary. To support retention of a Family Support Adviser pending re-structure in 2021-22 academic year.
7. £16,158 to Winkfield St Marys for as a 1 FE with low pupil numbers. There were 195 on roll at October 2020 which results in 7% of empty places.
8. £18,143 to New Scotland Hill Primary School as a 1 FE with low pupil numbers. There were 191 on roll at October 2020 which results in 9% of empty places. Funding would have been £29,084 without the policy funding cap.

Arrangements to support and monitor schools also includes a Declaration of Concern (DoC). A DoC is called where a school is at risk of being judged as Requiring Improvement or inadequate at its next inspection. Following this a Rapid Response Board is established for the first 12 weeks. Where effective action is being taken this is then monitored through a Standards Monitoring Board (SMB) on a termly basis. Where required there is an independent chair. The SMB reviews evidence provided by school leaders and LA staff after 12 weeks and a decision made as to whether leadership are taking effective action following the DoC. The processes are clearly shared within the Learning and Improvement Strategy / Annex A School Improvement.

LA expenditure

In addition to these school allocations, the Forum has also agreed that up to £60,000 of School Adviser and other professional staff support time, such as HR and Finance can be funded from this budget to support the SMBs and other additional arrangements provided directly by the council.

Note: a £3,000 provision for expected prior year expenditure has also been recorded in the 2021-22 accounts.

Eligible expenditure against the schools contingency

Background

The School and Early Years Finance (England) Regulations define “expenditure on the schools specific contingency” as:

“Central expenditure deducted for the purpose of ensuring that monies are available to enable an increase in a school’s budget share after it has been allocated, and where it subsequently becomes apparent that a governing body has incurred expenditure which it would be unreasonable to expect them to meet from the school’s budget share, which may include expenditure in relation to:

- schools in financial difficulty;
- the writing-off of deficits of schools which are discontinued, excluding any associated costs and overheads;
- new, amalgamating or closing schools;
- circumstances which were unforeseen when the school’s budget share was initially determined.”

In order to provide greater clarity, and to be able to fund all of the circumstances permitted by the DfE, which takes account of comments received from schools to the consultation on the school loan scheme, the following text is proposed to be approved.

Eligible expenditure from the BF schools’ contingency fund (de-delegated)

- Unexpected and unavoidable costs in schools, which it would be unreasonable to expect governing bodies to meet from their delegated budget, and where the amount required and the circumstances giving rise to the additional costs were unknown at the time of setting the budget. These would ordinarily need to exceed £5,000.

Claims will be considered on a case by case basis by the Heads of Service covering Finance, Human Resources and Property before formal presentation to the Forum for a decision. Where relevant, this consideration will take account of whether any advice was sought from the council, the appropriateness of that advice and the actions then taken by schools and their impact.

- Correction of formula errors
- Where a school is closing and a deficit is likely, every effort should be taken to achieve break-even. Where a school is becoming an academy, they should also ensure costs are only incurred that relate to the school, and for the period it is a maintained school. However, where a school closes with a deficit, where the EFA does not reimburse for this, the cost must be picked up by the Dedicated School Grant (DSG).
- Funding for schools in financial difficulties where this is not the result of poor local management decisions. [Note a separate policy is in place for this category].

Approved by the Schools Forum on 15 July 2021.

No changes are being proposed by the council.

(ITEM)

To: Schools Forum
Date 23 June 2022

2021-22 Balances held by maintained schools Executive Director - People

1 Purpose of report

- 1.1 This is an annual report, the purpose of which is to update members of the Schools Forum on the level of balances held by maintained schools as at 31 March 2022, how these compare to the previous financial year, and to consider whether any significant surplus balances should be subject to claw-back and re-invested within the overall Schools Budget.
- 1.2 Balances held by academy schools are not part of the council's accounts and are therefore excluded from this report. With Sandhurst Secondary School converting to an academy during the financial year, relevant funds have been excluded from this report to ensure an appropriate comparison can be made to the previous financial year.

2 Executive summary

- 2.1 Overall, there was a significant improvement in aggregate school balances during 2020-21 where cumulative surplus balances increased by £0.517m to £2.906m (up 22%). At 4.9% of annual income, average surplus balances are above the minimum 3% level recommended to be able to safely manage unforeseen in-year pressures.
- 2.2 Within this, a number of schools are holding significant surplus balances, all of which have provided explanations to indicate suitable plans are in place to ensure resources are being spent in a timely manner to support current pupils.
- 2.3 There are also a number of schools with deficit balances, which have in total reduced by £0.065m to £0.518m. The council and Schools Forum support schools facing financial difficulties through licensed deficit arrangements that set out medium to long term recovery plans that demonstrate that a temporarily short term over spend of annual income is recovered and a return to a surplus is achieved. An update on school licensed deficit proposals will be presented to the Forum in September.
- 2.4 The Department for Education (DfE) also monitors schools with deficit balances and collects High-level Action Plans each year from local authorities where the number or proportion of schools with revenue balance deficits is above a certain level. Three BF schools have been identified as in scope of DfE interest and a response is being produced which will be shared with the Forum in September.
- 2.5 Schools are also permitted to retain unspent balances arising from capital related budgets. They receive small annual budgets for capital – around £8,000 for a primary school and £25,000 for a secondary – and often need to accumulate funding from a number of years in order to fully finance projects. Capital budgets are directly funded by Department for Education (DfE) grant and are outside the local claw-back scheme. DfE have the discretion to remove any unspent balances that remain 3 years and 1 month after allocation.

3 Recommendations

That the Schools Forum notes:

3.1 The key performance information on school balances, as set out in paragraph 6.3, and in particular;

- i. Aggregate surplus balances have increased by £0.517m to £2.905m (+22%);**
- ii. The value of surplus balances has increased by £0.452m to £3.423m;**
- iii. The value of deficit balances has reduced by £0.065m to £0.517m which continues to require careful monitoring;**
- iv. Significant surplus school balances have increased by £0.139m to £0.590m (31%);**
- v. At 4.9%, average balances are considered to be above the minimum level required for working balances to safely cover unforeseen circumstances.**
- vi. The three-year average change shows net balances in:**
 - a. primary schools have improved by £0.889m to a £2.450m surplus (+57%)**
 - b. secondary schools have improved by £0.405m to £0.698m surplus (+157%)**
 - c. specialist providers have deteriorated by £0.074m to £0.273m surplus (-21%)**

3.2 The requirement to complete an Action Plan for the Department for Education in respect of schools with deficits in excess of 7% of income, based on 2020-21 accounts (paragraph 6.20).

