



NOTICE OF MEETING

Schools Forum

Thursday 18 January 2018, 4.30 pm

Function Room, Fifth Floor, Easthampstead House, Bracknell

To: The Schools Forum

Independent Chair:

David Cook, Independent Representative (Chairman)

Schools Members:

Martin Gocke, Pupil Referral Unit Representative (Governor) (Vice-Chairman)

Liz Cole, Primary School Representative (Headteacher)

Jane Coley, Academy School Representative (Headteacher)

Karen Davis, Primary School Representative (Headteacher)

Neil Davis, Primary School Representative (Headteacher)

Brian Fries, Secondary School Representative (Governor)

Peter Floyd, Special School Representative (Governor)

Keith Grainger, Secondary School Representative (Headteacher)

Roger Prew, Primary School Representative (Governor)

Trudi Sammons, Primary School Representative (Headteacher)

Grant Strudley, Primary School Representative (Headteacher)

Debbie Smith, Secondary School Representative (Headteacher)

Rhona Stainthorp, Primary School Representative (Governor)

Andrew Taylor, Primary School Representative (Governor)

Val Woods, Primary School Representative (Governor)

One Vacancy, Secondary School Representative (Governor)

One Vacancy, Academy Governor Representative

One Vacancy, Academy Governor Representative

Non-Schools Members

Dominic Asater, 16-19 Partnership Representative

Michelle Tuddenham, PVI Provider Representative

Greg Wilton, Teacher Union Representative

EMERGENCY EVACUATION INSTRUCTIONS

- 1 If you hear the alarm, leave the building immediately.
- 2 Follow the green signs.
- 3 Use the stairs not the lifts.
- 4 Do not re-enter the building until told to do so.

If you require further information, please contact: Emma Young

Telephone: 01344 352269

Email: emma.young@bracknell-forest.gov.uk

Published: 10 January 2018

One Vacancy, Diocese Representative

ALISON SANDERS
Director of Resources

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

AGENDA

	Page No
1. Apologies for Absence/Substitute Members To receive apologies for absence and to note the attendance of any substitute members.	
2. 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 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. Any Member with an affected Interest in a matter must disclose the interest to the meeting and must not participate in discussion of the matter or vote on the matter unless granted a dispensation by the Monitoring officer or by the Governance and Audit Committee. 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.	
3. Minutes and Matters Arising To approve as a correct record the minutes of the meeting of 7 December 2017.	5 - 10
4. Initial Proposals for Changes to Early Years Funding Arrangements for 3 and 4 year olds To receive a report on the initial proposals for changes to early years funding arrangements for 3 and 4 year olds.	11 - 38
5. Proposals for 2018-19 Schools Block and Central School Services Block Elements of the Schools Budget To receive a report on the proposals for 2018-19 schools block and central school services block elements of the schools budget.	39 - 58
6. Local Authority Budget Proposals for 2018-19 To receive an update on the local authority budget proposals for	59 - 78

2018-19.

7. Schools Forum - Operational and Good Practise Guide

To advise the Forum of the latest Schools Forum – Operational and Good Practice Guide, that was published in September 2017 by the Department for Education.

79 - 114

8. Dates of Future Meetings

15 March 2018

19 April 2018

20 June 2018



SCHOOLS FORUM 7 DECEMBER 2017 4.30 - 6.00 PM

Present:

Schools' Members

David Cook, Independent Representative (Chairman)
Liz Cole, Primary School Representative (Headteacher)
Karen Davis, Primary School Representative (Headteacher)
Peter Floyd, Special School Representative (Governor)
Martin Gocke, Pupil Referral Unit Representative (Governor) (Vice Chairman)
Keith Grainger, Secondary School Representative (Headteacher)
Roger Prew, Primary School Representative (Governors)
Trudi Sammons, Primary School Representative (Headteacher)
Debbie Smith, Secondary School Representative (Headteacher)
Rhona Stainthorp, Primary School Representative (Governor)
Val Woods, Primary School Representative (Governor)

Non-Schools' Members:

Dominic Asater, 16-19 Partnership Representative

Observer:

Cllr Dr Gareth Barnard

Apologies for absence were received from:

Jane Coley, Academy School Representative (Headteacher)
Neil Davis, Primary School Representative (Headteacher)
Brian Fries, Secondary School Representative (Governor)
Andrew Taylor, Primary School Representative (Governor)

Vacancies

One Vacancy, Academy School Representative, (Governor)
One Vacancy, Academy School Representative, (Governor)
One Vacancy, Church of England or Roman Catholic Diocese Representative
One Vacancy, Secondary School Representative (Governor)

28. Declarations of Interest

No declarations of interest were received.

29. Minutes and Matters Arising

RESOLVED that the minutes of the meeting held 19 October 2017 be approved and signed by the chairman as a correct record.

Arising from the minutes of the last meeting, Paul Clark confirmed that an email was sent to all Head Teachers to update Bursars on the options for calculating the 2018-19 school budgets.

The chairman welcomed new members to the Schools Forum.

30. **Start up and diseconomy funding for new and expanding Schools**

The Forum received a report from Paul Clark to discuss the Start-up and Diseconomy Funding Policy for New and Expanding Schools. This is an annual report on an important policy that can generate significant costs for which the Forum has responsibility for agreeing.

As background to the report, it was noted that the policy needed to comply with DfE Operating Guidance and that current data identified the potential requirement for 6 new schools in the next 5 years, with Binfield Learning Village all through school opening in September 2018. All the new schools were required in response to new house building and are forecast to require £14m of additional funding support. At this point in time the DfE had not confirmed how areas experiencing cost increases from new schools would be funded other than for 2018-19 only, LAs would receive the same amount of money as they included in their 2017-18 budget.

Concerns were raised by Headteacher representatives that the DfE funding allocation was below the actual cost and that in order to meet the new commitment there would need to be a significant reduction to the amount of funds available to distribute to existing schools in the Borough.

(Action: Funding policy for new schools to be revisited in advance every year by Schools Forum in terms of schools placing and numbers so Schools Forum can make a decision on the budgets proposed)

The key component parts of the proposed funding allocation remain unchanged; pre-opening start-up costs; rates at actual; enhanced fixed lump sum; and per class funding. The policy would only apply to basic need pupils and would not cover pupils from outside the area who want to attend due to the popularity of the school. New schools would be moved to the Schools National Funding Formula (SNFF) as soon as possible with schools moving over at 95% capacity for 1 Form Entry (FE) Schools, 90% for 2 FE Schools and 85% for 3 FE and over Schools.

It was noted that the funding for Binfield Learning Village would be capped at 4 classes i.e. 120 pupils and it was confirmed after questions that any additional pupils attending following school admission appeals above the 120 pupil limit would be funded by the Academy.

An initial vote was held on the recommended funding policy with the number of votes being 3 approved the policy and 3 rejections.

The new Chairman sought a better understanding of the key issues from the perspective of Members and asked for an outline of the areas that were causing concern to see if they could be addressed. Forum members highlighted concerns about the cost of a full time Head Teacher when only 120 pupils would be educated in the first year and questioned whether a 'school share' arrangement would be possible which had been the case in previous BF school expansions. It was suggested that this wouldn't be possible as the academies operating new schools were not based in Bracknell and would be unlikely to accept a BFC nominated appointment and there would be significant difficulties in recruiting a high quality Headteacher on a part time basis. A 'school share' approach is possible for school expansions and has been the model used to date in BF. It was confirmed that the contract had already been offered to the new Headteacher so rescinding this decision would be challenging and the academy were keen to ensure good leadership from

the opening of the school. It was also acknowledged that alternatives were unclear as stopping the academy from employing a full time head teacher could influence them to open all year groups which would disrupt education in other Bracknell Forest Schools.

Whilst it was acknowledged that new schools would need additional funding, the forum also expressed strong concerns about maintaining the quality of current schools which were already under the pressure of further budget cuts. Councillor Gareth Barnard updated the forum about his meeting with Dr Phillip Lee MP to express concerns about lack of funding for schools especially in respect of having to fund new schools that were required as a result of government housing targets.

It was explained that any money for the opening of new schools which was not taken from the schools budget, would need to be found from the council's revenue budget which would put pressures on other areas and would be difficult to accommodate.

Another vote was taken following these discussions where 1 forum members rejected the proposals and 5 agreed, under the condition that their strong concerns were noted and that future decisions concerning new school funding would be brought to the Schools Forum for a decision.

It should be acknowledged that the forum strongly felt that there was not enough money from National Government to run schools at the current level.

(Action: School performance data to be brought to Schools Forum to consider the impact of funding on school performance)

The forum congratulated the authority for looking at the policy in an innovative way under challenging financial constraints linking it to the SNFF.

RESOLVED that the Forum AGREED:

That the updated new / expanding schools funding policy should be applied in the 2018-2019 financial year.

31. 2018-19 Schools Block element of the Schools Budget - initial matters

Paul Clark reported to the schools forum on the key issues to consider at this stage of the budget setting process for 2018-19 including the responses received from schools through the recent financial consultation exercise. The key points were:

- Responses from schools showed clear support to:
 - Moving as close to the SNFF as possible
 - The MFG should be set at the highest permitted amount i.e. 0%.
 - Continue ongoing de-delegation of permitted services (note the council would no longer request this in respect of SIMS licenses)
 - Continue the £20 per pupil contribution from maintained schools to LA education related statutory and regulatory duties
 - Schools amalgamating that close to form a new primary school should retain any aggregate surplus balance
- Subsequent to last meeting and the issuing of the financial consultation with schools, the DfE would now allow LAs to implement an MFG rate of up to +0.5%. This would assist LAs in matching the SNFF although other difficulties remain to prevent a perfect match.
- Taking account of estimated levels of income, the LA proposed the following initial budget changes for 2018-19:
 - +£0.325m for additional pupils

- +£0.512m diseconomy funding for new schools
- -£0.102m adjustments to business rates
- +£1.264m balance is “new” money that can be used to offset cost increases e.g. pay price inflation, pension changes, impact of the Living Wage

The next steps would be to distribute the indicative 2018-019 budgets to schools by 15 December, using BFC pupil data and the preliminary decisions taken by the Forum. Then calculations would be updated in light of data from the DfE which is expected during the week commencing 11 December 2017. The final recommendations would then be made by the Forum on 18 January and its recommendations would be endorsed by the Executive Member and DfE notified for the 19 January deadline.

RESOLVED That the Forum AGREED:

That in accordance with the majority views of schools as expressed through responses to the financial consultation, that:

1. **The allocation of additional funds to schools should be through Option 1, aim for a close fit to the 2018-19 SNFF allocation for each school;**
2. **The cost of meeting the MFG will be via an equal proportionate deduction from all schools experiencing a funding gain;**
3. **That taking account of the additional funding to be provided through the Pupil Premium, that funding for Looked After Children is removed from the BF funding formula.**

On going central retention by the Council of Schools Block and Central School Services funding for the services set out in Annex 2.

The provisional budget changes for 2018-19, as set out in Table 2, and that indicative budgets are sent to schools this term, based on these decisions.

That taking account of the recent revision by the DfE to allow for LAs to closer match the allocations from the SNFF in their local funding formula, that the MFG is set at the highest affordable rate, at the same proportional increase most schools can expect, which currently indicates an MFG rate of + 0.38%.

Item for Primary School representatives only:

RESOLVED That the Forum AGREED:

That the continued de-delegation of budgets for the services requested by the council.

Item for Secondary School representatives only:

RESOLVED That the Forum AGREED:

That the continued de-delegation of budgets for the services requested by the council.

Item for all School representatives only

RESOLVED That the Forum AGREED:

That a £20 per pupil contribution continues to be made by maintained schools towards the cost of delivering ‘general’ education related statutory and regulatory duties.

That subject to agreement of the DfE, where schools amalgamate to form a new primary school, that any balances from the closing schools should be made available for use by the successor school rather than be retained by the council.

32. DfE Consultation: Changes to the criteria for agreeing loan schemes

Paul Clark presented a report on the consultation regarding changes to the criteria for agreeing loan schemes.

The key points from this discussion were:

- DfE will only allow new loans for capital related purchases and not to cover short term recurrent funding difficulties
- Conditions relating to existing loan arrangements will remain unaltered to maturity
- Financial support to schools to move to licensed deficits (subject to suitable scheme being developed)
- The key issue to be aware of was confirmed as where a school converts to an academy with a deficit and it is eligible for intervention, and underperforming schools which the Secretary of State judges are not strong enough to become an academy without a strong sponsor, the deficit remains with the LAs Schools Budget

It was commented by Forum members that a number of Bracknell Forest Schools were performing poorly and therefore at risk of being forced to convert to an Academy and where relevant schools had loans, these could not be recovered, presenting a financial cost to the Schools Budget.

(Action: Paul Clark to present the Forum with current figures on outstanding loans for the Forum to consider current risk)

There were no comments from the Forum regarding the consultation as key decisions had already been made by Government.

RESOLVED that the Forum NOTED:

1. **That the proposals contained in the DfE consultation on the implementation of the changes to the criteria for agreeing loan schemes;**
2. **That the Forum decided that they would not be sending a consultation response**
3. **That the licensed deficit will be reviewed and a report presented to the Schools Forum in the new year.**

33. Any Other Business

The chairman encouraged forum members to put forward agenda items for future meetings.

The next meeting date of 22 March currently clashed with the Head teachers conference and it was proposed that the meeting would be brought forward to accommodate this.

(Action: Paul Clark to propose new date)

34. Dates of Future Meetings

The date of the next meetings will be as follows:

18 January 2018

15 March 2018

19 April 2018

CHAIRMAN

**TO: SCHOOLS FORUM
18 JANUARY 2018**

**INITIAL PROPOSALS FOR CHANGES TO EARLY YEARS FUNDING ARRANGEMENTS
FOR 3 AND 4 YEAR OLDS FROM APRIL 2018
Director of Children, Young People and Learning**

1 PURPOSE OF DECISION

- 1.1 The purpose of this report is to seek agreement from the Schools Forum on initial proposals for 2018-19 Early Years funding for 3 and 4 year olds, including changes to the Bracknell Forest (BF) Early Years Funding Formula (EYFF).
- 1.2 Comments are being sought so they can be considered now in advance of final views that will be gathered from the Forum in March, in advance of the actual budget decisions to be taken by the Executive Member for Children, Young People and Learning.

2 RECOMMENDATIONS

To NOTE:

- 2.1 That the vast majority of responses to the consultation proposals on changes to the Bracknell Forest Council Early Years Funding Formula supported the proposals made by the Council (Annex A, Restricted Annex C and paragraphs 5.11 to 5.13).
- 2.2 The changes to the BF EYFF and summary financial implications anticipated from the proposals on provider hourly funding rates (paragraphs 5.16 and 5.18).

To AGREE:

- 2.3 That taking account of the responses from providers, the following changes to the arrangements for funding Early Years services are implemented as set out in the consultation document:
 - a) The Bracknell Forest Council Early Years Funding Formula for 3 and 4 year olds should allocate around 94.1% of available funds, as summarised at Table 2.
 - b) The budgets to be centrally managed by the council for:
 - i. SEN inclusion fund of around 1.4%
 - ii. Provider contingency at around 1.5%
 - iii. BFC services at around 3%
 - c) The changes to the eligibility criteria for the Early Years Special Education Needs Inclusion Fund as set out on Annex B

3 REASONS FOR RECOMMENDATIONS

- 3.1 The proposals made are considered to be the best available, taking account of the national and local priorities, feedback from the EY Funding Steering Group and provider responses from the consultation and estimated level of available resources.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 Alternative options are detailed in the supporting information.

5 SUPPORTING INFORMATION

Background

- 5.1 This report presents initial proposals for change to the funding arrangements in place for providers of the free entitlement to early years education and childcare and other services that support 3 and 4 year olds. It presents the outcomes from the review of the impact of the significant changes that were introduced in April 2017 in response to developments in government policy. The purpose of the review is to confirm suitability of current arrangements and to identify areas for improvement in light of provider experience.