That the Schools Forum agrees:

3.3 That the entire 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 6.13).

4 Reasons for recommendations

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

5 Alternative options considered

5.1 Not applicable.

6 Supporting information

Calculating Statutory School Balances

6.1 The School Funding Framework provides a statutory requirement for the balance of expenditure made by each school compared to its budget share to be carried forward for use by individual governing bodies in the next financial year. This requirement is

confirmed in the Scheme for Financing Schools which applies to both surplus and deficit balances and relates to all revenue funds held by schools in local authority accounts.

- 6.2 Attached at Annex A is a list of individual school balances as at 31 March 2022. Carry forward balances are calculated by deducting total net expenditure from new year funding and any accumulated balance, as measured through the national Consistent Financial Reporting (CFR) framework. The percentage of carry forward is calculated against new year funding only to ensure any potential claw-back focuses on the use of new year funding only. Annex B provides a summary profile of deficit and surplus balances and movements compared to last year.

General comments on school balances

- 6.3 Some comments on the analysis are as follows:

1. Aggregate surplus balances have increased by £0.517m, from £2.388m to £3.423m (increase of 22%). This indicates a significant transfer of funds to balances.
2. There has been a £0.384m increase in surplus balances in the primary and PRU sectors with balances held by secondary and special sectors increasing by £0.134m.
3. On average, at 4.9% of total budget (was 4.4%), average reserves are above the 3% minimum level considered appropriate for sufficient working balances to cover unforeseen circumstances.
4. Within the headline average surplus balance, there are 4 schools with a deficit (was 5) and 4 schools with surpluses below the 3% (was 5) level and which may therefore struggle to manage unforeseen cost increases.
5. The average surplus balance for a primary school is £0.084m (5.1% of budget) up from £0.068m last year and secondary schools have an average surplus of £0.308m (4.5%) an improvement from the average £0.264m last year.
6. The aggregate surplus balance of £2.905m comprises £3.423m from surpluses (was £2.971m) and £0.517m in deficits (was £0.582m).
7. The largest surplus balance held by a primary school is £0.353m (was £0.321m) and £0.479m for a secondary (was £0.392m).
8. The largest surplus balance as a percentage of budget is 18.7% (was 21.0%) and the greatest deficit is 16.5% (was 22.4%).

More information on the significant surplus balances held by schools is set out below from paragraph 6.5.

9. Four primary schools were in deficit at the end of the 2021-22 financial year. An update on deficits budgets and their management will be presented to the Forum in September.

3-year change in school balances: 2019-20 to 2021-22

- 6.4 In general, over the last 3 years, balances held by primary and secondary schools have significantly improved with specialist providers experiencing a deterioration as summarised below.
1. Balances in primary schools are improving during a period of reducing pupil numbers and increase in spare places, indicated greater financial control and budget management.
 - i. Deficit balances increased by £0.005m to £0.518m (+1%)
 - ii. Surplus balances have increased by £0.889m to £2.451m (+57%)
 - iii. Net balances improved by £0.884m to a surplus of £1.933m (+84%)
 2. Balances in secondary schools are improving, most likely as pupil numbers are increasing, but also reflecting the relatively poor starting position and prolonged period of support to some schools from the LA.
 - i. Deficit balances have been eliminated from £0.590m
 - ii. Surplus balances increased by £0.405m to £0.699m (+138%)
 - iii. Net balances improved by £0.995m to £0.699m surplus.
 3. Surplus balances in specialist providers have decreased by £0.074m to £0.274m (-21%).

Annex C presents these changes in graphs.

Significant surplus balances

- 6.5 Following consultation with schools, the Forum agreed that where significant balances are not being held for a valid purpose a claw-back scheme would be applied to remove relevant amounts for re-distribution within the Schools Budget. This was based on the position at that time where up to 40% of annual income was being held within individual school balances when in principle there is an expectation that the significant majority of annual funding should be spent on pupils in school that year and not held back unnecessarily.
- 6.6 Whilst there is no desire to claw-back money from schools, and that has been the case to date, there is still a responsibility to challenge those with significant surpluses as to why more is not being spent on the educational needs of pupils currently in schools. However, it does also need to be recognised that there will be circumstances that support schools building up significant surplus balances to manage future events.
- 6.7 Members of the Forum will recall that the main principle of the claw-back scheme is that balances in excess of 5% for secondary and 8% for primary and special schools or PRUs have been defined as significant and schools should provide information of intended use where balances exceed these levels. No explanation is required on surpluses below these thresholds.
- 6.8 A range of valid purposes have been agreed that permit schools to retain significant surplus balances above these threshold levels. One additional valid purpose was agreed to be added by the Schools Forum for 2021-22 in respect of balances held in respect of an activity that supports a number of other BF schools, such as one operating a school improvement and CPD service. If funds are not being held for a valid reason, then they are subject to claw-back. Furthermore, there is an absolute cap as to what can be retained, even where it relates to a valid reason. The maximum thresholds are

10% for secondary and 16% for primary and special schools or PRUs although schools can make a request to the Forum to exceed the limit, which if not agreed can be appealed to the Executive Director - People.

Annex D sets out the agreed policy for the scheme to claw-back significant surplus balances with Annex E providing specific, school by school information.

- 6.9 Using initial CFR data, eight schools were identified as holding a significant surplus, which is unchanged from the number at the end of 2020-21. The aggregate level of significant surplus balances amounts to £0.591m, an increase of £0.139m (+31%).
- 6.10 Reflecting on the possibility of schools holding funds in trust and outside the main school budget, the Forum agreed that the surplus calculation be updated to exclude any such funds where they are held in respect of an activity that supports a number of other BF schools, such as one operating a school improvement and CPD programme. Uplands Primary is the only school to request such an adjustment which has been reported at £188,677. This amount has therefore been removed from the significant surplus balances calculation, meaning seven schools are deemed as holding surplus balances above the minimum threshold.
- 6.11 Relevant schools holding significant surplus balances have provided headteacher certified statements that confirm that these funds are being held for valid reasons, as set out in the scheme, with around 68% profiled to be spent in the current year and 32% in future years.
- 6.12 In terms of the likelihood of schools completing the spend to schedule, plans have been categorised between uncommitted if governors have yet to agree the project, approved, once formally signed off by governors, and complete where spend has now been incurred. 87% of the associated spending plans have completed or been approved by governors.
- 6.13 Based on these returns, the Forum is therefore recommended to agree that no claw-back should be applied. A summary of intended use of the significant surpluses is as follows:
1. £0.272m to finance additional staff costs as schools transition to re-structures and cost reductions (49%)
 2. £0.174m for capital buildings, construction and refurbishment (31%)
 3. £0.018m to support future budget shortfalls predicted to arise from a reduction in pupil numbers (3%)
 4. £0.097m on ICT, equipment, furniture and learning resources (17%)

Note: relevant schools have indicated that £0.078m more will be spent on these items than is held on significant surpluses, with the excess being financed from within surpluses not categorised as significant.

Annex F sets out outline information on the spending intentions of schools with significant surplus balances.

- 6.14 Forum members have previously requested more information on the frequency that individual schools generate a significant surplus together with an update from those with a significant surplus in 2020-21 to confirm whether actual spending plans were completed as indicated. Annex E shows that 1 school has achieved a significant surplus

balance in each of the last 5 years and another for 4 consecutive years. Over the last 5 years, 16 different schools have reported significant surplus balances.

- 6.15 In terms of updating the Forum on whether the 8 schools with significant surplus balances at the end of 2020-21 were spent as intended, headteachers from all relevant schools have confirmed this to be the case. At 4 of the schools, surpluses have reduced to below the significance threshold.

Significant surplus balances above the maximum cap

- 6.16 As set out above in paragraph 6.5, schools have previously agreed through consultation that an absolute cap should be set on significant surplus balances at which point even if the funds are being held for a valid purpose, they would ordinarily be deducted. Relevant schools could make a case to the Forum to retain any surplus above the maximum cap.
- 6.17 No schools have surplus balances above the cap.

Deficit Recovery Plans

- 6.18 As part of the DfE programme to support financial management in schools, where a deficit is greater than 5%, relevant schools need to submit a recovery plan to their LA. Annex A identifies 3 such schools, all of which are in discussion with council relating to their medium-term plans. An update on these plans will be presented to the Forum in September.
- 6.19 Furthermore, the DfE are collecting High-level Action Plans each year from local authorities where the number or proportion of schools with revenue balance deficits is above a certain level.
- 6.20 For the 2022 Action Plan return, the thresholds have been set for returns to be completed by local authorities with more than 10 schools, or more than 10% of schools, with revenue balance deficits of 7% or more. According to the Consistent Financial Reporting (CFR) data for 2020-21, Bracknell Forest LA have 3 of 27 schools (11% of schools) with a revenue balance deficit of 7% or more as of 31 March 2021.
- 6.21 All 3 schools identified by the DfE are within the current programme of licensed deficit support to schools to manage financial difficulties over the medium term, with plans progressing well with all 3 schools.
- 6.22 The deadline for submission of the Action Plan is 15 July and more information will be presented to the Forum in September when the annual report on support to schools in financial difficulties is presented.

Capital Funding

- 6.23 Schools receive direct funding for capital projects through the DfE Devolved Formula Capital Grant (DFC). DFC is allocated as a specific grant through a national formula, paying a fixed lump sum of £4,000 for all schools and £11.25 per pupil for primary aged pupils, £16.88 for secondary pupils up to 15 years of age, £22.50 for post 16 aged pupils and £33.75 for those in special schools. Total funding for the year amounted to £0.232m with the average allocation to a primary school at £8,362 and £24,840 for a secondary school.
- 6.24 DFC is provided in response to the continuing need for additional resources and must be spent on improving the condition and suitability of school accommodation as well as

ICT hardware. Individual projects need to be at least £2,000 to qualify as capital related expenditure with buildings related projects needing to be approved by the council before they can proceed for reasons of health and safety. Schools can pool their funding amongst each other or add it as a contribution to projects undertaken by the Council. Funding must be spent on eligible expenditure within 3 years and one term of receipt or be returned to the DfE.

- 6.25 As voluntary aided (VA) schools own and are responsible for the maintenance of their buildings, different arrangements are in place, outside local authority accounts, and therefore, information on the 5 VA schools in Bracknell Forest are not available for inclusion in this report.

Annex G provides a summary of individual school balances of DFC as at 31 March 2022.

- 6.26 Some comments on the analysis are as follows:

1. Aggregate unspent balances have reduced by 24% and now amount to £0.354m (was £0.465m).
2. Average surplus balances held by primary schools amount to £13,798 (was £17,669 last year) with secondaries at £30,991 (down from £37,536).
3. The level of capital balances are not considered excessive as schools tend to save funds over a number of years before committing to significant projects. It does present an opportunity for schools to consider larger and more significant value projects than in the recent past.
4. All schools had at least a net nil balance at year end.
5. 6 schools are in danger of having to return unspent grant at 31 August 2022, which aggregates to £0.053m.. Relevant schools have been informed of this risk to their funding.

7 Advice received from statutory and other officers

Borough Solicitor

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

Executive Director of Resources: Finance

- 7.2 The Executive Director of Resources: Finance is satisfied that no significant financial implications arise from reporting 2021-22 school balances. The improvement in aggregate surplus balances is very welcome, however, schools continue to operate in difficult financial circumstances and a number of risks exist.

Equalities Impact Assessment

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

Strategic Risk Management Issues

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

Climate Change Implications

- 7.5 The recommendations from this report will have no impact on emissions of carbon dioxide as they report on activities already undertaken.

8 CONSULTATION

- 8.1 Not applicable, applying statutory regulations and approved policies.

Background Papers

None.

Contact for further information

Paul Clark, Finance Business Partner – People Directorate

(01344 354054)