Review of the current EYFF

- 5.2 The Forum has been kept up to date on steps being taken to develop the 2018-19 budget for EY providers, in particular through a review of the current EYFF to build on provider experience from the changes introduced at April 2017 and to consider how the 5.8% increase in DfE funding announced as part of the 2017-18 funding settlement should be distributed to providers and support services. To meet this commitment, a provider workshop was arranged in September, but due to limited interest, was cancelled.
- 5.3 As an alternative to a general workshop, all childcare providers registered with BF to deliver free entitlements, were contacted and invited to participate in an EY Free Entitlements Steering Group (SG). The SG, comprising of the Private, Voluntary and Maintained Sectors, met in October and early November.
- 5.4 The feedback from the SG meetings indicated that a review of the EYFF was required and that any proposed changes should be mindful of the following points:
1. The formula should be as simple as possible
 2. Any changes in funding rates should be predictable and the reasons for changes transparent
 3. The base rate that is paid at the same rate to all providers should be as large a proportion of the total funding as possible
- 5.5 In preparing the formal consultation, in addition to the matters highlighted by the SG, to support effective business planning and the efficient collection and use of data, the following principles were also taken into account:
1. The formula must be transparent, stable and predictable in its delivery of funding, compatible with DfE requirements and efficient to manage;

2. Data used for funding purposes e.g. measures of deprivation, must be readily available and objective in nature;
3. Hourly supplements to be made where justified to incentivise good practice, or reflect an additional cost, or promote national or local policy objectives;
4. The formula must be affordable within available resources for EY

Current Bracknell Forest EYFF

- 5.6 Table 1 below is a summary of the current EYFF, showing its structure and the weighting applied to each factor which complies with DfE requirements.

Table 1: Summary of the current BF EYFF

EYFF Element	Weighting in EYFF	Hourly funding rate	% total EY funding
Deprivation Supplement	4% of EYFF via IDACI ¹ scores where more than 1 in 5 children are from low income families. Top up funding increase where 1 in 4 and again where 1 in 3 children are from low income families. 1% of EYFF via child eligibility to EY pupil premium.	£0.16, £0.32 or £0.48 £0.77.	
Flexibility Supplement	1% of EYFF via a range of flexible measures e.g. extended day, weekend or, school holiday provision	£0.05, £0.10, £0.15.	
Quality Supplement	3% of EYFF via setting leadership qualification above Level 5 with 30% funding addition where above Level 6.	£0.14 or £0.18.	
Uniform base rate	91% of EYFF and balancing amount after deduction of funds for supplements.	£4.00	
	Average EYFF provider rate	£4.39	94.3%
	Average SEN funding	£0.05	1.0%
	Average contingency funding	£0.09	1.9%
	Sub total to Providers	£4.53	97.2%
	Average BFC funding	£0.13	2.8%
	Funding from DfE to BFC	£4.66	100.0%

¹ Income Deprivation Affecting Children Index (IDACI), a geographical measure at post code level of deprivation calculated by the government from data on families on low income

- 5.7 As set out above, the EYFF distributes around 94.3% of total funding received for EY, with 1% initially held in the SEN Inclusion Fund for allocation to providers supporting relevant children, 1.9% in the provider contingency for unforeseen circumstances and emergencies, and 2.8% for BFC services, which includes EY Development Workers, Outreach support, translation service and management of the EYFF and associated arrangements.
- 5.8 The DfE also pays LAs Early Years Pupil Premium (EYPP) and Disabled Access Fund (DAF) grants for direct allocation to qualifying providers. These are in addition to the core funding distributed by the BF EYFF and are paid to providers in accordance with criteria set by the DfE.

Bracknell Forest Consultation

- 5.9 To gather views on current arrangements, a consultation with all providers registered to receive the free entitlement was undertaken in December 2017. In order to focus on the principles supporting the change, the anticipated financial impact from the changes were illustrated at anonymised provider level. The key matters included in the consultation are summarised below, with the full consultation document and supporting papers available to view at:

<https://www.bracknell-forest.gov.uk/children-and-family-services/childcare/early-years-funding-formula-consultation-2018-2019>

1. Remove the flexibility incentive and add the funding for this incentive to the base rate. Circa £0.054m transferred to the Base Rate.
2. Reduce the number of bands in the quality supplement to one, covering both level 5 and 6 qualifications, with a uniform top up rate of £0.14. Eligibility to be checked annually in the spring term but allow amendments during the year. Circa £0.054m removed from the Quality Supplement.
3. Change the deprivation supplement so that 3% of the EYFF is allocated via the IDACI element and 2% via the Early Years Pupil Premium (EYPP) element. Current arrangement is that 4% is paid via IDACI and 1% via EYPP. Change calculation of the deprivation supplement to annually using an average IDACI score for the previous financial year, rather than update each term. No change in amount of funds allocated, but different provider distribution.
4. Reflecting current experience, increase the funding allocated to the Special Educational Needs (SEN) Inclusion Fund from 1% to 1.4% reducing the Provider Contingency from 1.9% to 1.5% with centrally managed services at 3% of total funding.
5. Allocate any unallocated funding to the Base Rate that is paid at a uniform amount to all providers.

- 5.10 In addition to the proposed changes to the EYFF, other key questions on the consultation document relate to:
1. The percentage of the Free Entitlement Funding for a term paid in the estimate payment.
 - Non-maintained childcare providers receive their termly funding in 2 parts, the Estimate payment paid at the start of the term, which is currently 60% of the total estimated funding for the term, and the Actual payment for the balance of funding due for the term paid after the headcount day. The proportion of funding paid in the estimate payment

has not been reviewed since 2010 and BFC is taking this opportunity to consult with providers on whether this split remains appropriate for their business needs

2. Changes to the criteria for the SEN Inclusion Fund, the proposed changes are:

- The level of funding is no longer dependent on the number of hours of support a child receives per week
- The requirement for evidence of delay in developmental areas for levels of support
- A child will only qualify for high need funding after being in receipt of moderate funding for a minimum of one term

Annex B sets out the full text proposed for the SEN Inclusion Fund.

3. Increasing the funding available for the SEN Inclusion Fund from 1 % to 1.4% to reflect increasing costs.

Summary outcomes

- 5.11 At 15%, there was a low response rate from providers to the consultation - 21 out of 138 registered providers, although respondents do account for a higher 22% of children taking the free entitlement. Two briefing session were arranged to support the consultation, a morning session and an evening session. However due to lack of interest, the morning session was cancelled and only 7 people attended the evening session
- 5.12 Annex A provides a numerical analysis of the level of provider support for the proposals, with confidential Annex C detailing the specific comments received. Annex A shows that for all 11 questions, the majority of respondents supported the proposals made in the consultation with Question 7, which asked if the IDACI element of the EYPP supplement should be calculated annually (currently termly), receiving the lowest support with 67% of respondents in agreement.
- 5.13 Question 10, which related to proportion of payments between estimates and actual hours participation, did not ask providers to support a proposal but rather requested providers to indicate a preference with regards to the percentage of funding paid in the estimate payment. 52% of respondents indicated support for an estimate payment of 60%.

Detailed comments from providers

- 5.14 A number of providers made comments on the proposals and these are set out in full in the confidential Annex C.
- 5.15 5 providers commented on the proposed change to the SEND policy. 1 supported the proposal, 1 supported the proposal but voiced concerns about the time it would take for a child to qualify for the high needs funding. 1 did not answer the question but voiced concern about the delay in children qualifying for the high needs funding. 2 did not support the proposal and voiced concern about the cost of providing for children with SEN and how the proposal would increase costs for providers.
- 5.16 The revised structure of the EYFF and weightings applied to each factor are summarised below in Table 2. Note hourly funding rates are indicative and subject to change once the January 2018 census and other relevant data becomes available.

Table 2: Summary of the proposed BF Early Years Funding Formula

EYFF Element	Weighting	Indicative hourly funding rate	% total EY funding
Deprivation Supplement	3% of EYFF via IDACI scores where more than 1 in 5 children are from low income families. Top up funding increase where 1 in 4 and again where 1 in 3 children are from low income families. 2% of EYFF via child eligibility to EYPP	£0.13, £0.26 or £0.39 £1.54	
Quality Supplement	2% of EYFF via setting leadership qualification Level 5 and above	£0.14	
Uniform base rate	93% of EYFF	£4.30	
	Indicative EYFF average provider rate	£4.64	94.1%
	Average SEN funding	£0.07	1.4%
	Average contingency funding	0.08	1.5%
	Sub total to Providers	£4.79	97.0%
	Average BFC funding	£0.14	3.0%
	Indicative funding from DfE to BFC (+5.8%)	£4.93	100.0%

5.17 If all of the proposals in the BFC consultation are accepted, taking account of the assumptions used in generating the financial information, the following highlight changes are expected to provider funding rates:

- 7 providers will not see a change in their hourly rate – These providers lose £0.30 in flexibility supplement and are not in receipt of any other supplements.
- 31 providers will receive an increase of up to 2%
- 36 providers will receive an increase of between 2% and 4%
- 14 providers will receive an increase of between 4% and 6%
- 7 providers will receive an increase of between 6% and 7.5% - These providers do not currently receive flexibility or deprivation supplement

This analysis still looks wrong with a 5.2% increase in core provider funding rates and not many getting over 4% increases.

(Based on 95 providers funded in the autumn term 2017, excludes allocations to individual providers for the EYPP element of the deprivation supplement in the EYFF)

- 5.18 The most significant factor influencing the outcome on provider funding rates is the level of flexibility supplement funding providers currently receive and the difference between the funding lost with the removal of this supplement and the indicative £0.30 per funded hour increase in the base rate.

Changes now proposed

- 5.19 Based on the responses to the consultation from providers, where the majority of respondents supported the proposals, the Forum is recommended to agree implementation of the original proposals.

Next Steps

- 5.20 Final proposals for 2018-19 EY budgets will be presented for agreement in March.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The relevant legal issues are addressed within the report.

Borough Finance Officer

- 6.2 The Borough Treasurer is satisfied that the anticipated cost of the proposals set out in this report can be met from within expected resources. Final budget proposals will be presented in March. This will confirm funding allocations and revised costings.

Impact Assessment

- 6.3 No Equalities Impact Assessment is required as these changes implement statutory guidance which includes eligibility criteria.

Strategic Risk Management Issues

- 6.4 That the formula reflects provider needs and does not result in loss of provision resulting in the LA not meeting its statutory duty – Low Risk

- 6.5 That the capacity, within the LA, to manage the funds meets increasing demands – Medium Risk

7 CONSULTATION

Principal Groups Consulted

- 7.1 All providers in Bracknell Forest.

Method of Consultation

- 7.2 Responses to a written consultation document. Feedback from a steering group.

Representations Received

7.3 The representations received are summarised in the body of this report and detailed in the annexes.

Background Papers

[Early years national funding formula \(EYNFF\): funding rates and step-by-step calculation for 2018 to 2019](#)

[Early years entitlements: local authority funding of providers: Operational guide for 2018 to 2019](#)

Contact for further information

Karen Frost, Head of Prevention and Early Help 01344 354024
karen.frost@bracknell-forest.gov.uk

Cherry Hall, Strategy and Development Manager (under 5's) 01344 312811
cherry.hall@bracknell-forest.gov.uk

David Allais, Early Help Officer 01344 354027
David.allais@bracknell-forest.gov.uk

QUESTION	Schools	Pre-schools	Day Nursery	Private Nursery	Child minder	TOTAL	
<u>In respect of proposed changes to the flexibility supplement:</u>							
1 Do you agree that the flexibility incentive should be removed?							
Yes	1	8	1	0	6	16	76%
No	0	0	0	2	2	4	19%
No response / unsure	0	0	0	0	1	1	5%
2 Do you agree that the funding currently allocated to the flexibility supplement should be added to the base rate?							
Yes	1	8	1	1	7	18	86%
No	0	0	0	1	1	2	10%
61 No response / unsure	0	0	0	0	1	1	5%
<u>In respect of proposed changes to the quality supplement:</u>							
3 Do you agree that Grade B and Grade C of the quality supplement should be merged into a new Grade B covering staff with a relevant Level 5 or Level 6 qualification?							
Yes	1	7	1	1	8	18	86%
No	0	1	0	1	0	2	10%
No response / unsure	0	0	0	0	1	1	5%
4 Do you agree the amount of funding allocated to the quality supplement should be based on the lower top up of £0.14 per funded hour?							
Yes	1	6	0	1	8	16	76%
No	0	2	1	1	0	4	19%
No response / unsure	0	0	0	0	1	1	5%

	QUESTION	Schools	Pre-schools	Day Nursery	Private Nursery	Child minder	TOTAL	
5	Do you agree with the proposal to check eligibility for the quality supplement annually in the spring term but allow amendments to the supplement during the year?							
	Yes	1	7	1	2	6	17	81%
	No	0	1	0	0	3	4	19%
	No response / unsure	0	0	0	0	0	0	0%
	<u>In respect of proposed changes to the deprivation supplement</u>							
6	Do you agree that the IDACI element of the deprivation supplement should be reduced from 4% to 3% of the EYFF and the EYPP element of the deprivation supplement be increased from 1% to 2% of the EY funding formula?							
20	Yes	1	8	1	1	5	16	76%
	No	0	0	0	1	0	1	5%
	No response / unsure	0	0	0	0	4	4	19%
7	Do you agree that the IDACI element of the EYPP supplement should be calculated annually?							
	Yes	1	8	0	1	4	14	67%
	No	0	0	1	1	4	6	29%
	No response / unsure	0	0	0	0	1	1	5%
8	Should the funding for the deprivation supplement be retained at 5% of the total EY funding formula?							
	Yes	1	8	1	2	6	18	86%
	No	0	0	0	0	0	0	0%
	No response / unsure	0	0	0	0	3	3	14%

QUESTION	Schools	Pre-schools	Day Nursery	Private Nursery	Child minder	TOTAL	
<u>In respect of the base rate</u>							
9 Do you agree with the proposal to maximise the proportion of funding allocated to the base rate, while maintaining the deprivation supplement at 5% of the total funding formula?							
Yes	1	8	1	2	8	20	95%
No	0	0	0	0	0	0	0%
No response / unsure	0	0	0	0	1	1	5%
<u>In respect of the apportionment of funding between estimate and actual payments:</u>							
10 Please indicate which of the following best meets the business needs of your provision.							
Estimate payment of 60%	1	4	0	0	6	11	52%
Estimate payment of 70%	0	1	0	1	0	2	10%
Estimate payment of 80%	0	3	1	1	2	7	33%
<u>In respect of centrally managed funding:</u>							
11 Do you agree with the proposal to increase the SEN Inclusion Fund to 1.4% and retain the Provider Contingency at 1.5% and BFC Services at 3% of total available funds?							
Yes	1	7	1	2	7	18	86%
No	0	0	0	0	0	0	0%
No response / unsure	0	1	0	0	2	3	14%

	QUESTION	Schools	Pre-schools	Day Nursery	Private Nursery	Child minder	TOTAL	
	<u>In respect of the SEND Policy:</u>							
12	Do you agree with the proposed changes to the criteria for the SEND Policy?							
	Yes	1	6	1	2	6	16	76%
	No	0	2	0	0	0	2	10%
	No response / unsure	0	0	0	0	3	3	14%
	Total	1		11		9	21	
	Maximum	17		45		76	138	
2	Response rate	5.8%		24.4%		11.8%	15.2%	



Early Years Special Educational Needs Inclusion and Disability Access Fund Policy

Updated November 2017

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Appendix 1- Criteria to apply for inclusion fund

Appendix 2- Provision Map

1 Introduction

This policy establishes the framework for the Local Authority (LA), private, voluntary, independent (PVI) and maintained early education settings to work together to meet the needs of children aged 0-5 years with special educational needs and disabilities (SEND).

The policy sits within BFC SEND policy and has been developed specifically to set out expectations of BFC and all early education settings.

The policy provides the framework within which all children aged 0-5 years regardless of ability, gender, language, ethnic or cultural origin can be valued in whatever setting they are educated.

2 Definitions of Special Educational Needs and Disability

Special Educational Needs

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled Children

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more

children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person’s disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies)

setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

3 Local Authority: Early Education Provision

Private, voluntary and Independent (PVI) Early Education Providers

PVI providers within Bracknell Forest consist of pre-schools, day nurseries, private nurseries, independent schools and childminders. Most group providers and 10% of childminders are registered to deliver the free entitlements.