<mailto:paul.clark@bracknell-forest.gov.uk>

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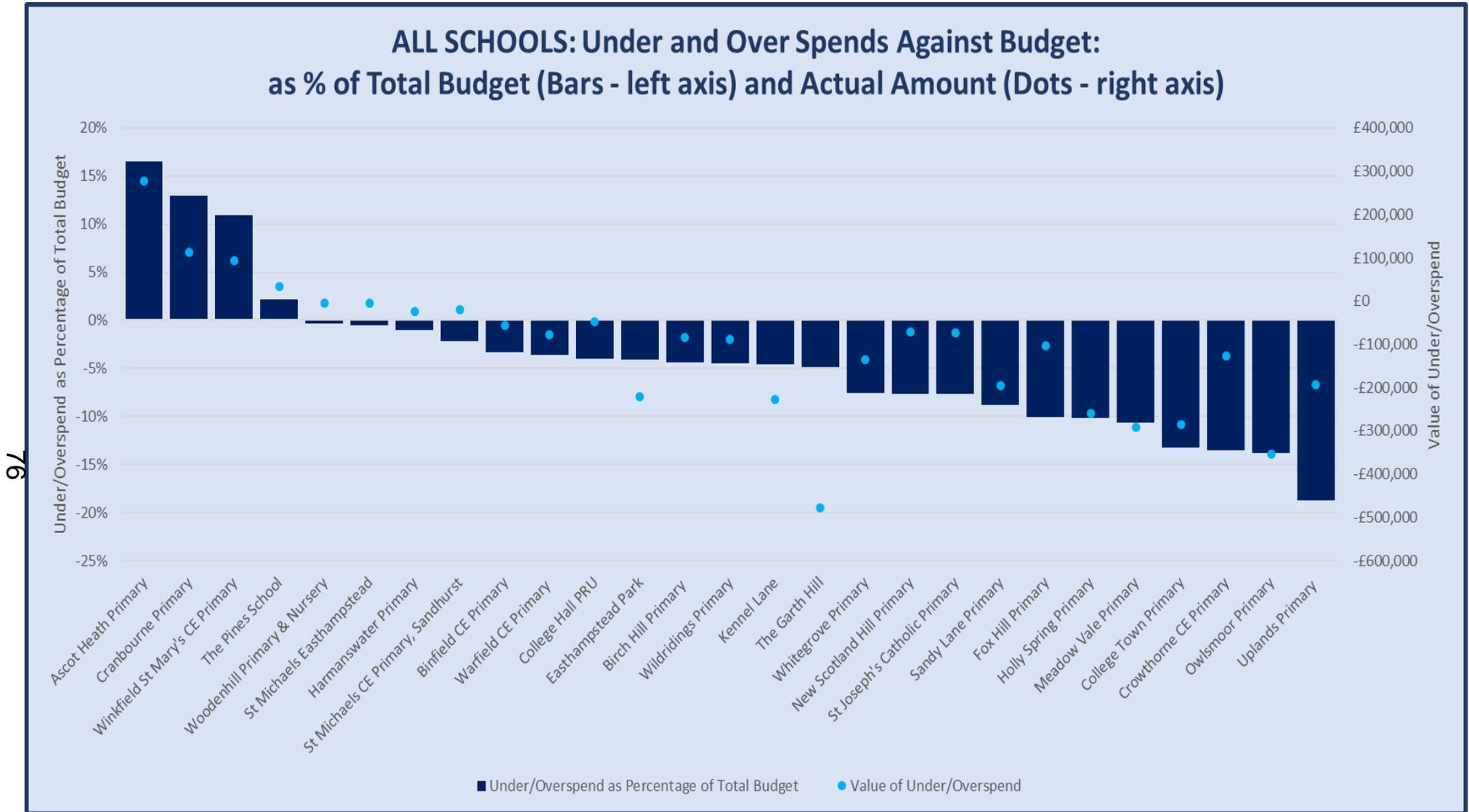
[https://bfcouncil.sharepoint.com/sites/fina/bpm/FIBPSCB-FIN9.6/Schools_Forum/\(111\)_230622/2021-22_School_Balances.docx](https://bfcouncil.sharepoint.com/sites/fina/bpm/FIBPSCB-FIN9.6/Schools_Forum/(111)_230622/2021-22_School_Balances.docx)

2021-22 School Revenue Balances

School	2021-22 Funding (excluding brought forward)	School Balances				
		Carry Forward amount (- surplus / + deficit)	Percentage 2021-22 Funding	Change from 2020-21	Percentage of total Budget last year	Change in Percentage of total Budget
Ascot Heath Primary	£1,673,808	£276,588	16.52%	-£50,549	22.42%	-5.90%
Binfield CE Primary	£1,715,464	-£56,724	-3.31%	-£54,176	-0.17%	-3.14%
Birch Hill Primary	£1,886,581	-£83,426	-4.42%	-£41,273	-2.45%	-1.97%
College Town Primary	£2,160,475	-£285,687	-13.22%	£16,000	-14.88%	1.66%
Cranbourne Primary	£867,660	£112,354	12.95%	£18,584	11.74%	1.20%
Crowthorne CE Primary	£938,008	-£126,626	-13.50%	-£71,918	-6.34%	-7.15%
Fox Hill Primary	£1,029,399	-£103,667	-10.07%	-£63,282	-4.20%	-5.87%
Harmanswater Primary	£2,312,826	-£24,107	-1.04%	-£45,377	0.95%	-1.99%
Holly Spring Primary	£2,572,042	-£260,490	-10.13%	£61,104	-12.64%	2.51%
Meadow Vale Primary	£2,745,976	-£291,632	-10.62%	-£76,948	-8.29%	-2.33%
New Scotland Hill Primary	£926,866	-£70,812	-7.64%	-£19,430	-5.87%	-1.77%
Owlsmoor Primary	£2,547,177	-£353,295	-13.87%	-£158,526	-8.57%	-5.30%
The Pines School	£1,608,935	£34,230	2.13%	-£31,617	4.39%	-2.26%
Sandy Lane Primary	£2,230,910	-£196,330	-8.80%	-£55,870	-6.98%	-1.82%
St Joseph's Catholic Primary	£943,915	-£72,731	-7.71%	-£2,289	-8.18%	0.48%
Winkfield St Mary's CE Primary	£864,776	£94,614	10.94%	£20,103	9.55%	1.39%
St Michaels Easthampstead	£1,058,607	-£5,808	-0.55%	£84,907	-9.47%	8.92%
St Michaels CE Primary, Sand'st	£870,595	-£18,889	-2.17%	£13,263	-4.11%	1.94%
Uplands Primary	£1,034,723	-£193,868	-18.74%	£8,671	-20.96%	2.22%
Warfield CE Primary	£2,129,563	-£76,923	-3.61%	-£32,755	-2.35%	-1.26%
Whitegrove Primary	£1,809,247	-£136,116	-7.52%	-£2,403	-8.35%	0.83%
Wildridings Primary	£1,948,429	-£87,593	-4.50%	£87,855	-9.59%	5.10%
Woodenhill Primary & Nursery	£1,707,157	-£5,952	-0.35%	£24,934	-2.04%	1.69%
College Hall PRU	£1,190,214	-£47,037	-3.95%	-£12,921	-3.58%	-0.38%
Easthampstead Park	£5,419,245	-£220,100	-4.06%	-£96,419	-2.48%	-1.58%
The Garth Hill	£9,785,237	-£478,753	-4.89%	-£86,774	-4.26%	-0.63%
Kennel Lane	£4,960,415	-£226,737	-4.57%	£49,687	-6.12%	1.55%
Total	£58,938,250	£2,905,517	-4.93%	-£517,419	-4.40%	-0.52%