Maintained Nursery Classes

All schools with nursery classes (currently 17) are registered to deliver the free entitlements.

Specialist Early Education

There are 3 specialist Early Education provisions within Bracknell Forest.

Kennel Lane School: offers specialist placements for children aged 2- 19 years.

Rainbow Resource: based at Meadowvale Primary School the resource offers placements for children aged 3-5 years with social and communication difficulties and autism spectrum disorder.

Meadowvale Language Unit: based within Meadowvale Primary School, the unit offers placements for children aged 3-11 years with specific speech and language difficulties.

Child Development Centre: Local authority run centre to support children under 5 (and their families) who have developmental delay, disability or complex medical needs.

4 Support for Children aged 0-5 years.

Child Development Centre (CDC)

The CDC offers a variety of interventions to support children with additional needs. Each child is an individual so interventions will be specific to the child and family. Children born with complex needs are often referred at a young age by a health professional and will usually be allocated a keyworker who will support the child and family. Interventions at a very young age will often take place in the home and at the Centre.

Transition into early education is supported by the keyworker who will continue to support the child. Home visits may still take place but the keyworker will also work in

partnership with the early education setting to ensure the child is included successfully and needs are being met.

If there is evidence that with the provision of identified interventions and collaborative working with other relevant professionals e.g. Children and Young People's Integrated Therapies (CYPIT) the child has made little or no progress over at least 2 terms and is delayed in at least 2 areas of learning they may meet the threshold to apply for a statutory assessment for an Education, Health and Care Plan (EHCP).

It is recognised that some children may need an EHCP however it is also recognised that with specific interventions during the early years some children will be able to access a mainstream education setting without the need for a Plan.

5 Early Education and 30 hours Free Entitlement

15 Hours Universal entitlement: all children from the term after their 3rd birthday are eligible to receive 570 hours of free early education per annum (this is mostly accessed as 15 hours per week, 38 weeks per year)

30 Hours Extended entitlement: from September 2017 the entitlement is extending for 3 and 4 year olds where 1 parent (single families) or both parents are working to 30 hours a week over 38 weeks per year or 1140 hours of free early education per annum.

2 year old entitlement: children from the 40% most disadvantaged families are eligible to 570 hours per annum of free early education, this is also available to Looked after Children, adopted children and children in receipt of Disability Living Allowance (DLA)

SEN and DLA elements of funding: BFC will receive 2 funding elements from the education funding agency to meet the needs of children with SEND.

Disability Access Fund: these payments will be ring-fenced for eligible children in receipt of DLA. This fund will then be passported to the early education setting the child attends. The fund should be used to enable the child to be successfully included within the setting and improve outcomes.

SEN: there will be an inclusion fund centrally retained to meet the needs of children with SEN.

6 Early Years Disability Access Fund

Providers will receive a payment for each eligible child attending their setting. Once allocated the provider will be responsible for making decisions about how the funding should be deployed, for example:

- To target one child's specific needs
- To improve the setting for a cohort of children

- To increase the settings capacity to take more disabled children.

The payment is not intended to cover the total costs of providing childcare for a disabled child in receipt of DLA. Providers are still expected to support all children within their setting and meet their statutory duties as per the Early Years Foundation Stage (EYFS) and the Equality Act 2010. Providers can apply to the Local Authority for additional funding from the Inclusion fund as appropriate.

7 SEN Inclusion Fund

All Early Education providers are required to have regard to:

- **The Statutory Framework for the Early Years Foundation Stage (2014)**
3.67. Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice³².
Maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator³³ and other providers (in group provision) are expected to identify a SENCO.
- **The Special Educational Needs and Disability Code of Practice: 0-25 years (2015)** including the principles set out in chapter 1. Chapter 5 of the code sets out the specific actions that early years providers should take to meet their duties in relation to identifying and supporting all children with SEN whether or not they have an EHCP.
- **The Equality Act (2014)**

- Where early education providers are meeting all the requirements of the EFYS statutory guidance and the SEN code of practice and the child is not making adequate progress the provision can apply to the LA Inclusion fund for additional support.
- The inclusion fund is available to enable children with emerging needs to access a mainstream setting and make adequate progress. Emerging needs are those considered to be complicated special educational needs which are exceptional, (outside of the usual ‘average’ range of developmental needs and are requiring resources outside of those usually available to the setting). Some children may have severe and complex needs and a statutory assessment may need to be requested.
<https://www.bracknell-forest.gov.uk/special-educational-needs-send/how-request-assessment>

Process for Inclusion Support

A panel comprising of the following representatives:

- LA Special Educational Needs Officer
- LA Early Years Officer/CDC Officer

- Maintained nursery class representative
- PVI provision representative

Will meet at least termly (and virtually in between) to consider inclusion fund requests, the panel will also consider whether the child would benefit from a specialist early years placement. Some requests may not meet the required threshold, providers will be notified of the outcome of the request following the panel meeting.

Any early education provider registered to deliver the free entitlements for 2, 3 and 4 year olds may apply to the Inclusion fund.

The early education provider will need to provide evidence including:

- Child is known to CDC
- Child's current developmental levels in the 3 prime areas
- Provision map detailing interventions to date (over and above those offered to all children)
- Diagnosis/including medical needs
- Evidence of implementing recommendations from other professionals, e.g. CDC Officers, speech and language therapists
- If a DAF payment has been received for the child how this has been used to include the child successfully and/or improve outcomes
- Details of how the Inclusion fund will be used to improve outcomes for the child
- Parental consent to apply for the fund

Full criteria detailed in Appendix 1.

Requests for additional support will be reassessed by the panel on a termly basis to determine:

- if funds are being used effectively to improve outcomes for the child, if evidence is not provided funding maybe reduced or withdrawn
- whether different interventions/provisions are required
- if funding levels are correct or whether the child is moved to a lower or higher band of funding.

This information will also be useful in deciding whether a request for an EHCP may be required for the child as they move through the education system.

Additional support may be in the form of:

- Resources to enable access
- Staff training
- Enhance staffing ratio
- Specific interventions

When a child is transferring from an early years provision to a reception class consideration will be given whether to award the receiving school a transitional fund

for a maximum of 2 terms (this will be funded from the High Needs Block.) The provider will be responsible for organising a Team around the Child (TAC) meeting with the receiving school to discuss support needs and pass on all relevant transfer information. This allocation would give the school an opportunity to support the child during the transition period and assess budget needs for the following financial year.

8 Appeals/Complaints procedure

The Local Authority is required to publicise a complaints procedure so that providers know how to complain if necessary. Wherever we can the Prevention and Early Help team aims to resolve issues as soon as possible and before a formal complaint is made.

Providers wishing to complain about matters related to the SEN and Inclusion Fund should firstly:

Telephone: Cherry Hall. Strategy and Development Manager (0-5) 01344 352811

Email: Early.Education@bracknell-forest.gov.uk

Write to:

Bracknell Forest Council
Early Help
Time Square
Market Street
Bracknell
RG12 1JD

If we are unable to satisfactorily resolve the concern then please follow the link below, procedures for complaints about council services:

<http://www.bracknell-forest.gov.uk/comments-compliments-and-complaints-booklet.pdf>

Appendix 1

Criteria required when applying to the Inclusion Fund

- Child must be known to the Child Development Centre (CDC)
- Child must be resident in Bracknell Forest,

Low Need-

- *CDC but no allocated keyworker.*
- *CDC relies on setting approaching CDC team if they need advice or support. This can be done via phone/email or through "surgery" appointments at the end of each SENCo forum.*
- *Evidence of delay (at least 1 stage below expected) in at least 2 developmental areas*
- *Likely to be children with a medical/physical need that does not affect ability to learn; children with a need that can be mainly met through therapist input (eg SALT or Physio) in conjunction with setting staff.*

Moderate Need-

- *Child has an allocated named keyworker from CDC.*
- *Child receives support according to need for example: home learning, setting support and groups at CDC*
- *Evidence of significant delay (at least 2 stages below expected) in at least 2 developmental areas*
- *Most have a life-long diagnosis.*
- *Most have a Paediatrician and at least 1 CYPIT therapy involved.*

High Need-

- *Same criteria as moderate need*
- *Child has received moderate level of support but evidence is presented detailing that the setting is still unable to meet the child's needs sufficiently and the child has made no progress.*

Developmental assessment

- Childs tracker evidencing progress/lack of progress

Provision Map

- Settings must provide a costed provision map detailing interventions to date and developmental progress achieved.

Other evidence

- Childs primary area of SEN
- Recent relevant professional advice/reports (dated within last year)
- Statement on how funding will be/has been utilised to improve outcomes for the child

Appendix 2

Name	DOB	Term dates
Setting	Sessions attended	
Does the child receive?	EYPP: YES / NO	DAF: YES / NO

Setting Additional Needs Support Plan - DATEDevelopmental Progress:

Term start: (date)		Term end: (date)	
Chronological age at the start of term	Developmental levels	Chronological age at the end of term	Developmental levels
	Communication and language		Communication and language
	Personal, social and emotional		Personal, social and emotional
	Physical		Physical
	Cognition and play		Cognition and play

Targets:

Target (date)	Area of Learning	Outcome/Review (date)		
		Met	Partially Met	Not Met
		Met	Partially Met	Not Met
		Met	Partially Met	Not Met
		Met	Partially Met	Not Met

Key to areas of learning:

C&L communication and language
 PSE personal, social and emotional development
 P physical development
 C&P cognition and play

Provision Map:

Provision / Resources	Staff/Child Ratio	Cost £	Time	Frequency	Impact / Outcomes

Additional therapy support:

Recommendation or therapy plan	Target	Staff	Time	Frequency

Targets for next term:

Target	Area of Learning			
	C&L	PSE	P	C&P

Signed:

Key worker _____

Parent _____

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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**TO: SCHOOLS FORUM
DATE: 18 JANUARY 2018**

**PROPOSALS FOR THE 2018-19 SCHOOLS BLOCK AND
CENTRAL SCHOOL SERVICES BLOCK ELEMENTS OF THE SCHOOLS BUDGET**
Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to present to the Schools Forum an update on school funding and to seek comments on the final proposals from the Council for the 2018-19 Schools Block and Central Schools Services Block elements of the Schools Budget.
- 1.2 Recommendations agreed from this report will form the basis of proposals to be presented to the Executive Member for Children, Young People and Learning, who has responsibility for agreeing most aspects of the Schools Budget although within the overall budget setting process, there are a number of areas where the Forum holds responsibility, and these are presented now for a decision.
- 1.3 There is a very tight timetable to meet, with views of the Schools Forum on the proposals being sought in advance of the 19 January deadline for submitting to the Department for Education (DfE) the actual Funding Formula for Schools to be used in 2018-19 with associated units of resource and total cost.

2 EXECUTIVE SUMMARY

- 2.1 The final work on next year's Schools Budget has been completed, and by using a measured withdrawal of funds from Earmarked Reserves to finance the additional costs arising from new schools, existing schools will receive the full benefit of the additional £1.7m of funds (2.7%) in next year's budget as a result of the introduction of the School National Funding Formula (SNFF).
- 2.2 The key cost pressure in BF moving forward relates to the additional diseconomy costs expected to be incurred to support the delivery of additional school places that are anticipated in response to new house building programmes. The DfE has yet to establish a long term funding policy for LAs creating new school places which presents a significant financial risk moving forward. Further clarity will be available when the DfE announces the funding formula it intends to use, although no date has been set for the release of further information.
- 2.3 In setting their budgets, schools will need to be aware that costs are starting to rise at a greater pace than the historically low amounts experienced in recent years, with the potential for around a 2% cost increase during 2018-19.

3 RECOMMENDATIONS

To AGREE

3.1 As decision maker:

1. that the arrangements in place for the administration of central government grants are appropriate;

2. the budget amounts for each of the services centrally managed by the council and funded from the Schools Block and Central School Services Block DSG elements are as set out in Table 1 and Annex 3, with the Schools Block totalling £0.463m and the Central Schools Services Block totalling £1.041m;
- 3.2 In its role as the representative body of schools and other providers of education and childcare, the Forum REQUESTS that the Executive Member AGREES the following decisions for the 2018-19 Schools Budget:
 1. that the amount of DSG funding for delegation into school budgets through the BF Funding Formula be set at £67.425m;
 2. that £0.394m be drawn down from the New School start-up / Diseconomy Reserve and be included in delegated school budgets;
 3. that the units of resource for the BF Funding Formula be set at those shown in column 3 of Annex 2;
 4. that other Schools Block related grants be reset to the amounts anticipated in 2018-19;
 5. that the DfE pro forma template of the 2018-19 BF Funding Formula for Schools as set out in Annex 4 be submitted by the 19 January deadline.
- 3.3 To NOTE:
 1. that the full £1.728m increase in funding from the SNFF is allocated to existing schools;
 2. that proposals in respect of the Early Years and High Needs Block elements of the Schools Block will be presented to the Forum in March;
 3. the 2018-19 cost pressures that schools are likely to need to finance from within their budget allocation, estimated at between 2% and 3%;
 4. the on-going uncertainty from the DfE in respect of a long term funding solution for new and expanding schools, where significant cost increases are expected in BF in future years and which may impact on funding levels for existing schools;
 5. that whilst transitional funding protection is in place during the next 2 years to cap SNFF increases to 6%, this prevents 18 BF schools (49%) from receiving the full increases they are due, up to a 13.94% increase.

4 REASONS FOR RECOMMENDATIONS

- 4.1 To ensure that the 2018-19 Schools Budget is developed in accordance with the views of the Schools Form, the anticipated level of resources and the statutory funding framework, including the requirement to submit summary details of individual 2018-19 school budgets to the DfE by 19 January 2018.

5 ALTERNATIVE OPTIONS CONSIDERED

- 5.1 These are set out in the supporting information.

6 SUPPORTING INFORMATION

Background

- 6.1 Proposals for reforming school and education funding, most notably through the introduction of a SNFF, were initially announced by the government in March 2016 and are now reaching a conclusion. The SNFF will be in place from April 2018, with LAs receiving funding for schools in their area on the new national formula, but in order to aid a smooth transition to the SNFF, retain the freedom to calculate individual school budgets for the next 2 years, within the parameters of DfE School Funding Regulations.
- 6.2 From March 2020, the expectation is that the Education and Skills Funding Agency (ESFA) will implement the uniform SNFF for all schools in England, with minimal future involvement from LAs.
- 6.3 Following responses to the most recent DfE consultation in December 2016 and the outcomes from the general election result in May 2017, there will now be an additional £1.3bn for schools and high needs budgets across 2018-19 and 2019-20. There will be £416m more than was set aside at the last spending review for the core school budget in 2018-19, and £884m more in 2019-20. These amounts are in addition to the extra £500m announced to support the reforms as part of Spending Review 2015. Budgets beyond 2020 will be confirmed in the next Spending Review.
- 6.4 The Schools Forum has been kept up to date with these developments through regular reports which have confirmed that based on October 2016 data, over the next 2 years, funding for BF schools through the SNFF will be 5.1% higher (£3.24m) than the actual amount received through the current funding framework. This is sufficient to deliver an increase in per pupil funding for BF schools ranging from 1.0% to 8.5%. There is no noticeable benefit to BF schools from the extra £1.3bn funding as the majority will be allocated to schools in areas that were previously facing funding reductions of up to 1.5% or increases below the new minimum rise of 0.5% that is now guaranteed to every school.

Future Funding Arrangements

- 6.5 The Schools Budget is funded by a 100% ring fenced government grant called the Dedicated Schools Grant (DSG). Following the latest national funding reforms, the DSG now comprises 4 funding Blocks (was 3), each with a separate calculation and funding allocation; the Schools Block (SB); the Central School Services Block (CSSB, and the new funding block) the High Needs Block (HNB); and the Early Years Block (EYB). The SB and CSSB directly support mainstream schools and are generally delegated to governors; the HNB and EYB are centrally managed by LAs.
- 6.6 This report concentrates on the SB element of the DSG which is intended to fund delegated school budgets and the small number of services that the DfE allows LAs to manage centrally on behalf of schools, and the CSSB, which covers a range of services that LAs can manage on behalf of schools. HNB and EYB funding matters will be subject to a separate report that will be presented for consideration in March.
- 6.7 There are 2 main elements of funding within the SB which together produce the funding for individual school budgets; business rates, high pupil mobility and the growth fund, which are currently funded at the same amount as included in each LA's 2017-18 base budget; and per pupil funding allocations for all other costs. These per pupil funding allocations have an added significance in the new arrangements in that

they will be used to make the calculation to ensure each school receives new, minimum per pupil funding rates of £3,300 for primary aged pupils, and £4,600 for secondary aged pupils. Therefore, school costs of business rates, high pupil mobility and allocations from the growth fund are excluded from the calculation of minimum per pupil funding rates.