Primary average	£1,634,050	-£84,039	-5.14%	NB this summary analysis excludes College Hall PRU and Kennel Lane Special School.
Secondary average	£6,721,632	-£308,530	-4.51%	
Primary smallest budget /highest deficit	£864,776	£276,588	16.52%	
Primary largest budget / highest surplus	£2,745,976	-£353,295	-18.74%	
Secondary smallest budget /highest deficit	£4,960,415	£0	0.00%	
Secondary largest budget / highest surplus	£9,785,237	-£478,753	-4.89%	

2021-22 School Revenue Balances – ranked by percentage of budget



Key explained:

Dark blue bars represent percentage of budget over (+) or under (-) spent. The left-hand y-axis indicates the percentage value
 Light blue dots represent the cash value of deficit (+) or surplus (-). The right-hand y-axis indicates the cash value.

Summary profile of deficit and surplus school balances – All Schools

Phase	2020-21			2021-22			Change in carry forward 2020-21 to 2021-22 (+ increase / - decrease in surplus)	
	Budget for the year (excludes b/forward)	Carry Forward	Carry Forward as % of final budget	Budget for the year (excludes b/forward)	Carry Forward	Carry Forward as % of final budget		
Primary and PRU	£35,505,641	£1,596,014	4.50%	£38,773,353	£1,979,927	5.11%	£383,913	24.05%
Secondary and Special	£18,709,173	£792,084	4.23%	£20,164,897	£925,590	4.59%	£133,506	16.86%
Total	£54,214,814	£2,388,098	4.40%	£58,938,250	£2,905,517	4.93%	£517,419	21.67%

Analysis of net balances								
Deficits		Surpluses					Significant Surpluses	
Number	Largest	Number	Largest	No. 0-5% of budget	No. 5-8% of budget	No. > 8% of budget	Number	Amount

2020-21

Primary and PRU	5	£327,137	19	-£321,594	7	3	9	8	-£452,252
Secondary and Special	0	£0	3	-£391,979	2	1	0	0	£0
Total	5	£582,535	22	-£2,970,633	9	4	9	8	-£452,252

2021-22

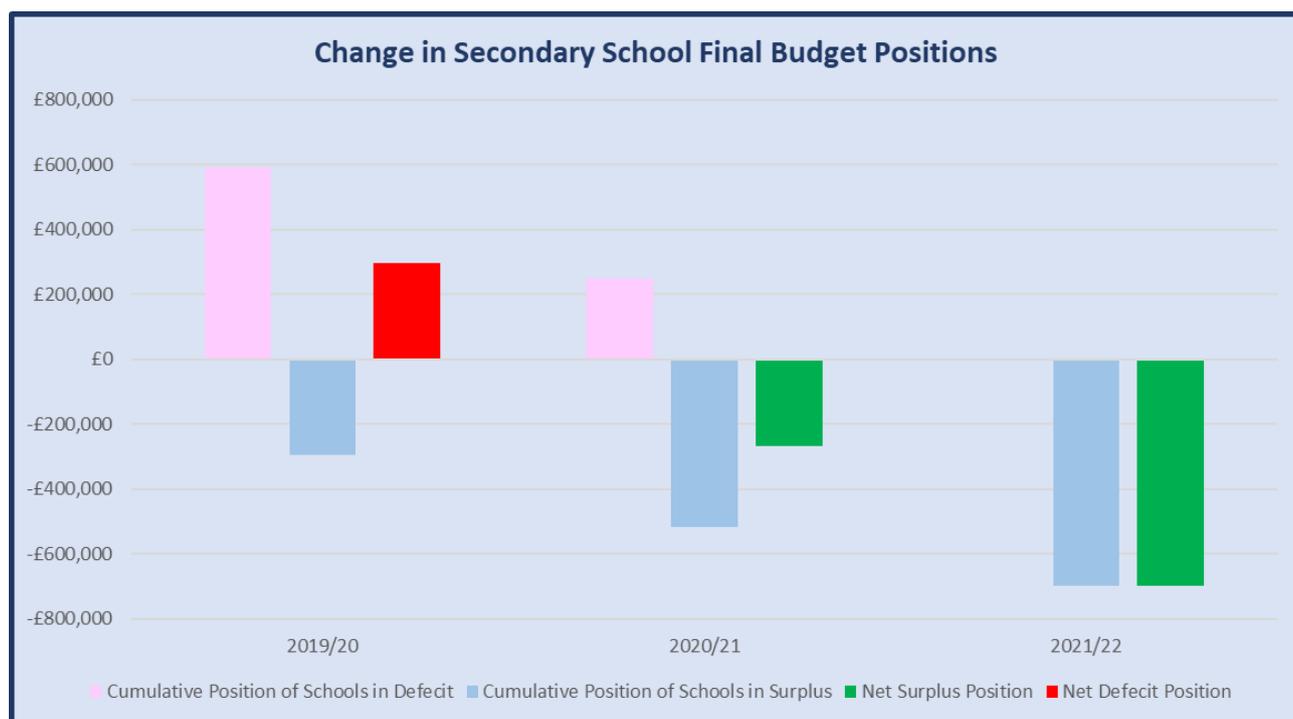
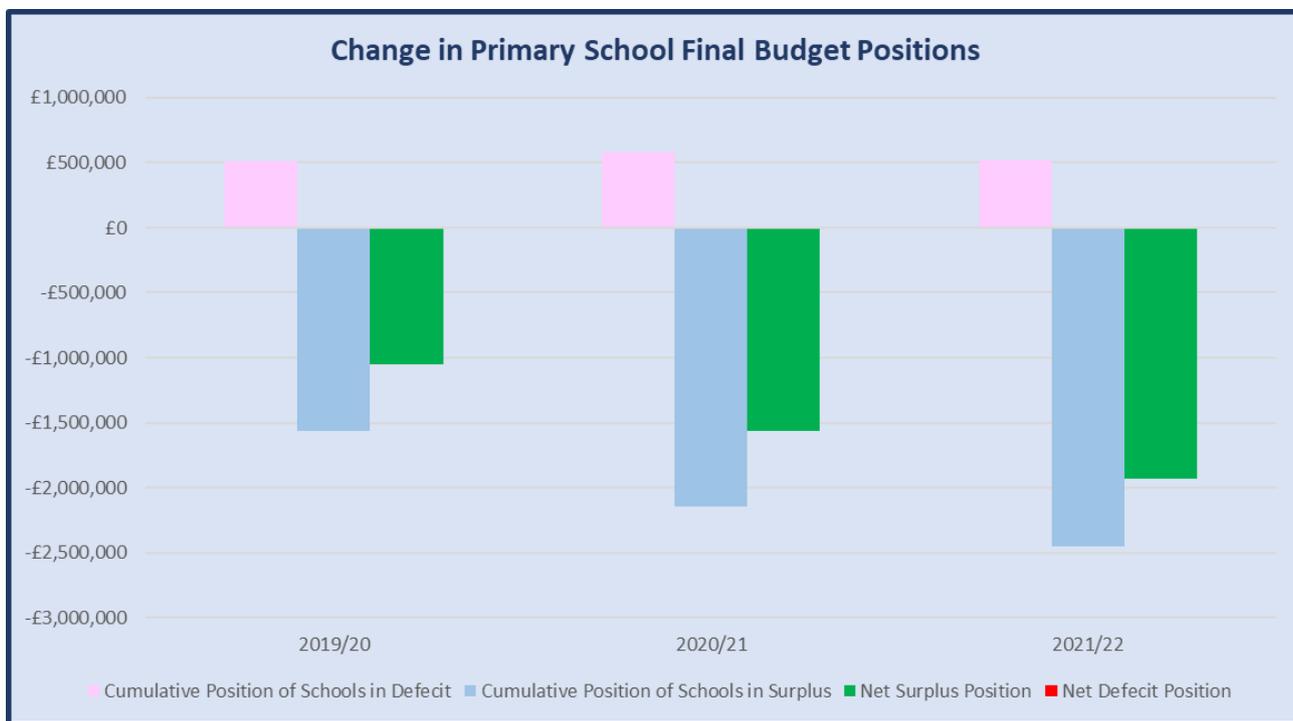
Primary and PRU	4	£276,588	20	-£353,295	9	3	8	8	-£590,898
Secondary and Special	0	£0	3	-£478,753	3	0	0	0	£0
Total	4	£517,786	23	-£3,423,303	12	3	8	8	-£590,898