- 6.8 As in previous years, each LA is funded for their SB through an individual DSG per pupil funding rate. This is now added to the block funding allocation received for business rates, high pupil mobility and allocations from the growth fund to calculate total funding. DSG per pupil funding rates are now calculated separately for primary and secondary aged pupils. They are calculated from running the SNFF on October 2016 census data and dividing the aggregate per pupil allocation for all schools by the total number of pupils to determine core funding rates for 2018-19. DSG per pupil funding rates are therefore calculated from lagged data, one year in arrears to the data used to fund schools, which in itself is collected 7 months before the start of the relevant financial year. The CSSB funding is determined through a new national formula and is allocated to fund budgets for central management by LAs. There are 2 elements; a per pupil amount paid at £39.68, and a fixed lump sum allocation paid to LAs at the individual amount, based on the cost of historic commitments on permitted services.
- 6.9 The DSG can only be spent on the purposes prescribed by the DfE. Any under or overspending in a year must also be ring-fenced and applied to a future Schools Budget. There is a general ring-fence in place in that SB funding must be spent on school budgets, although where agreed by the local Schools Forum, up to 0.5% of the SB (circa £0.325m) can be transferred to fund costs that fall into other Blocks. Money can be freely transferred from other Blocks into the SB.
- 6.10 LAs can add to the DSG from their own resources to increase the size of the Schools Budget but are not permitted to plan to spend at a lower amount. The policy of the Council is for the Schools Budget to be set at the eventual level of grant income plus any accumulated balances, with the Executive Member for Children, Young People and Learning authorised to make amendments and agree budgets as permitted by DfE Funding Regulations. This is scheduled to take place on 19 January 2018, taking account of recommendations of the Schools Forum.

The Schools Block

Progress to date

- 6.11 The 7 December Forum made a number of preliminary budget decisions taking account of the latest information from the DfE, views expressed by BF schools through the local financial consultation process and other related matters. Preliminary decisions were made in respect of:
- Moving the BF Funding Formula to as close to the SNFF as possible.
 - Setting the Minimum Funding Guarantee (MFG) – the mechanism used by the DfE to ensure each school receives a minimum change in per pupil amount of funding each year – at the highest permitted amount, capped at the same proportional increase most schools would expect to receive. The provisional rate was set at +0.38% (maximum rate +0.5%) to reflect the cost pressure from new schools that was a new unavoidable commitment and a top slice from total funds. The cost of the MFG is met from placing a cap on the amount that schools with funding increases above the minimum 0.5% can retain.

- The relevant services where budgets could be centrally managed on behalf of schools by the Council and the associated amounts.
- With maintained schools supporting on-going ‘de-delegation’ of those services permitted by the DfE, and where requested by the council, these could continue. Note the council will not be requesting SIMS licence fee¹ funding be returned for central management. Maintained schools will retain the relevant funding and will now need to budget directly to pay for the resultant cost. All other services previously ‘de-delegated’ will continue on that basis.
- With maintained schools supporting an on-going £20 per pupil contribution towards the cost of delivering ‘general’ education related statutory and regulatory duties, this would continue.
- Agreeing the updated policy and associated costs of the *Start up and diseconomy funding policy for new and expanding schools*. However, concern was expressed at the cost and the impact on existing schools, especially in respect of recruiting a full time Headteacher in advance of the school opening.
- Based on school responses to the annual financial consultation, provisional funding decisions for 2018-19 were agreed as follows:
 - That £0.325m would be allocated to schools to reflect the estimated 83 increase in the number of pupils compared to 2016.
 - That £0.512m would be allocated to fund increased diseconomy costs at new schools.
 - That net savings of £0.102m are expected on business rates, comprising £0.101m cost pressure from inflation and the reduced transition funding protection from the 2017 national revaluation and a saving of £0.203m from schools converting to academies during 2017-18 which then become eligible to 80% charitable rates relief.
 - A £0.009m increase in funding to be initially held by the Council in the Growth Fund, pending in-year allocation to qualifying schools.
 - The remaining £1.264m of the total £2.008m estimated funding increase should be allocated through the BF Funding Formula to ensure as close a match as possible to the SNFF.

Confirmed Schools Block DSG income

- 6.12 The DfE published verified October school census and other data that must be used to calculate 2018-19 school budgets on 21st December. This included funding for 16,007 pupils (+0.68%). Based on the BF specific per pupil funding rates of £3,616 for primary aged pupils and £4,849 secondary aged pupils, this delivers £65.180m, a decrease of £0.008m compared to the initial estimate.
- 6.13 The DfE has also confirmed that there will be a separate funding allocation to LAs for non-pupil based school costs, to be set at the 2017-18 budget amount and intended to finance the cost of business rates, high pupil mobility and the Growth Fund. The allocations for business rates and high pupil mobility of £1.528m and £0.013m respectively will ultimately be included in delegated school budgets. In terms of the Growth Fund, this amounts to £0.772m² and is a centrally managed budget that is

¹ This covers the cost of providing support to the software required to perform most of the administration tasks in schools. It relates to the payment to CAPITA (software supplier) for software maintenance support

² The Growth Fund comprises 3 elements that are allocated to schools after the start of the financial year which total £0.454m; significant in-year increases in pupil numbers at £0.312m; financial support to

generally allocated in-year to relevant schools once relevant census data is available to confirm where eligibility criteria has been met.

- 6.14 Therefore, the overall income for the SB will be £67.494m, with £0.463m agreed at the last meeting of the Forum to be retained by the council for in-year allocation to schools once eligibility criteria are met (a £0.009m increase), meaning the remaining balance of £67.031m – a reduction on £0.015m from the estimate made at the previous meeting - will be included in delegated school budgets.

Final budget proposals for 2018-19

- 6.15 As the DfE data that must be used for funding purposes has emerged, and more work has been undertaken on other budget calculations, a number of changes are now being made to the initial proposals that were agreed by the Forum in December.

Changes in pupil numbers

- 6.16 Using the actual DfE verified census data identified an error on the initial calculation of additional pupils. The reported increase of 83 pupils included 21 deferred entries into reception classes that reflected the actual January 2017 numbers compared to the October 2016 census. These pupils have previously been funded by the DfE, but will not be from April 2018. In addition, there was 1 duplicate pupil included on a school census return that has been removed through the DfE validation process. Therefore, the additional funded pupil numbers amounts to 61 – 12 primary and 49 secondary – and equates to a cost of £0.264m, a reduction of £0.061m on the previous estimate.

Growth Fund - Impact from new / expanding schools

- 6.17 With Binfield Learning Village (BLV) scheduled to open to secondary aged pupils in September 2018 (part year financial cost in 2018-19), and Warfield Woodhurst Primary School continuing to require diseconomy top-up funding, the cost of supporting new schools will increase from the £0.318m that the DfE will again provide for this purpose in 2018-19. Based on the updated units of resource in the BF Funding Formula, the actual cost next year has been revised to £0.814m, a reduction of £0.016m, which results in an overall budget pressure of £0.496m. The outline forecast for 2019-20 shows a further increase of £0.191m and mainly reflects the estimated cost of BLV being open for a full year together with additional pupils from September 2019 and reduced support at Warfield Woodhurst. Table 1 below summarises the financial information.

meet Key Stage 1 Infant Class Size Regulations at £0.086m; and pre-opening costs for new schools at £0.056m. A further element is allocated to new schools at the start of the financial year, for diseconomy funding when pupil numbers are low before growing to a viable number. There is currently £0.318m being paid into the initial budget of the recently opened Warfield Woodhurst Primary School.

Table 1: Additional financial support for new / expanding schools

Item	Warfield West / Woodhurst (Sept 2016)	Binfield Learning Village (Sept 2018)
Running costs (financial year basis):		
Fixed lump sum	£165,000	£300,420
Business Rates	£20,000	£46,670
Funding 6 classes from April – August	£188,580	-
Funding 7 Classes from September - March	£308,000	-
Funding 4 classes from September - March	-	£287,680
Total	£681,580	£634,770
		£1,316,350
Funding Formula allocation (October 2017 confirmed school census data)	£501,950	£0
Total cost of Diseconomies	£179,630	£634,770
		£814,400
Total Funding (at 2017-18 budget)	£318,400	
Pressure in 2018-19		£496,000

- 6.18 As previously reported, the DfE are aware that historic spend on growth will not necessarily predict accurately the amount of funding that will be needed for growth in future – as evidence in BF for next year - and that a number of LAs are experiencing significant cost pressures from this approach. However, this will apply in 2018-19 while alternative options for the longer term are considered, with a current preference being a move to a formulaic approach. At this stage, it is unclear if this will result in more or less funding being received by BF.

Managing the additional £0.496m diseconomy cost at new / expanding schools

- 6.19 Table 1 above indicates a cost pressure of £0.496m from new and expanding schools. As reported in December, there is a £0.102m net saving on business rates as a result of a £0.203m saving on schools converting to academies in 2017-18 and subsequently qualifying for 80% charitable rates relief together with a cost increase of £0.101m arising from changes from transitional rates relief and general inflation. This net saving reduces the overall pressure on school budgets to £0.394m.
- 6.20 Meeting these commitments would ordinarily come from a top slice to existing school budgets resulting in reduced funding allocations. However, available funding can be adjusted by applying unspent DSG from previous years held in the general balances of the Schools Budget or other resources held in specific, earmarked reserves. As it has been known for a number of years that a pressure will arise from new / expanding schools, the Forum has previously supported proposals from the council that £0.8m of accumulated surplus balances should be set aside in Earmarked Reserve to help smooth out the effect of the pressure when it arises (£0.3m deposited in 2016/17 and £0.5m in 2017/18). This funding is available for consideration to finance the £0.394m shortfall.

- 6.21 As well as the earmarked reserve for new schools, current budget monitoring forecasts (based on the provisional November budget monitoring cycle) indicate a net year end saving in 2017-18 on the overall Schools Budget of £0.328m. The Forum will be aware that the Borough Treasurer considers that the Schools Budget should hold a minimum surplus of £0.66m to help manage unforeseen cost increases such as those experienced in 2014-15. The current unallocated balance of the Schools Budget totals £0.66m, indicating the likelihood of additional funds being available at the end of the financial year for support to future school budgets, including the potential to add further funds to the New School Start Up / Diseconomy Reserve.
- 6.22 As it is known that the costs of new schools will further increase in the coming years, a degree of caution needs to be exercised in considering the use of balances in the one-off support of school budgets. However, until such time as greater certainty is provided by the DfE on how these costs will be funded from 2019-20, the Forum is recommended to agree a draw down of £0.394m from the New School Start Up / Diseconomy Reserve (49% of the total balance) into the 2018-19 budget to ensure that the overall Schools Budget allocates to existing schools the full £1.728m increase in funding received through the SNFF.

Moving the BF Funding Formula to a close match the SNFF

- 6.23 Whilst it was reported to the last Forum meeting that the DfE had made a late change to School Funding Regulations to allow LAs to implement an MFG rate of +0.5% to match the funding “floor” used in the SNFF, thereby assisting LAs in replicating the SNFF, it is still not possible to fully duplicate the SNFF allocations as there is no provision to apply the 3% “cap” on individual school increases applied by the SNFF. Therefore, the process to move as close as possible to the SNFF involves manually adjusting individual units of resource in the BF Funding Formula on a trial and error basis to a position that on balance provides as close a match to the SNFF as possible.
- 6.24 Annex 1 shows headline elements of individual school budgets through the SNFF, using the confirmed October 2017 census data and the proposed budget for each BF school i.e. assuming all the proposals in this report are supported. Key highlights from Annex 1 are:
- 17 schools (46%) receive higher allocations through the BF Funding Formula compared to the SNFF, with 20 (54%) receiving lower allocations (column 7);
 - The highest percentage that the BFC Funding Formula delivers above the SNFF is 1.09% (+£0.02m) with the lowest amount below being -1.85% (-£0.024m) (column 8);
 - That Edgbarrow is the only BF school receiving a per pupil top up to meet the new minimum per pupil funding rates of £3,300 for primary schools and £4,600 for secondary schools. The total allocation amounts to £0.058m (column 10);
 - The cost of the MFG is £0.051m, with 3 schools receiving a top up of up to £0.047m. In line with the SNFF methodology, only those schools above per pupil increases above the 3% SNFF “cap” increase contribute to meeting the cost of the MFG. In total, 8 schools contribute (column 11).

- 6.25 It is also apparent from Annex 1 that due to the 3% cap on per pupil funding increases arising from the SNFF that 26 (70%) of BF schools have their funding capped and illustrates that a significant number of BF schools will be funded below the true SNFF

allocation. Without the cap, primary schools would have received average per pupil funding increases of 6.08% and secondary 5.59% (column 4).

- 6.26 At this stage it is unclear how the DfE will move those schools below the SNFF to the expected level of funding and how long it will take as 2019-20 school budgets will also include a 3% “cap” on per pupil funding increases. There are 18 BF schools (49%) due to receive at least 6% increases in per pupil funding under the SNFF that are still likely to be below the true SNFF funding rate in 2 years time.

Annex 2 shows the SNFF units of resource and the amounts proposed to be used in the BF Funding Formula, based on the budget proposals contained in this report.

Centrally managed budgets within the CSSB

- 6.27 Costs incurred against centrally managed budgets have also been reviewed and this has highlighted that a further change is required. For the centralised copyright licence, where costs are based on pupil numbers which are rising, the DfE have announced the charge for BF schools will rise by £0.003m in 2018-19. The DfE requires LAs to pay this licence fee centrally. As reported in December, the budget for boarding placements for vulnerable children is greater than current costs and has capacity to manage a reduction to cover the cost increase. Annex 3 sets out the updated proposed budget allocations for these 2 services together with a reminder of all previously agreed budgets. There is no change to the overall £1.041m total CSSB grant allocation.

Summary of proposed changes – SB and CSSB

- 6.28 Based on the data set provided by the DfE and other relevant information, a series of changes have been set out above that the council proposes are reflected in the 2018-19 Schools Block and Central Schools Services Block budgets. They draw from the national funding framework, views expressed by schools through the Financial Consultation, previous decisions of the Forum and the estimated level of resources. Table 2 below summarises the changes proposed.

Table 2: Summary final budget proposals for 2018-19

Para Ref.	Item	Schools Block			Central Services Schools Block	Total School and pupil related
		Delegated school budgets 1 £'000	De-delegated budgets 2 £'000	Council Managed 3 £'000		
	Initial budget agreed at 7 December 2017 Forum	63,764	1,275	463	1,041	66,543
			65,039			
6.14 / 27	Confirmed 2018-19 DSG: funding by Block	67,031		463	1,041	68,535
	Increase in funding for allocation to schools		1,992			
	Changes required for 2018-19:					
6.16	Increase in pupils (61)	264		0	0	0
6.17	Diseconomy funding; new / expanded schools	496		0	0	0
6.19	Rates: revaluation and inflation	101		0	0	0
6.19	Rates: charitable relief at new academy school	-203		0	0	0
6.27	Savings - boarding places	0		0	-3	-3
6.27	Copyright licence fior schools	0		0	3	3
	Total changes required for 2018-19	658				
	Remaining balance to allocate to schools	1,334				
	Proposed DSG funded budget for 2018-19	67,031		463	1,041	68,535
6.22	Proposed draw down fron New School Reserve	394				
	Grand total proposed budget for 2018-19	67,425		463	1,041	68,929
6.22	Net increase in funding to existing schools	1,728				
	Memo items:					
	Total for DfE Pro-Forma (from Grand total above)	67,425		463		67,888
	Part funding of 'general' statutory duties to be transferred to BFC from maintained schools	-230		230		

Submission of DfE pro forma budget statement

- 6.29 The DfE closely monitors the progress of LAs in setting their individual school budgets and requires the completion and submission of a template that sets out the Funding Formula to be used, associated units of resource and total cost. The deadline for return has been set at 19 January 2018. Annex 4 shows the BF return, which has been completed on the assumption that all of the proposals set out in this report are approved. The £67.888m recorded against Total Funding for Schools Block Formula detailed at the end of the pro forma matches the totals in columns 1 to 3 of Table 2. The Forum is recommended to agree that the attached pro forma is submitted.

Other grant income

- 6.30 In addition to the DSG, a number of other significant grants are paid directly to schools and these have been reviewed for anticipated receipts in 2018-19. This includes reducing expected amounts to reflect the number of academies as these schools

receive relevant grant funding directly from the DfE. The Forum is recommended to agree that the Executive Member updates budgets where relevant:

- Funding rates allocated through the Pupil Premium for pupils eligible to a FSM at any time in the last 6 years and from a services family at any time in the last 4 years. Funding for Looked After Children will increase by £400 to £2,300. Total income to maintained schools next year is expected to be at around £2.37m.
- Funding for Universal Infant FSM and Primary School PE and Sport Grant are expected to amount to £1.278m and £0.514m respectively;
- Funding for sixth forms has been forecast in line with the existing national funding formula with £1.77m anticipated.

Actual cost pressures estimated for 2018-19

6.31 Schools will experience a range of cost pressures next year and whilst funding is proposed to cover increases in pupil numbers, diseconomy funding for new schools, and the full £1.728m of additional funding from the new SNFF funding allocation, new pressures will arise that schools will need to fund. The main pressures, which are estimated to represent between a 2% and 3% cost increase are:

1. The cost of pay and price inflation. With a local government pay offer of 2% next year, with higher increases for the lowest paid, this will create a pressure. We have recently experiencing historically low inflationary pressures and these are expected to start to increase moving forward.
2. The Bracknell Forest Supplement (BFS) is paid locally and has in the past been linked to the change in the Living Wage. For most staff, the offered pay award of 2% would take them above the BFS level over the next 2 years, if the same approach is applied. At this stage, the Council has not presented any firm proposals for the BFS for 2018-19 but a cost increase may occur.
3. The underlying deficit on the Local Government Pension Scheme is being reduced by way of additional lump sum contributions. Payments due from schools in the BF Local Government Pension Scheme are forecast to increase by £0.1m.

Most of these cost pressures equally apply to centrally managed Schools Block budgets, meaning they will be required to make real terms savings of around 2.5%.

Other decisions required from the Schools Forum

6.32 The content of this report complies with requirements of the School and Early Years Finance (England) Regulations 2017. In addition to this, in setting the 2018-19 Schools Budget, there are also requirements from the Schools Forum (England) Regulations 2012 that need to be complied with.

6.33 There is a requirement to seek comments from the Forum in respect of administration arrangements for the allocation of central government grants. No changes are proposed on existing arrangements whereby relevant costs are absorbed by the council in normal day to day operations and the Forum is requested to agree this approach continues.

- 6.34 The Schools Forum Regulations also require the council to seek comments on arrangements for pupils with special educational needs, pupil referral units and other education out of school and early years provisions. In line with the publication of associated funding allocations, these matters will be presented to the Forum in March.
- 6.35 The Forum also has a decision making role on other budget matters, most notably in relation to Schools Block element funds held for central management by the Council on behalf of schools. Relevant budgets, including changes proposed in this paper are set out in Annex 3 and the Forum is recommended to agree relevant amounts for each budget line.

Conclusion Next steps

- 6.36 The SNFF has delivered around a 2.7% funding increase for schools next year. This represents a significant improvement in previous year where cash flat settlements have been received and most schools have needed to make real terms savings to balance their budgets. A further increase of 2.4% is expected in 2019-20, but that has yet to be confirmed. Drawing down a measured amount from reserves ensures that existing schools fully benefit from the increase, whilst at the same time resourcing new and expanding schools to meet their additional diseconomy costs. Schools will be aware that a number of costs will increase next year, and the expectation is that rises will be greater than the historically low amounts experienced in recent years.
- 6.37 Moving forward it will be important to understand how the DfE intends to fund LAs like BFC where significant housing growth is anticipated which is driving a need to create new school places at significant additional cost.
- 6.38 Further work is on-going relating to the High Needs and Early Years Block items where the level of funding to be received next year has yet to be finalised. Budget proposals on these areas of the Schools Budget will be presented to the Forum in March.

7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

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

Borough Treasurer

- 7.2 Included within the supporting information.

Equalities Impact Assessment

- 7.3 The budget proposals ensure funding is targeted towards vulnerable groups prioritised by the DfE SNFF and a BFC specific EIA is not required.

Strategic Risk Management Issues

- 7.4 The funding reforms and tight financial settlement present a number of strategic risks, most significantly:

1. Insufficient funding to cover anticipated pay and price inflation and changes in contributions to the Pension Funds.

2. The ability of schools with loans to manage their repayments. Two secondary schools have significant loan advances that need to be managed during a period of real terms reduction in funding.
 3. Ensuring sufficient resources are allocated into general school budgets to meet their SEN responsibilities, up to the £10,000 limit.
 4. Managing the additional revenue costs arising from the new / expanded schools programme.
 5. The ability of schools to admit an increasing number of pupils.
- 7.5 These risks will be managed through support and assistance to schools in the budget setting process which is a well established programme. It has ensured that schools develop medium term solutions to budget shortfalls and draws on funding retained to support schools in financial difficulty or through the allocation of short to medium term loans. Subject to the outcomes from the consultation with schools, there remains a de-delegated budget of £0.185m (after academy deduction) to support schools in financial difficulties that meet qualifying criteria.
- 7.6 The increase in school academisation is also likely to increase budget and general resource pressures on the council. These will need to be managed as they emerge.

8 CONSULTATION

Principal Groups Consulted

- 8.1 CYPL Departmental Management Team, schools and the Schools Forum.

Method of Consultation

- 8.2 Written reports to CYPL Management Team and the Schools Forum, formal consultation with schools

Representations Received

- 8.3 Included in body of the report.

Background Papers

None:

Contact for further information

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Notes to Annex1

2018-19:

- Column 2: BFC calculation of the 2018-19 budget through the SNFF using October 2017 data (DfE have not completed this calculation). Includes school based funding for business rates and high pupil mobility and all per pupil related funding. Rounded to nearest £ thousand.
- Applies the 0.5% minimum per pupil “floor” increase and 3% maximum per pupil “ceiling” increase. Also, where relevant, adds minimum per pupil funding levels of £3,300 for primary aged pupils and £4,600 for secondary aged pupils.
- Column 3: Calculation of SNFF per pupil funding allocation before applying 0.5% minimum per pupil “floor” increase and 3% maximum per pupil “ceiling” increase. Also, where relevant, adds minimum per pupil funding levels of £3,300 for primary aged pupils and £4,600 for secondary aged pupils.
- Excludes school based funding for business rates and high pupil mobility.
- Shows per pupil funding if the SNFF was fully implemented without “floors” and “ceilings” transitional funding adjustments and indicates how far individual schools are away from being funded on the pure SNFF.
- Column 4: Change in per pupil funding from 2017-18 actual budget to per pupil funding if SNFF fully implemented without funding protection (i.e. as shown in column 3).
- Column 5: Calculation of SNFF per pupil funding allocation after applying 0.5% minimum per pupil “floor” increase and 3% maximum per pupil “ceiling” increase. Also, where relevant, adds minimum per pupil funding levels of £3,300 for primary aged pupils and £4,600 for secondary aged pupils.
- Excludes school based funding for business rates and high pupil mobility.
- Shows per pupil funding if the SNFF was fully implemented with “floors” and “ceilings” transitional funding adjustments.
- Column 6 Actual 2018-19 budget through the BFC Funding Formula. Aiming for close match to SNFF after application of “floors” and “ceilings”.
- Columns 7- 8: Sets out the difference between the BFC Funding Formula. Aiming for close match to SNFF after application of “floors” and “ceilings” i.e. columns 6 and 2.
- Column 9: Per pupil funding amount through the BFC Funding Formula, excluding business rates and high pupil mobility.
- Column 10: Total top up funding paid to schools below the minimum per pupil funding levels of £3,300 for primary aged pupils and £4,600 for secondary aged pupils.
- Column 11: Shows top up funding from the MFG and the amounts contributed from schools receiving greater than 3% increases in per pupil funding.
- Column 12: Actual budget allocation maintained schools will receive, after de-delegation deductions and contribution to LA statutory education related duties.

2018-19 actual school budgets (subject to agreement)

SCHOOL	Allocation through DfE SNFF (BFC estimate)	SNFF per pupil funding before "floors" and "ceilings" - BFC Calculation			Budget allocation through the BFC Funding Formula	Difference: SNFF to BFC Funding Formula		BFC Funding Formula: Memorandum items			Net total after delegation and contribution to LA duties
		Before "floors" and "ceilings"	% Change from 17-18 Baseline	After "floors" and "ceilings"		£	%	Per pupil funding rate	Minimum per pupil top-up	Contribution to (-) / receipt from (+) MFG	
1	2	3	4	5	6	7	8	9	10	11	12
Ascot Heath Infant	£751,000	£3,733	0.86%	£3,733	£756,370	£5,370	0.71%	£3,762	£0	£0	£738,935
Ascot Heath CE Junior	£892,000	£3,613	2.16%	£3,613	£887,826	-£4,174	-0.47%	£3,596	£0	£0	£867,603
Binfield CE Aided Primary	£1,434,000	£3,530	7.05%	£3,407	£1,438,091	£4,091	0.29%	£3,418	£0	£0	£1,399,945
Birch Hill Primary	£1,459,000	£3,682	8.71%	£3,503	£1,457,387	-£1,613	-0.11%	£3,500	£0	£0	£1,418,274
College Town Infant and Nursery	£843,000	£3,790	4.79%	£3,735	£849,853	£6,853	0.81%	£3,764	£0	£0	£828,719
College Town Junior	£1,005,000	£3,726	5.44%	£3,649	£998,000	-£7,000	-0.70%	£3,624	£0	£0	£974,018
Cranbourne Primary	£763,000	£3,731	1.06%	£3,731	£763,651	£651	0.09%	£3,739	£0	£3,307	£746,770
Crown Wood Primary	£1,911,000	£3,737	11.78%	£3,460	£1,924,483	£13,483	0.71%	£3,484	£0	-£5,651	£1,881,420
Crowthorne CE Primary	£805,000	£3,766	1.77%	£3,766	£802,213	-£2,787	-0.35%	£3,754	£0	£0	£784,591
Fox Hill Primary	£875,000	£4,221	3.95%	£4,188	£859,959	-£15,041	-1.72%	£4,114	£0	£0	£838,482
Great Hollands Primary	£1,618,000	£4,181	13.94%	£3,806	£1,630,455	£12,455	0.77%	£3,836	£0	-£6,876	£1,592,171
Harmans Water Primary	£2,041,000	£3,686	12.20%	£3,400	£2,060,571	£19,571	0.96%	£3,434	£0	-£10,433	£2,003,485
Holly Spring Infant and Nursery	£989,000	£3,922	6.44%	£3,810	£985,576	-£3,424	-0.35%	£3,796	£0	£0	£958,712
Holly Spring Junior	£1,231,000	£3,979	12.50%	£3,673	£1,242,379	£11,379	0.92%	£3,709	£0	-£7,731	£1,210,369
Jennetts Park Primary	£1,409,000	£3,688	1.63%	£3,688	£1,394,769	-£14,231	-1.01%	£3,650	£0	£47,258	£1,367,395
Meadow Vale Primary	£2,220,000	£3,710	11.45%	£3,443	£2,233,592	£13,592	0.61%	£3,465	£0	-£2,310	£2,170,778
New Scotland Hill Primary	£774,000	£3,846	4.09%	£3,812	£777,571	£3,571	0.46%	£3,831	£0	£0	£760,403
Owlsmoor Primary	£1,821,000	£3,561	10.22%	£3,342	£1,837,232	£16,232	0.89%	£3,372	£0	-£5,035	£1,788,283
The Pines Primary and Nursery	£1,150,000	£3,934	8.10%	£3,766	£1,139,446	-£10,554	-0.92%	£3,753	£0	£0	£1,108,856
Sandy Lane Primary	£1,810,000	£3,752	12.39%	£3,457	£1,829,815	£19,815	1.09%	£3,499	£0	-£7,320	£1,778,854
St Joseph's Catholic Primary	£822,000	£3,828	1.77%	£3,828	£816,902	-£5,098	-0.62%	£3,804	£0	£0	£793,649
St Margaret Clitherow Catholic Primary	£811,000	£3,960	3.16%	£3,955	£806,825	-£4,175	-0.51%	£3,921	£0	£0	£788,831
St Michael's Easthampstead Primary	£918,000	£3,836	4.14%	£3,799	£915,519	-£2,481	-0.27%	£3,788	£0	£0	£893,205
St Michael's Sandhurst Primary	£716,000	£3,747	0.95%	£3,747	£715,462	-£538	-0.08%	£3,749	£0	£188	£699,644
Uplands Primary	£791,000	£3,719	1.74%	£3,719	£786,881	-£4,119	-0.52%	£3,699	£0	£0	£769,005
Warfield CE Primary	£1,495,000	£3,544	8.09%	£3,390	£1,505,323	£10,323	0.69%	£3,412	£0	-£5,397	£1,465,728
Whitegrove Primary	£1,473,000	£3,524	6.86%	£3,406	£1,478,288	£5,288	0.36%	£3,419	£0	£0	£1,441,455
Wildmoor Heath	£793,000	£3,813	2.71%	£3,813	£787,288	-£5,712	-0.72%	£3,786	£0	£0	£773,493
Wildridings Primary	£1,537,000	£3,958	10.88%	£3,697	£1,542,097	£5,097	0.33%	£3,715	£0	£0	£1,497,315
Winkfield St Mary's CE Primary	£774,000	£3,767	1.76%	£3,767	£774,645	£645	0.08%	£3,771	£0	£0	£757,632
Wooden Hill Primary and Nursery	£1,301,000	£3,813	6.04%	£3,713	£1,276,900	-£24,100	-1.85%	£3,642	£0	£0	£1,244,112
The Brakenhale	£4,841,000	£5,382	7.40%	£5,166	£4,865,963	£24,963	0.52%	£5,166	£0	£0	£4,793,234
Kings Academy Binfield	£634,760	£0	0.00%	£0	£634,760	£0	0.00%	£0	£0	£0	£634,760
Easthampstead Park	£4,081,000	£5,369	2.95%	£5,369	£4,079,371	-£1,629	-0.04%	£5,367	£0	£0	£4,011,556
Edgbarrow	£5,004,000	£4,742	8.54%	£4,600	£5,003,799	-£201	0.00%	£4,600	£57,615	£0	£4,933,167
Garth Hill College	£7,212,000	£4,988	7.12%	£4,799	£7,197,549	-£14,451	-0.20%	£4,789	£0	£0	£7,068,575
Ranelagh CE	£3,778,000	£4,768	6.64%	£4,641	£3,772,992	-£5,008	-0.13%	£4,610	£0	£0	£3,719,916
Sandhurst	£4,615,000	£4,864	6.48%	£4,709	£4,595,543	-£19,457	-0.42%	£4,688	£0	£0	£4,512,891
Primary total / average	£37,232,000	£3,784	6.08%	£3,672	£37,275,366	£43,366	-0.01%	£3,618	£0	£0	£36,342,135
Secondary total / average	£30,165,760	£4,302	5.59%	£4,184	£30,149,978	-£15,782	-0.04%	£4,844	£57,615	£0	£29,674,099
Total / average ALL	£67,397,760	£3,879	5.99%	£3,766	£67,425,345	£27,585	-0.02%	£4,070	£57,615	£0	£66,016,234

SNFF Units of Resource compared to BF Funding Formula

Factor	SNFF	BFC 2017-18	BFC 2018-19	BFC 2018-19
	Actual	Actual	Actual	Indicative
	1	2	3	4
Unit of resource				
Age Weighted Pupil Unit: Primary	£2,747	£2,831	£2,796	£2,799
Age Weighted Pupil Unit: Secondary - KS3	£3,863	£4,060	£4,066	£4,079
Age Weighted Pupil Unit: Secondary - KS4	£4,386	£4,060	£4,270	£4,322
Additional needs funding				
Deprivation				
Current FSM top up (Primary)	£440	£470	£380	£465
Current FSM top up (Secondary)	£440	£1,450	£634	£634
FSM anytime in last 6 years: Primary	£540	£0	£86	£86
FSM anytime in last 6 years: Secondary	£785	£0	£350	£249
IDACI band F: Primary	£200	£406	£182	£282
IDACI band E: Primary	£240	£609	£445	£430
IDACI band D: Primary	£360	£813	£430	£542
IDACI band C: Primary	£390	£1,016	£430	£640
IDACI band B: Primary	£420	£1,219	£738	£738
IDACI band A: Primary	£575	£1,422	£914	£914
IDACI band F: Secondary	£290	£1,406	£1,329	£1,359
IDACI band E: Secondary	£390	£2,109	£1,254	£1,354
IDACI band D: Secondary	£515	£2,812	£2,940	£2,970
IDACI band C: Secondary	£560	£3,516	£1,998	£2,048
IDACI band B: Secondary	£600	£4,219	£7,370	£2,420
IDACI band A: Secondary	£810	£4,922	£2,831	£2,881
Low prior attainment				
Low prior attainment: Primary	£1,050	£642	£836	£619
Low prior attainment: Secondary	£1,550	£973	£1,216	£1,035
English as an additional language (EAL)				
EAL: Primary	£515	£247	£427	£328
EAL: Secondary	£1,385	£247	£777	£617
LAC	£0	£281	£0	£0
Mobility	£0	£315	£315	£315
Lump sum:				
Lump sum: Primary	£110,000	£160,000	£155,833	£160,833
Lump sum: Secondary	£110,000	£170,000	£148,573	£144,780

IDACI is a deprivation measure linked to low family income and a pupil's home address post code.