Change 2020-21 to 2021-22

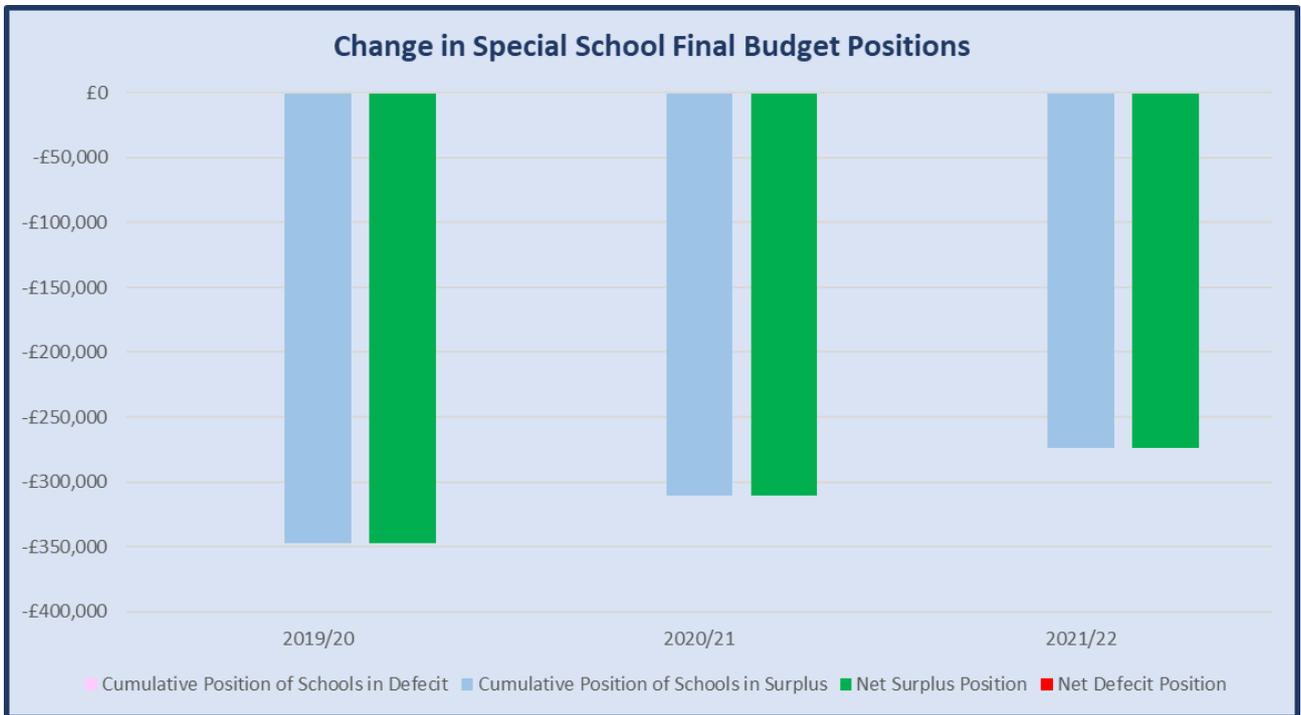
Primary and PRU	-1	-£50,549	1	-£31,701	2	0	-1	0	-£138,646
Secondary and Special	0	£0	0	-£86,774	1	-1	0	0	£0
Total	-1	-£64,749	1	-£452,670	3	-1	-1	0	-£138,646

School Balances – 3-year change 2019-20 to 2021-22

For each year: first bar (pink) shows aggregate of deficit balances, second bar (light green) shows aggregate of surplus balances, third bar is net position of deficits and surpluses, with bright green indicating overall surplus, red indicating overall deficit.



For each year: first bar (pink) shows aggregate of deficit balances, second bar (light green) shows aggregate of surplus balances, third bar is net position of deficits and surpluses, with bright green indicating overall surplus, red indicating overall deficit.



Approved scheme to control significant surplus school balances

Normal text indicates the wording for the BFC Scheme. Words in *italics* are offered as an explanation to the Scheme text and are not part of the Scheme.

Controls on surplus balances

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

- a. the Authority shall calculate by 30 June each year the surplus balance, if any, held by each school as at the preceding 31 March. For this purpose the balance will be the recurrent balance as defined in the Consistent Financial Reporting Framework;

Balances on Devolved Formula Capital and any other specific grant funded activities are excluded, unless allowed for in the relevant grant conditions.