Services proposed to be centrally managed by the Council

Service Area	2017-18 Base Budget	Schools Block	Central School Services Block
<u>Historic commitments:</u> Combined Services Budgets*: Family Intervention Project Educational Attainment for Looked After Children School Transport for Looked After Children Young People in Sport Common Assessment Framework Co-ordinator Domestic Abuse Education Health Partnerships SEN Contract Monitoring	£100,000 £133,590 £42,890 £18,050 £42,470 £6,000 £30,000 £32,680		£100,000 £133,590 £42,890 £18,050 £42,470 £6,000 £30,000 £32,680
<u>Miscellaneous (up to 0.1% of Schools Budget):</u> Forestcare out of hours support service Borough wide Initiatives Support to Schools Recruitment & Retention	£4,850 £27,270 £7,470		£4,850 £27,270 £7,470
<u>Growth Fund:</u> Significant in-year growth in pupil numbers Key Stage 1 class sizes Start up costs for new schools	£311,650 £86,390 £56,100	£311,650 £86,390 £56,100	
<u>Statutory and regulatory duties:</u> 'Retained' elements	£260,000		£260,000
<u>Other expenditure:</u> School Admissions Schools Forum Boarding Placements for Vulnerable Children Central copyright licensing	£175,970 £21,440 £75,880 £76,000		£175,970 £21,440 £75,880 £76,000
Total	£1,508,700	£454,140	£1,054,560
<u>Changes agreed December 2017:</u> Significant in-year growth in pupil numbers Start up costs for new schools Boarding Placements for Vulnerable Children		-£25,840 £34,900	-£14,000
<u>Changes proposed January 2018:</u> Boarding Placements for Vulnerable Children Central copyright license			-£3,000 £3,000
Total		£463,200	£1,040,560

* Combined Service Budgets funded by the DSG generally support vulnerable children, have an educational benefit and link to other programmes funded by the Council which together result in better, more effective use of resources with improved outcomes for children than if provided and managed independently.

2018-19 DfE Pro Forma

Pupil Led Factors

	Reception uplift	No	Pupil Units		0.00						
	Description	Amount per pupil	Pupil Units		Sub Total	Total	Proportion of total pre MFG funding (%)	Notional SEN (%)			
1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Primary (Years R-6)	£2,795.72	10,136.42		£28,338,563	£53,299,481	42.03%	2.00%			
	Key Stage 3 (Years 7-9)	£4,066.36	3,861.01		£15,700,267		23.29%	2.00%			
	Key Stage 4 (Years 10-11)	£4,269.55	2,169.00		£9,260,651		13.73%	2.00%			
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%) Secondary Notional SEN (%)		
2) Deprivation	FSM	£380.37	£633.68	868.54	512.29	£654,995	£2,386,755	3.54%	7.00% 7.00%		
	FSM6	£85.55	£349.72	1,480.91	1,098.99	£511,023			7.00% 7.00%		
	IDACI Band F	£182.30	£1,328.92	734.53	369.00	£624,283			0.00% 0.00%		
	IDACI Band E	£445.48	£1,254.32	251.04	161.93	£314,946			0.00% 0.00%		
	IDACI Band D	£430.48	£2,940.28	156.20	70.22	£273,707			0.00% 0.00%		
	IDACI Band C	£430.48	£1,997.94	1.00	0.00	£431			0.00% 0.00%		
	IDACI Band B	£737.68	£7,369.51	0.00	1.00	£7,370			0.00% 0.00%		
	IDACI Band A	£914.49	£2,830.85	0.00	0.00	£0			0.00% 0.00%		
3)	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%) Secondary Notional SEN (%)		
3) Looked After Children (LAC)	LAC X March 17			59.09		£0	£400,689	0.59%	0.00% 0.00%		
4) English as an Additional Language (EAL)	EAL3 Primary	£426.61		742.08		£316,576			0.00% 0.00%		
	EAL3 Secondary		£777.38		105.30	£81,858			0.00% 0.00%		
5) Mobility	Pupils starting school outside of normal entry dates	£314.75		7.16	418.30	£2,255			0.00% 0.00% 0.00%		
	Description	Weighting	Amount per pupil	Percentage of eligible pupils	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%) Secondary Notional SEN (%)		
6) Prior attainment	Low Attainment % new EFSP	100.00%	£836.24	31.15%	2,888.60	£2,415,558	£3,997,548	5.93%	100.00% 100.00%		
	Low Attainment % old FSP 78			14.47%							
	Secondary low attainment (year 7)	58.05%	£1,216.21	24.86%	1,300.75	£1,581,990					
	Secondary low attainment (year 8)	48.02%		23.20%							
	Secondary low attainment (years 9 11)			19.67%							

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)
7) Lump Sum	£155,833.48	£148,572.74			£5,808,942	8.62%	0.00% 0.00%
8) Sparsity factor					£0	0.00%	0.00% 0.00%
9) Fringe Payments					£0	0.00%	
10) Split Sites					£0	0.00%	
11) Rates					£1,473,117	2.18%	
12) PFI funding					£0	0.00%	
13) Exceptional circumstances (can only be used with prior agreement of ESFA)					£0	0.00%	
Additional funding to meet minimum per pupil funding level						£58,812	
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)					£67,425,344	100.00%	£5,145,159
14) Minimum Funding Guarantee			0.50%		£50,753		
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)					Yes		
Capping Factor (%)	3.00%	Scaling Factor (%)	75.84%				
Total deduction if capping and scaling factors are applied					-£50,753		
						Total (£)	Proportion of Total funding(%)
MFG Net Total Funding (MFG + deduction from capping and scaling)					£0	0.00%	
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)					£0.00		
Additional funding from the high needs budget					£0.00		
Growth fund (if applicable)					£463,200.00		
Falling rolls fund (if applicable)					£0.00		
Total Funding For Schools Block Formula					£67,888,544		
% Distributed through Basic Entitlement						79.05%	
% Pupil Led Funding						89.11%	
Primary: Secondary Ratio					1:	1.36	
Total funding for schools block formula contains funding from outside of the 2018-19 Schools Block allocation?						Yes	

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(ITEM)

TO: SCHOOLS FORUM
DATE 18 JANUARY 2018

LOCAL AUTHORITY BUDGET PROPOSALS FOR 2018/19 **Director of Children, Young People & Learning**

1 PURPOSE OF REPORT

- 1.1 To present to the Forum for comment a summary of the current position on the Council's budget preparations for 2018/19 with a particular focus on the impact expected on the Children, Young People and Learning (CYPL) Department.
- 1.2 At the time of the publication of the proposals, the Provisional Local Government Financial Settlement had not been announced. It is possible that this could change some of the assumptions in the report, however, as the Council accepted in Autumn 2016 the offer of a four year financial settlement, it is anticipated that funding will be in line with the indicative figures received on 20 February 2017 (as part of the Final Local Government Finance Settlement 2017/18).
- 1.3 Comments received on these budget proposals will be submitted to the Executive on 13 February. This will allow the Executive to determine its final budget package and recommend the appropriate Council Tax level to Council, which will formally approve the 2018/19 budget and Council Tax on 28 February 2018.

2 RECOMMENDATIONS

- 2.1 **That the Schools Forum comments on the 2018/19 budget proposals of the Executive for the Children, Young People and Learning Department in respect of:**
 - i. **The revenue budget (Annexes A to C), and**
 - ii. **The capital programme (Annexe D).**

3 REASONS FOR RECOMMENDATIONS

- 3.1 The Executive seeks the views of the Schools Forum as an interested party on the 2018/19 budget proposals.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 The range of options being considered are set out in the main reports on the public access website.

5 SUPPORTING INFORMATION

Introduction

- 5.1 This report presents a summary of the Council's revenue and capital budget proposals for 2018/19 that were prepared on information and assumptions available at December 2017 and are therefore subject to change as more information emerges or changes

occur as part of the consultation process. The focus of this report is proposals from the CYPL Department, with full details of the council's budget proposals available at:

<http://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=102&MId=7101&Ver=4>

Revenue Budget

Commitment budget

- 5.2 Initial preparations for the 2018/19 budget have focussed on the Council's Commitment Budget for 2018/19 – 2020/21. This brings together the Council's existing expenditure plans, taking account of approved commitments and the ongoing effects of service developments and efficiencies that were agreed when the 2017/18 budget was set.
- 5.3 A significant development during this budget cycle has been the inclusion of the expected impact of the transformation programme (-£6.417m) including forecast savings from Adults (-£1.800m) and Children's Services (-£1.165m), the Commercial Property Investment Strategy (-£1.000m) and the Leisure Services Review (-£0.600m), which are at different stages of delivery.
- 5.4 Taking account of these and other changes, Table 1 summarises the position and shows that base expenditure (excluding schools) is planned to decrease by £5.188m to £83.153m next year, before consideration is given to allowances for inflation and the budget proposals identified by individual Departments in 2018/19. The commitment budget relating to CYPL is shown in more detail in Annex A.

Table 1: Summary Commitment Budget 2018/19-2020/21

Item	Planned Expenditure		
	2018/19 £000	2019/20 £000	2020/21 £000
Base Budget	88,341	83,153	80,305
<i>Movements in Year:</i>			
Adult Social Care, Health and Housing	-2,483	-1,185	509
Children, Young People and Learning (excluding schools)	-827	-580	10
Environment, Culture & Communities	-2,471	-622	-401
Resources	-591	-6	0
Non Departmental / Council Wide	1,184	-455	417
<i>Total Movements</i>	<i>-5,188</i>	<i>-2,848</i>	<i>535</i>
Adjusted Base	83,153	80,305	80,840

Provisional Local Government Financial Settlement 2018/19

- 5.5 The Council's budget is set within the context of a 4-year Local Government Funding Settlement (LGFS) published following the General Election in May 2015. As such, 2018/19 will be the third year of this agreement, and whilst the Council has relied on the published indicative figures there remains a risk that other funding streams provided by Central Government are potentially liable to change.

5.6 Funding from central government is currently received through Revenue Support Grant (RSG) and Specific Grants. For planning purposes an estimate of the reduction in central government support has been incorporated within these Budget Projections reflecting a further cut of £2.6m in RSG for 2018/19. These figures will be refined when more information becomes available.

Grants

5.7 The Council also receives substantial external funding through a number of specific grants for which the following assumptions have been included within the latest budget projections:

1. *New Homes Bonus*. This is used to incentivise LAs to maximise house building. Recent policy changes have resulted in a significant net reduction in the funding received by Bracknell Forest from 2017/18 – approximately £3.9m was received in 2016/17 with an expected £1.9m in 2018/19.
2. *Education Services Grant (ESG)*. The £1.5m grant funding received in 2016/17 has now been completely withdrawn, although LAs are still required to meet all the statutory and regulatory duties associated with education services. However, in agreement with schools, the Council will be able to retain some of the funding to cover the statutory duties carried out for maintained schools which were previously funded through ESG (approximately-£0.2m). In addition schools have also agreed that “retained” duties, which local authorities must deliver for both maintained and academy schools, will also be funded via the Schools Block element of the DSG (-£0.26m).
3. *Other Specific Grants*. This mainly relates to ring-fenced Public Health, NHS funding streams and Better Care Fund. and the Commitment Budget reflects the additional funding for Adult Social Care announced as part of the national Spring 2017 Budget (-£1.016m).

Business Rates

5.8 A third important stream of income for the Council is Business Rates, a proportion of which is retained locally following the introduction of the Business Rates Retention reforms in April 2013. The level of Business Rates changes each year due to inflationary increases (set by central government), the impact of appeals and local growth or decline as local businesses and economic conditions expand or contract. The Government sets a baseline level of funding against which any growth or reduction is shared between local and central government.

5.9 The government has previously announced plans to reform business rates and allow LAs to retain more of the funds that are generated, but to also take up more responsibilities so that any change is cost neutral across the public sector. The impact locally on such changes, which may commence through a local area-wide pilot scheme are unclear at this stage but present further potential change to the funding framework.

5.10 As well as the uncertainty surrounding the introduction of national funding reforms, there has been considerable Business Rates volatility following the transfer of a large multi-national company on to the Council's valuation list in 2013/14. Initially this significantly increased the level of Business Rates collected locally but following a successful appeal the rateable value was reduced by 28% in 2016/17. A further appeal was lodged following the 2017 valuation which is still outstanding and the company has also applied to re-join the Central Rating List. As the timing and outcome of these events are uncertain, assumptions have had to be made in calculating future levels of income from Business Rates.

- 5.11 At this stage, Business Rates income is forecast to grow in line with the Government's baseline assumptions plus additional growth resulting from the opening of the regenerated Town Centre. The 2017/18 budget assumed an additional -£0.750m of Business Rates from the Town Centre and the Commitment Budget currently assumes a further -£0.750m of income in 2018/19. Actual income will depend on the rateable values agreed for the let units, which have yet to be received from the Valuation Office, and how quickly the remaining units are let. It is hoped that this information will be available for the February report.
- 5.12 There is a risk that the Council could lose a significant proportion of the additional Business Rates income it receives over and above baseline funding when resources are redistributed under the 100% retention scheme. This is a consequence of Bracknell Forest having for many years been assessed as having significantly lower funding needs than most local authorities and there being no reason to believe this will change under a new funding system. Therefore, to reduce reliance on this additional income to balance the budget, a reduced sum will be taken to support the base budget and £0.250m will be transferred into the Business Rates Equalisation Reserve as part of the budget proposals.

Council Tax

- 5.13 Council Tax at present levels will generate total income of -£53.247m in 2018/19. An increase in the Council Tax Base arising from the occupation of new properties during 2018/19, is expected to contribute an additional -£0.871m. The latest information on the take-up of Council Tax support in the current year indicates that it will be less than that budgeted for in 2017/18; however the impact on Council Tax income in 2018/19 has still to be assessed. All these figures will be updated when the Council Tax Base is finalised during December.
- 5.14 The Government limits Council Tax increases by requiring councils to hold a local referendum for any increases in excess of a threshold percentage which is normally included in the Local Government Financial Settlement. In 2017/18 a referendum was required for Council Tax increases of 2% or more. Early indications are that the same level will be set in 2018/19 but this will not be confirmed until the Provisional LGFS is received. As a council with Social Care responsibilities, it should also be possible for Council Tax to be raised by a further 3% in 2018/19 to support Social Care pressures and the Council's Medium Term Financial Strategy. Each 1% increase in Council Tax would generate approximately -£0.54m of additional income.
- 5.15 The Executive at its meeting in February will recommend to Council the level of Council Tax in light of the Final Settlement, the results of the consultation and the final budget proposals.

Budget Proposals for 2018/19

Service pressures and Developments

- 5.16 In the face of significant reductions in public expenditure in general and in grants to Local Government in particular the scope to invest in new service provision is severely restricted. Nevertheless, it is important to retain a clear focus to ensure that the Council continues to deliver its six strategic themes. In preparing the 2018/19 draft budget proposals each department has evaluated the potential pressures on its services and those relating to CYPL are set out in Annex B. Table 2 summarises the pressures by department that total £5.333m.

Table 2: Service Pressures/Development

Department	£'000
Adult Social Care, Health and Housing	2,633
Children, Young People and Learning (excluding schools)	1,357
Environment, Culture & Communities	521
Resources	602
Non Departmental / Council Wide	220
Total Pressures/Developments	5,333

5.17 Many of the pressures are simply unavoidable as they relate to demographic trends, changes in funding and new legislation. They do, however, also support the six strategic themes included in the new Council Plan in the following way.

- people have the life skills and education opportunities they need to thrive (£0.065m);
- people live active and healthy lifestyles (£2.633m);
- a clean, green, growing and sustainable place (0.221m);
- strong, safe, supportive and self-reliant communities (£1.302m)
- provide value for money (£0.577m).

5.18 Service pressures will be kept under review throughout the budget consultation period. There is always the risk in Social Care services in particular that the numbers of people requiring care packages, the content of existing care packages and contract inflation will vary considerably from the assumptions included in these draft budget proposals. Any revisions to service pressures will be reported to the Executive in February.

Service Economies

5.19 Members and officers have held regular meetings to determine options for savings and a list of potential draft budget savings has been developed. This list totals -£2.935m and is summarised in Table 3 with CYPL items set out in more detail in Annex C. As in previous years, economies have focused as far as possible on increasing efficiency, income generation and reducing central and departmental support rather than on front line services. However, since it became a Unitary Authority the Council has successfully delivered savings of around £70m in total. As a result it is inevitable that there will be some impact on services, although this has been minimised.

Table 3: Summary Service Economies

Department	£'000
Adult Social Care, Health and Housing	-760
Children, Young People and Learning (excluding schools)	-421
Environment, Culture & Communities	-1,075
Resources	-477
Non Departmental / Council Wide	-202
Total Savings	-2,935

Council Wide Issues

5.20 Apart from the specific departmental budget proposals there are some Council wide issues affecting all departments' budgets which need to be considered. The precise impact of these corporate budgets is likely to change before the final budget proposals are recommended. However the current view on these issues is outlined in the following paragraphs:

a) Capital Programme

The scale of the Council's Capital Programme for 2018/19 will impact upon the revenue budget and is itself subject to consultation. Current proposals, as set out further below from paragraph 5.26 and after allowing for projected receipts of approximately £8m in 2018/19 and carry forwards, the additional revenue costs will be £0.040m in 2018/19 and £0.340m in 2019/20.

b) Interest and Investments

With borrowing rates at historical lows, the borrowing strategy of the Council will be to minimise the impact on the revenue account but recognising that better value is in the 40yr to 50yr range. The Council, in close co-ordination with its Treasury Management advisers, will monitor medium and long-term interest rates and take any necessary decisions based on the information available to effectively and efficiently fund the capital programme committed to by the Council.

c) Provision for Inflation and Pay Awards

At this stage the inflation provision is not finalised, although for planning purposes a sum of £1.500m (£1.200m 2017/18) has been added to the budget. This will be achieved by:

- Assuming a pay award of no more than 1%;
- Negotiating to minimise inflation on contracts;
- Increasing fees and charges in line with the Council's income policy.

The National Employers made an offer to the unions on pay on 5 December. The proposal is for the majority of staff to receive a 2% pay rise from April 2018 and a further 2% rise in April 2019. To accommodate the introduction of the National Living Wage, the proposal also includes higher increases for staff on scale point 19 or below. Should the pay award be accepted, there would be an additional cost of approximately £0.5m compared to the £1.5m above.

The Council will need to consider where it is appropriate and necessary to provide for inflation over the coming weeks so that the actual inflation provision can be added to the final budget report in February 2018.

d) Fees and charges

Increases in fees and charges are determined by the overall economic conditions, the willingness of customers to pay the higher charges and continued demand for Council services. The Council policy for fees and charges requires each Department to consider the level of charges against the following criteria:

- fees and charges should aim, as a minimum, to cover the costs of delivering the service;
- where a service operates in free market conditions, fees and charges should at least be set at the market rate;
- fees and charges should not be levied where this is an ineffective use of resources, i.e. the cost of collection exceeds any income generated.

Certain other fees will attract the percentage / charge determined by statute

e) Corporate Contingency

The Council manages risks and uncertainties in the budget through the use of a general contingency added to the Council's budget. Every year the Council faces risks on its budget in relation to demand led services, Business Rates and the general economic climate. The Contingency has been increased by £0.5m to £2.5m as part of the draft budget proposals. This reflects the need to deliver significant savings in-year through the Transformation programmes, some of which are at early stages of implementation, whilst responding to rising service demands.

Summary position on the Revenue Budget

- 5.21 Adding the draft proposals to the Commitment Budget and taking account of the corporate issues identified above would result in total expenditure of £79.598m as shown in Table 4.

Table 4: Summary of proposals:

	£'000
Commitment Budget	83,153
Budget Pressures	5,333
Budget Economies	-2,935
Capital Programme	40
Inflation Provision	1,500
Change in Contingency	500
Reversal of the one-off transfer into the Business Rates Equalisation Reserve (BRER) for the Collection Fund - Business Rates surplus in 2016/17	-9,113
Recurring transfer of Business Rates income into the BRER	250
Reduction in New Homes Bonus 2018/19	932
Additional Improved Better Care funding	-62
Draft Budget Requirement 2018/19	79,598

- 5.22 Without the Provisional Finance Settlement, assumptions have had to be made on the level of grant income. It has been assumed that the Council can anticipate income of up to -£74.787m. This arises from Revenue Support Grant and Business Rates baseline funding (-£20.669m) and Council Tax at the 2017/18 level (-£54.118m).
- 5.23 With the potential overall cost of the budget package being consulted on in the region of £79.598m, this leaves a potential gap of around £4.811m. Members can choose to adopt any or all of the following approaches in order to bridge the remaining gap:

- an increase in Council Tax;

- an appropriate contribution from the Council's revenue reserves, bearing in mind the Medium Term Financial Strategy;
- identifying further expenditure reductions.

Reserves

5.24 The Council has an estimated £8.5m available in General Reserves at 31 March 2018. Details are contained in Table 5.

Table 5: General Reserves as at 31 March 2018

	£m
General Fund	11.1
Planned use in 2017/18	(2.6)
Estimated Balance as at 31 March 2018	8.5

5.25 The Council has, in the past, planned on maintaining a minimum prudential balance of £4m. This assessment is based on the financial risks which face the Council and the Borough Treasurer considers these in the February report to the Executive at which a final decision on the use of balances can be taken, taking account of the financial position likely to face the Council over the next five years.

Capital Programme

Introduction

5.26 The proposed capital programme for 2018/19 has been developed on the assumption that it will be funded by a combination of Government grants, other external contributions and borrowing in addition to capital receipts. Historically capital receipts have averaged around £5m per annum, however this has largely been made up of the VAT and Right-to-Buy sharing agreement contributions from Bracknell Forest Homes and these schemes have now ended. Nevertheless, receipts from two large sites and CIL contributions should enable £8m of the capital programme to be funded from receipts. Internal resources will be used in the first instance and borrowing from external sources (e.g. the PWLB) will be used when necessary. The financing costs associated with the General Fund Capital Programme have been provided for in the Council's revenue budget plans.

New Schemes

5.27 Within the general financial framework outlined above, Service Departments have considered new schemes for inclusion within the Council's Capital Programme for 2018/19 – 2020/21. Given that both capital and revenue resources are under pressure, each Department has evaluated and prioritised proposed schemes into broad categories in line with the Council's Asset Management Plan. Having done this, only the very highest priority schemes and programmes are being recommended for inclusion in the Capital Programme:

- Binfield Learning Village and other school building improvement works / adaptations
- Maintenance of council buildings, including refurbishment of Time Square
- A range of environmental projects

- Delivering a return on capital expenditure assumed through the commercial investment strategy strand of the Transformation Programme

Other elements of the capital programme

5.28 As well as new schemes, the capital programme is structured into other categories of spend as follows:

- *Unavoidable and committed schemes*; these are required to ensure that the Council is not left open to legal sanction and includes items relating to health and safety issues, new legislation etc. Committed schemes also include those that have been started as part of the 2017/18 Capital Programme.
- *Maintenance (Improvements and capitalised repairs)*; an assessment is made of the state of each building element and its repair priority with a condition rating and repair urgency to inform spending requirements to adequately maintain assets.
- *Rolling programmes*; cover more than one year and give a degree of certainty for forward planning schemes to improve service delivery. They make an important contribution towards the Council's established Asset Management Plans.
- *Other desirable schemes*; are other high priority schemes that meet the needs and objectives of their service.
- *Invest to save schemes*; These are schemes where the additional revenue income or savings arising from their implementation exceeds the Council's borrowing costs.

Summary

5.29 A summary of the cost of schemes proposed by Departments is set out below in Table 6. A detailed list of suggested schemes from CYPL is included in Annex D. Total Council funding amounts to £40.546m. However this includes £30m allocation for the Commercial Property Investment Strategy which is self funding and will earn additional income to support the Council's budget.

Table 6: Capital Programme 2018/19 to 2020/21

Service Area	2018/19 £000s	2019/20 £000s	2020/21 £000s
Adult Social Care, Health & Housing	8,473	0	0
Children, Young People & Learning	8,289	850	250
Resources	2,135	70	0
Council Wide	32,313	363	388
Environment Culture & Communities	6,666	6,465	1,960
Total Capital Programme	57,876	7,748	2,598
Less Externally and Self Funded	17,330	5,685	1,475
Less Commercial Property Investment	30,000	0	0
Total request for Council funding	10,546	2,063	1,123

Funding options

5.30 The proposed capital programme for 2018/19 has been developed on the assumption that it will be funded by a combination of:

- Government grants
- Section 106 funding (developer contributions)
- Community Infrastructure Levy
- And council funding from capital receipts and prudential borrowing

Approximately £8m of capital receipts, Government grants, other external contributions and borrowing are expected.

5.31 Following the introduction of the Prudential Borrowing regime local authorities are able to determine the level of their own capital expenditure with regard only to affordability on the revenue account. In practice this represents the amount of borrowing they can afford to finance, and will necessitate taking a medium-term view of revenue income streams and capital investment needs.

5.32 To achieve its aim of ensuring that capital investment plans are affordable, prudent and sustainable, the Local Government Act requires all local authorities to set and keep under review a series of prudential indicators included in the CIPFA Prudential Code for Capital Finance in Local Authorities. The Capital Programme recommended in this report can be sustained and is within the prudential guidelines. Full Council will need to agree the prudential indicators for 2018/19 to 2020/21 in March 2018, alongside its consideration of the specific budget proposals for 2018/19 and the Council's medium-term financial prospects.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

6.1 The relevant legal issues are addressed within the report.

Borough Treasurer

6.2 The financial implications of this report are included in the supporting information.

Equalities Impact Assessment

6.3 The Council's final budget proposals will potentially impact on all areas of the community. A detailed consultation process is planned in order to provide individuals and groups with the opportunity to comment on the draft proposals. This will ensure that in making final recommendations, the Executive can be made aware of the views of a broad section of residents and service users. A number of the budget proposals require specific equality impact assessments to be carried out and draft versions of these have been completed and can be viewed on the website. Consultation with equalities groups that are likely to be affected by the proposal is part of the assessment process.

Strategic Risk Management Issues

6.2 A sum of £2.5m is currently included in the draft proposals to meet the costs of unpredictable or unforeseen items that would represent in year budget risks. The

Executive will need to make a judgement on the level of Contingency at its meeting in February.

- 6.3 The Borough Treasurer, as the Council's Chief Finance Officer (Section 151 Officer), must formally certify that the budget is sound. This will involve identifying and assessing the key risk areas in the budget to ensure the robustness of estimates and ensuring that appropriate arrangements are in place to manage those risks, including maintaining an appropriate level of reserves and Contingency. This formalises work that is normally undertaken each year during the budget preparation stages and in monthly monitoring after the budget is agreed. The Borough Treasurer will report his findings in February, when the final budget package is recommended for approval.
- 6.4 The scale of the Council's Capital Programme for 2018/19 will impact upon the revenue budget and will itself be subject to consultation over the coming weeks. All new spending on services will need to be funded from new capital receipts or borrowing from internal resources. This effect is compounded by future year's capital programmes. As revenue resources are limited it is clear that a capital programme of this magnitude is not sustainable in the medium term without significant revenue economies. The generation of capital receipts in future years may mitigate the impact on the revenue budget, but as the timing and scale of these receipts is uncertain their impact is unlikely to be significant.
- 6.5 There are also a range of risks that are common to all capital projects which include:

- Tender prices exceeding the budget
- Planning issues and potential delays
- Uncertainty of external funding
- Building delays due to unavailability of materials or inclement weather
- Availability of staff with appropriate skills to implement schemes

- 6.6 These can be managed through the use of appropriate professional officers and following best practice in project management techniques. The report also identifies the risk associated with the shortfall in maintenance expenditure compared to that identified by the latest condition surveys. With only those highest priorities receiving funding in 2018/19, there will be a further build up in the maintenance backlog and a risk that the deterioration in Council assets will hamper the ability to deliver good services.

CONSULTATION

Principal Groups Consulted

- 7.1 The Overview & Scrutiny Commission will be consulted on the budget proposals and may also choose to direct specific issues to individual overview and scrutiny panels. Targeted consultation exercises will be undertaken with business rate payers, the Schools Forum, town and parish councils and voluntary organisations. Comments and views will be sought on both the overall budget package and on the detailed budget proposals. In addition, this report and all the supporting information are publicly available to any individual or group who wish to comment on any proposal included within it. To facilitate this, the full budget package will be placed on the Council's web site at <http://consult.bracknell-forest.gov.uk/portal>. There will also be a dedicated mailbox to collect comments.