- b. the Authority shall deduct from the calculated balance any amounts for which the school has a prior year commitment to pay from the surplus balance from the previous financial year;

In this context, a prior year commitment is defined as a project previously agreed with the Authority to be excluded from the claw-back calculation, for example, capital building and construction projects – see c.i to viii below for full criteria to be used to establish a valid commitment against a surplus balance.

- c. the Authority shall then deduct from the resulting sum any amounts which the governing body of the school has declared to be assigned for specific purposes permitted by the authority, and which the authority is satisfied are properly assigned. To count as properly assigned, amounts must not be retained beyond the period stipulated for the purpose in question, without the consent of the Authority. In considering whether any sums are properly assigned the Authority may also take into account any previously declared assignment of such sums but may not take any change in planned assignments to be the sole reason for considering that a sum is not properly assigned. Schools will be required to provide relevant information to support funds assigned for a specific purpose, in a format prescribed by the authority.

The criteria to consider whether sums are properly assigned are as follows:

- i. Capital building and construction projects
- ii. Furniture, IT and other one-off expenditure of a capital nature
- iii. Infrastructure, maintenance and refurbishment
- iv. Staffing remodelling and restructuring
- v. Specific curriculum resources
- vi. Balances held in respect of pupil focused extended activities
- vii. Money held to fund budget deductions known to be occurring in the next financial year e.g. fall in pupil numbers.
- viii. Balances held in respect of an activity that supports a number of other BF schools, such as one operating a school improvement and CPD service
- ix. Other high cost activities, of a long term nature, agreed in advance with the Executive Director responsible for schools.

The conditions outlined here are intended to ensure schools can build up reserves towards particular projects but cannot defer implementation indefinitely. A change in the plans of a school

is not allowed to be the only criterion by which a sum can be considered to be properly assigned or not. After the accounts are closed each year, the Authority will contact schools with significant surplus balances to agree whether any of the balance has been properly assigned for a specific purpose and can therefore be deducted from the claw-back calculation.

The above specified criteria have previously been approved by the Schools Forum following consultation with schools where they were supported by the vast majority of respondents.

- d. The maximum surplus that can be retained by a secondary school is 10% of the annual budget. For primary, special and Pupil Referral Units (PRUs), it is the greater of 16% or £150,000.
- e. if the result of steps a-c is a sum greater than the maximum amount specified in d, above, then the Authority shall deduct from the current year's budget share an amount equal to the excess.
- f. the calculation will be made against the final budget for the year in question i.e. after any contingency funding, significant in-year pupil growth allocation etc. The deduction will be made annually in arrears i.e. the final balance at 2011-12 calculated against the final budget for 2011-12 (known around June 2012) will be deducted at the start of the 2013-14 financial year.

This paragraph has been added to make clear that the calculation will be made against final and not initial budgets. It is also proposed to delay any claw-back for one year to allow relevant schools time to plan for the change when setting subsequent budgets.

- g. Should any school wish to retain a higher surplus than permitted in steps d-f above, the Schools Forum will consider each referral on a case by case basis, taking account of the merits of each individual proposal based upon the submission made by the school.
- h. An appeal against a decision by the Forum in step g. can be made to the relevant Director. The Director's determination will be final.
- i. Where, at 31 March 2014, a school holds a surplus balance in excess of steps d-f, this can be retained until 31 March 2017 without specific approval of the Forum.

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

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

School Revenue Balances – Significant Surpluses

School	2021-22 Significant surplus				Previous significant surpluses (4 years)			
	Amount requiring explanation and permission (over 5% or 8%)	Amount above maximum cap	Total significant amount	Number consecutive years	2020-21	2019-20	2018-19	2017-18
Ascot Heath Primary	£0	£0	£0	0	£0	£0	£0	£0
Binfield CE Primary	£0	£0	£0	0	£0	£0	£0	£0
Birch Hill Primary	£0	£0	£0	0	£0	£0	£0	£0
College Town Primary	-£112,849	£0	-£112,849	4	-£139,510	-£46,059	-£33,659	£0
Cranbourne Primary	£0	£0	£0	0	£0	£0	£0	£0
Crowthorne CE Primary	-£51,585	£0	-£51,585	1	£0	£0	£0	£0
Fox Hill Primary	-£21,315	£0	-£21,315	1	£0	£0	£0	£0
Harmanswater Primary	£0	£0	£0	0	£0	£0	£0	-£79,723
Holly Spring Primary	-£54,727	£0	-£54,727	5	-£118,078	-£66,968	-£86,315	-£17,227
Meadow Vale Primary	-£71,954	£0	-£71,954	2	-£7,568	£0	-£218,357	-£49,886
New Scotland Hill Primary	£0	£0	£0	0	£0	£0	£0	£0
Owlsmoor Primary	-£149,521	£0	-£149,521	2	-£13,010	£0	£0	£0
The Pines School	£0	£0	£0	0	£0	£0	£0	£0
Sandy Lane Primary	-£17,857	£0	-£17,857	1	£0	-£36,631	-£200,336	-£236,124
St Joseph's Catholic Primary	£0	£0	£0	0	£0	-£1,650	-£7,511	£0
Winkfield St Mary's CE Primary	£0	£0	£0	0	£0	£0	£0	£0
St Michaels Easthampstead	£0	£0	£0	0	-£14,069	£0	-£32,273	£0
St Michaels CE Primary, Sandhurst	£0	£0	£0	0	£0	£0	£0	£0
Uplands Primary	£0	£0	£0	4	-£125,234	-£22,700	-£26,330	£0
Warfield CE Primary	£0	£0	£0	0	£0	£0	£0	£0
Whitegrove Primary	£0	£0	£0	0	-£5,641	-£75,466	-£93,006	-£37,288
Wildridings Primary	£0	£0	£0	0	-£29,142	£0	£0	£0
Woodenhill Primary & Nursery	£0	£0	£0	0	£0	£0	£0	-£1,713
College Hall PRU	£0	£0	£0	0	£0	£0	£0	-£30,167
Easthampstead Park	£0	£0	£0	0	£0	£0	£0	£0
The Garth Hill	£0	£0	£0	0	£0	£0	£0	£0
Kennel Lane	£0	£0	£0	0	£0	£0	-£1,762	£0
Total	-£479,808	£0	-£479,808		-£452,252	-£249,474	-£699,549	-£452,128
Number			7		8	6	9	7

Analysis of significant school surplus balances

School	Significant Surplus					
	Type of spend			Spend by year (finish date)		
	Uncomm -itted	Approved	Complete	2022-23	2023-24	2024-25 onwards
<u>College Town Primary (13.2% surplus - £112,843 significant)</u>						
-						
Canopy - Total cost £51,516. Joint funded between capital and revenue		£35,516		£35,516		
Ball court - resurfacing and fence replacement		£24,110		£24,110		
Additional Teacher for extra class in Year 1/2. 6 classes planned, would normally only have 5 for numbers of pupils currently 122. Extending additional teacher for another year to support another year group in KS2 to provide an extra class above normal requirements to reduce class sizes until August 2023.		£51,588			£51,588	
Lead on Pastoral Care to be non-class based position to allow KS2 classes to be split for core subjects and provide additional Pastoral support. Extended non class based role for another year.		£51,588			£51,588	
Additional non-class teacher position in year 6 KS2 to allow classes to be split for core subjects. Ends August 2022		£21,495		£21,495		
Total accounted for		£184,297		£81,121	£103,176	£0

School	Significant Surplus					
	Type of spend			Spend by year (finish date)		
	Uncomm -itted	Approved	Complete	2022-23	2023-24	2024-25 onwards
<u>Crowthorne (13.5% surplus - £51,588 significant)</u>						
Grant/Donation from Wellington College to help towards work planned in the Wooded Area in the school		£5,000		£5,000		
Other grants /donations to be used for classroom resources and minor building adaptation that have yet to be completed.		£9,710		£9,710		
Deputy Headteacher to take a year out of class, to be replaced by 0.5 FTE teacher for 12 months.		£26,000			£26,000	
Funding being set aside for additional staff toilet and boiler replacement.	£14,000					£14,000
Total accounted for		£54,710		£14,710	£26,000	£14,000
<u>Foxhill (10.0% surplus - £21,315 significant)</u>						
Additional Teaching Assistants to provide support for pupils with additional needs.		£20,500		£10,550	£9,950	
Repayment of unused grant, shown as spent but will be clawed back		£2,954		£2,954		
Total accounted for		£23,454		£13,504	£9,950	£0
<u>Holly Spring (10.1% surplus - £54,727 significant)</u>						
Additional teacher employed for SEND support.		£58,827		£34,316	£24,511	
Total accounted for		£58,827		£34,316	£24,511	£0

School	Significant Surplus					
	Type of spend			Spend by year (finish date)		
	Uncomm -itted	Approved	Complete	2022-23	2023-24	2024-25 onwards
<u>Meadow Vale (10.6% surplus - £71,954 significant)</u>						
Replacement Astro Pitch	£41,954			£41,954		
Replace remaining un-glazed windows	£10,000			£10,000		
Lighting for Astro Pitch	£10,000			£10,000		
Re-furbish the current Nursery outdoor provision to include canopy for inclement weather		£10,000		£10,000		
Total accounted for		£71,954		£71,954	£0	£0
<u>Owlsmoor (13.9% surplus - £149,521 significant)</u>						
New phonics scheme, books and training to meet government requirements		£50,000		£50,000		
Additional classroom teacher part time to provide additional support to small groups		£39,111		£39,111		
New library books and library system		£16,000		£16,000		
New phone system moving to VOIP, replacing all handsets that are no longer supported.		£7,000		£7,000		
Replacing learning ipads and purchasing teacher ipads for each year group		£14,699		£14,699		
Concrete slab for outdoor classroom. PTA donating the classroom, school is paying for base		£5,000		£5,000		
Canopy and fencing for outdoor space for Kingfishers class		£18,000		£18,000		
Total accounted for		£44,699		£149,810	£0	£0

School	Significant Surplus					
	Type of spend			Spend by year (finish date)		
	Uncomm -itted	Approved	Complete	2022-23	2023-24	2024-25 onwards
<u>Sandy Lane</u> Loss of whole year group (30 pupils). This balance has been retained to help towards future financial losses in budget		£17,857		£17,857		
Total accounted for		£17,857		£17,857	£0	£0
Total	£75,954	£484,955	£0	£383,272	£163,637	£14,000
Total	13%	87%	0%	68%	29%	3%
Total		£560,909			£560,909	

2021-22 School Capital Balances

SCHOOL	2021-22 new year funding £	Carry forward			Amount that must be spent by 31 Aug 2022 £
		Total Amount (+deficit / - surplus £	Percentage of new year funding £	Change for 2020-21 (+increase / -decrease £	
Ascot Heath Primary	£8,196	-£29,316	357.69%	-£6,491	£12,849
Birch Hill Primary	£8,814	-£17,605	199.74%	£8,814	£0
College Town Primary	£9,752	-£16,629	170.52%	£9,752	£0
Cranbourne Primary	£6,329	£0	0.00%	-£8,151	£0
Crowthorne CE Primary	£6,368	-£14,023	220.21%	£6,368	£1,299
Fox Hill Community Primary	£6,480	-£11,351	175.17%	-£3,380	£0
Harmanswater Primary	£10,477	£0	0.00%	-£7,725	£0
Holly Spring Infant and Nursery	£10,946	-£35,339	322.85%	-£6,559	£13,832
Meadow Vale Primary	£11,272	-£21,024	186.52%	-£19,760	£0
New Scotland Hill Primary	£6,319	-£9,027	142.85%	£208	£0
Owlsmoor Primary	£10,458	-£15,930	152.32%	£10,458	£0
Pines Primary	£7,888	-£11,469	145.40%	-£4,566	£0
Sandy Lane Primary	£9,597	-£29,469	307.06%	-£3,685	£10,026
St Marys CE Primary (Winkfield)	£6,138	-£18,610	303.19%	£5,917	£6,273
Uplands Primary	£6,690	-£10,580	158.15%	-£11,863	£0
Warfield CE Primary	£9,087	-£26,972	296.82%	£6,603	£8,839
Whitegrove Primary	£8,669	-£4,565	52.66%	-£3,559	£0
Wildridings Primary	£8,859	-£76	0.86%	-£9,425	£0
Woodenhill Primary and Nursery	£8,221	-£12,340	150.10%	-£14,333	£0
Easthampstead Park	£18,962	-£2,336	12.32%	-£12,760	£0
Garth Hill	£30,718	-£59,646	194.17%	-£19,540	£0
Kennel Lane	£13,770	-£558	4.05%	-£10,679	£0
College Hall PRU	£8,126	-£7,162	88.14%	£1,547	£0
Total	£232,136	-£354,027	152.51%	-£92,809	£53,118

Primary average	£8,362	-£13,798
Secondary average	£24,840	-£30,991

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