7.2 The timetable for the approval of the 2018/19 Budget is as follows:

Executive agree proposals as basis for consultation	19 December 2017
Consultation period	20 December 2017 - 30 January 2018
Executive considers representations made and recommends budget.	13 February 2018
Council considers Executive budget proposals	28 February 2018

Background Papers

BFC budget proposal reports to the Executive:

<http://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=102&MId=6501&Ver=4>

Contacts for further information

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paul.clark@bracknell-forest.gov.uk

Doc. Ref K:\Pine\Executive\Schools Forum\86) 180118\2018-19 - LA Budget Proposals for Schools Forum.docx

Description of Commitment Budget Items for 2018/19 to 2020/21

Department and Item	Description	2018-19 £000	2019-20 £000	2020-21 £000
Children, Young People and Learning				
Suitability surveys	Suitability and access surveys are undertaken every three years to update the Asset Management Plan so that up to date information is available to inform investment decisions on the capital programme.	20	-20	20
Schools Music Festival	Biennial event which enables pupils from the Council's Primary schools to participate in a large scale production which links music, dance and art.	-10	10	-10
Education Services Grant	As part of government reforms of education, general grant funding, notionally allocated for related council statutory and regulatory duties is being withdrawn.	401	0	0
Capital Invest to Save 2017/18 - Supported Housing (Holly House)	Investment in Holly House to provide improved and additional accommodation places for care leavers at reduced costs.	-43	0	0
School Improvement Service	A number of income streams will be lost in 2019/20 which will reduce the previously declared saving.	0	70	0
Review of Personal Assistants	A reduction in the number of posts across the Council following a review of PA support.	-30	0	0
CYPL Transformation	CYPL Transformation has identified 7 workstreams that will contribute to savings from next year. The key areas where work has commenced on introducing change relate to; the introduction of a whole council Early Help service; reducing unit costs of care, in particular through the development of innovative foster care arrangements; reducing the number of children in care through the work of the Family Safeguarding Model together with a greater focus on supporting young people and their families who are at the edge of care; and a restructure of Senior Leadership.	-1,165	-640	TBA
Total		- 827	- 580	10

Revenue budget: proposed PRESSURES for CYPL Department

Description	2018/19 £'000	2019/20 £'000	2020/21 £'000
Special Educational Needs The SEN team are responsible for the statutory assessment and review of children and young people aged between 0 and 25 years who have severe, complex and long term special educational needs. The new requirement to deliver Education Health Care Plans has been process driven to meet timescale deadlines and the focus now needs to be on the correct outcomes for children and securing value for money through strategic planning. A new post of SEN Manager would deliver the improvements being sought.	65		
Performance Management and Governance The Team holds responsibility for the statutory duties relating to Local Authority Designated Officer (LADO) role for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self employed and managing children's services complaints. There has been a significant increase in volume of work in these areas and there is no longer sufficient capacity to deliver the LADO and complaints roles and additional 0.5 fte and 0.6 fte posts are proposed.	54		
Looked After Children Based on the current costed schedule of known placements, a pressure has been identified to ensure the fulfilment of statutory duties for children and young people in care. This reflects the known number of children being looked after next year. There is significant turnover in the looked after population with varying placements costs depending on the age of child and type of placement needed. A small number of placements are at a very high cost. The pressure also includes an increase in the number of care leavers being supported and a new member of staff for the Family Placement Team to help manage a significant increase in the number of Special Guardianship assessments required by the courts that would otherwise need to be undertaken by more expensive independent social workers. There is also pressure arising from an increase in the number cases coming to court which reflects the national trend.	1,238		
CHILDREN, YOUNG PEOPLE AND LEARNING TOTAL	1,357		

Revenue budget: proposed ECONOMIES for CYPL Department

Description Impact	2018/19 £'000	2019/20 £'000	2020/21 £'000
Reductions on discretionary services A number of services have been reviewed to identify areas of discretionary elements that can be reduced or over time removed. <ul style="list-style-type: none">• By combining with the Elevate regional consortium, there can be a reduction in the funding provided to 16-18 year olds who are not in education, employment or training without affecting service delivery (£49,000).• Removing non-statutory functions in the Capital and Property Team (£31,000)• Removing non-statutory aspects of the advocacy and independent representation of children and young people involved in social care services (£19,000)• A planned reduction in the development of one-off strategic initiatives (£13,000),	-112		
Revised delivery of services and support arrangements As part of the on-going process to improve efficiency, the Department continues to review services to consider alternative ways for their delivery or opportunities for cost reductions through reduced take up or general efficiencies. The main changes proposed this year relating to lower demand relate to: <ul style="list-style-type: none">• Minimal demand from looked after children for financial support from the council to support their on-going education once they reach 18 years of age (£11,000),• Reduced use of general office resources and specialist advice services (£32,000). Other changes in response to service review, new ways of working and general efficiencies are: <ul style="list-style-type: none">• Over 2 years, transfer the delivery of the Duke of Edinburgh Awards Scheme to the national body that already provides the service in most other areas (£14,000)• Making greater use of the Berkshire Information Advice Service that supports parents with special educational needs children (£19,000)• Use of new technologies to allow managers to better deliver their work reducing the need for administrative support staff (£31,000) as well as directly producing policy developments rather than using a dedicated staffing resource (£28,000)	-43	-266	-12

Description Impact	2018/19 £'000	2019/20 £'000	2020/21 £'000
<ul style="list-style-type: none"> Incorporating the key aspects of the After School Development Worker into other posts (£33,000) Transferring aspects of the Education Psychology Service that helps children experiencing that hinder their successful learning problems (£33,000) and aspects of the Early Years support service that relate to supporting providers, in particular Development Workers (£68,000) to the Schools Budget. Savings are also continuing to be achieved through commissioning where a rigorous and challenging approach continues to result in savings against original quotes (£40,000). 			
CHILDREN, YOUNG PEOPLE AND LEARNING TOTAL	-421	-12	0

CAPITAL PROGRAMME - CHILDREN YOUNG PEOPLE & LEARNING

	2018/19	2019/20	2020/21	TOTAL
	£000	£000	£000	£000
Committed				
Binfield Learning Village	3,000	-	-	3,000
	3,000	-	-	3,000
Unavoidable				
	-	-	-	-
Maintenance				
Schools Maintenance externally funded	-	-	-	-
	-	-	-	-
Rolling Programme / Other Desirable				
College Town Amalgamation	300	-	-	300
Sandhurst School Nursery Relocation	250	50	-	300
Wooden Hill Classrooms (School Bid)	325	550	-	875
Total	875	600	-	1,475
TOTAL REQUEST FOR COUNCIL FUNDING	3,875	600	-	4,475
External Funding - DfE Basic Need Grant				
No Grant in 2018/19	-	-	-	-
	-	-	-	-
External Funding - Other				
Schools Capital Maintenance Grant	1,912	-	-	1,912
Section 106 - Small Schemes	250	250	250	750
Section 106 - Binfield Learning Village	1,986	-	-	1,986
Devolved Formula Capital (estimate)	266	-	-	266
	4,414	250	250	4,914
TOTAL EXTERNAL FUNDING	4,414	250	250	4,914
TOTAL CAPITAL PROGRAMME	8,289	850	250	9,389

Detailed Schemes

1. College Town Amalgamation - £300,000

A budget is required for capital works associated with the possible amalgamation of the College Town Infant & Nursery and Junior Schools which share the same site.

The Head Teacher at College Town Junior School is retiring with effect from the end of December 2017, which has presented the opportunity to amalgamate the schools. If the two schools amalgamate into a primary school there are opportunities for better educational outcomes for children through a consistent approach.

A statutory consultation is underway, and subject to the outcome of this, the amalgamation process via the DfE can proceed. Should amalgamation be finally agreed in February 2017, it is expected that the new amalgamated school would open in September 2018.

Assuming an amalgamated maintained school is the preferred outcome, then there will also be options about the scope and scale of any capital expenditure by BFC, ranging from leaving buildings as they are and just improving signage, to internal refurbishment. Refurbishment would create the single shared staff room and admin offices required by an amalgamated school, as well as a single formal entrance and public reception area.

Another significant area for investment would be the rationalisation of plant, equipment and particularly ICT across the amalgamated school site which is currently separate in each school. This would provide common standards of provision and realise value for money on running costs going forwards. A feasibility study will be undertaken to determine the precise scope and of the options for capital works and as such an indicative budget request is included at this stage.

2. Sandhurst School Nursery Relocation - £250,000

This will relocate the private nursery from The Spot building to the currently vacant caretaker's house at Sandhurst School. Benefits to the Council include:

This project will free up space in The Spot building for school use. Having taken over responsibility for the Sports Centre building (which is conjoined with The Spot building) from ECC from April 2017, the school are working on options for school use of these areas and The Spot accommodation, including use by Post 16 and SEN. This in turn will free up other areas in the existing school buildings for teaching and learning and through re-allocation and re-ordering of room use will help the school to address areas of unsuitable accommodation.

The nursery provider will have the accommodation they need to deliver the statutory 30 hours of free education and childcare for working parents from September 2017. The provider is already working up this offer and parents are already signing up for this, and places have been allocated, however the Spot accommodation does not have suitable outdoor soft play space which this project would provide. The nursery also supports the Local Authority duty for free childcare places for eligible, vulnerable two year olds.

Relocating the nursery into the former caretaker's house will bring this currently vacant and wasting asset into productive use, creating rent income for the school which is currently £13,930 p.a. The caretaker's house is not required by the school as they have a second caretaker's house on site which is occupied. The vacant house cannot realistically be sold because it is located in the centre of the school site and this would mean members of the public living in the midst of a working school site which would be undesirable for safeguarding reasons.

The school are keen to take over The Spot Youth and Community Centre facility as part of a desire to expand the school. The school are supportive of the nursery expansion and has

recognised the valuable synergies' and benefits to its business, in light of this the nursery has been offered the caretakers bungalow as an alternative bespoke provision. The bungalow will require considerable adaptations to meet requirements. Moving the nursery to the caretaker's bungalow will reduce the cost of refurbishment of The Spot and enable the school to have complete access. There are no available premises for the nursery to relocate within the local area, all avenues have been fully explored. This PAD is primarily in respect of funding required to address priorities in the master plan and to meet the Local Authority duty for sufficient childcare provision. This proposal involves provision of a modular building on the rear of the caretaker's house to provide a compliant nursery space. This will transfer the use of and running costs of The Spot building from CYPL to the school.

3. Wooden Hill Classrooms (School Bid) - £325,000

This project is to address the layout of the accommodation in the main school building which is restricting and impeding the delivery of outstanding education due to poorly shaped and undersized classrooms. Access/circulation between rooms is also an issue for the school and the open plan layout does not fit with modern teaching methods, as it has circulation through teaching spaces. With up to 100 children in one space the noise pollution from other classes sharing the space significantly impacts on the outcomes for pupils and hinders the range and type of activities teachers do in order to maximise all pupils' potential.

A programme of works has been drawn up to revamp the accommodation through a combination of new build extension and by moving internal partitions to create proper sized classrooms and teaching spaces with an improved access, separate circulation and an improved general layout. This will improve service delivery and outcomes for this school.

Phase 1 of this project was completed for September 2014 and the Key Stage 2 pupils accommodated in the new classrooms in 2015 achieved the best results in the history of the school. This summer for the end of Key Stage 2 results, 84% of children achieved the national benchmark of L4+ in reading, writing and maths, which is 4% above the national average.

Removing the remaining impediments to teaching and learning from the physical environment can be expected to result in a similar positive impact on performance across the rest of the school which has the capacity to have outstanding outcomes for pupils.

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**TO: SCHOOLS FORUM
18 JANUARY 2018**

SCHOOLS FORUM – OPERATIONAL AND GOOD PRACTICE GUIDE
Director of Resources

1 INTRODUCTION

- 1.1 To advise the Forum of the latest Schools Forum – Operational and Good Practice Guide, that was published in September 2017 by the Department for Education.

2 SUPPORTING INFORMATION

- 2.1 The guide provides officers and members supporting schools forums with advice and information on good practice in relation to the operation of forums. The first section provides information on the constitutional and organisational requirements for schools forums. The second covers a number of key aspects of the operation of schools forums.
- 2.2 Whilst the guide provides a great deal of useful information, it does not address members' interests. Advice has been sought from the Department for Education on this, and their advice is that:

"The guidance is clear that their role on Schools Forums is to be the representative of their particular sector and not only consider the interests of their own school, however we would agree that it is sensible for forums to consider where conflicts of interest may arise.

Paragraph 5.7 of your proposal appears to cover this, however we would not suggest that individuals recuse themselves entirely wherever there may be a conflict, as this may not leave adequate representation for their sector.

We would suggest that an interest be declared for transparency, however voting rights should not be withdrawn."

- 2.3 In view of this advice, a minor tweak is being made to existing paragraph 5.7 of the Forum's Constitution to add the words "and their school", so that it is absolutely clear to all members that they should be declaring interests that relate to them personally or their school.
- 2.4 Appendix 1 is a copy of the latest good practice guidance. Appendix 2 is the Forum's Constitution with the minor amendment.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 Not applicable.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 Not applicable.

Background Papers

None.

Contact for further information

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Education & Skills
Funding Agency

Schools forum

Operational and good practice guide

September 2017

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Introduction

1. This guide is designed to provide local authority officers and schools forum elected members with advice and information on good practice in relation to the operation of schools forums.
2. It's organised into 2 sections:
 - section 1 provides information on the constitutional and organisational requirements for schools forums
 - section 2 covers a number of key aspects of the operation of schools forums at local level, drawing on good practice from a number of schools forums
3. The guide draws on the experience and knowledge of schools forum members, local authority members and officers and the department and its partners. Other than where it's describing requirements set out in the Schools Forum Regulations 2012 it's not designed to be prescriptive. However, we hope the guide will stimulate some debate within schools forums and contribute to their ongoing development.
4. The department hopes that schools forums and local authorities find this guide useful. It's been the subject of consultation with a wide variety of external partners. In particular, members of the department's Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The department is grateful for their assistance.
5. The department's website contains details of all the announcements, documents and other information relating to school funding and schools forums. This website also has a range of useful links to other sites that may be of relevance to schools forum members.
6. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact the Education and Skills Funding Agency (ESFA) using the [ESFA enquiry form](#).

Section 1: schools forum regulations: constitution and procedural issues

Regulations

8. [National regulations](#)¹ govern the composition, constitution and procedures of schools forums. Local authorities can provide schools forum members with a copy of [these regulations](#) or alternatively they can be accessed online.
9. A short [guide to the schools forum for schools and academies](#) is also available to provide a wider understanding of the work of schools forums.

Schools forum powers

10. Schools forums generally have a consultative role. However, there are situations in which they have decision making powers. The respective roles of schools forums, local authorities and the department are summarised in [schools forum powers and responsibilities](#). The overarching areas on which schools forums make decisions on local authority proposals are:

- de-delegation from mainstream maintained schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally
- to create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund
- to create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund
- agreeing other centrally retained budgets, including for local authority statutory responsibilities (where these relate to maintained schools only, voting is by the primary, secondary, special and PRU members of schools forum)
- funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals

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

- authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure, or from de-delegated services, that is to be carried forward from a previous funding period

in the 2018 to 2019 funding year the schools block is ring-fenced. Local authorities require schools forum approval in order to move up to 0.5% from the schools block to other blocks

- in each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal

11. Local authorities should be aware that the provisions of the [Local Government Act 2000](#) restrict the delegation of local authority decisions to cabinet, a member of cabinet, a committee of cabinet or an officer of the council, which would not include schools forums. As a result, the local authority cannot delegate its decision making powers to schools forum, for example, decisions on the funding formula.

12. Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

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

13. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the schools budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.

14. The schools forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations

carried out by the local authority relating to the issues in paragraphs 12 and 13 above.

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

- vary the MFG
- use exceptional factors
- vary pupil numbers (Secretary of State approval is no longer required for increases relating to changes in admission limits or reorganisations)
- allow additional categories of, or spending on, central budgets
- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies
- move up to 0.5% from the schools block, where the schools forum don't agree, or move more than 0.5% from the schools block

Proposals will then need to be considered by the Secretary of State.

Membership

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

17. There is no maximum or minimum size of a schools forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of forum should be regularly reviewed, we'd suggest good practice is to review the membership as a standing agenda item at each meeting. Academies

members must represent mainstream academies and, if there are any in the local authority area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives, please see paragraph 28.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in [school forum powers and responsibilities](#)) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicating decisions, and the reasons behind them, effectively.

Term of office

20. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms and there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single point. The term of office should not be of a length that would hinder the requirement for the structure of the schools forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:

- holding vacancies until the schools forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time, for example, we'd expect this vacancy to be filled for the following term
- increasing the size of the schools forum temporarily to appoint additional academy members, then deleting schools member posts at the end of a term of office or when a vacancy arises
- considering continuity of service; where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member

21. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

22. As well as the term of office coming to an end, a member ceases to be a member of the schools forum if he or she resigns from the schools forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the schools forum. For example;

- a secondary schools member must stand down if their school converts to an academy
- a schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the schools forum even if they remain a governor of a school represented by another group or sub-group
- other situations in which membership of the schools forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents

Schools members

23. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the local authority. Middle schools and all through schools are treated according to their deemed status.

24. Where a local authority maintains one or more special schools the schools forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 17 into one or more of the following sub-groups:

- headteachers or headteachers' representatives in each group
- governors in each group
- headteachers or headteachers representatives and governors in each group
- representatives of a particular school category, for example, voluntary aided

26. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups don't have to be of equal size. For example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

27. Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of

education provision across the local authority to ensure that there isn't an in-built bias towards any one phase or group.

Election and nomination of schools members

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

29. It's good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, for example, community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election. The process must be restricted to the group in question. A headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. It's not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, for instance, if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.

31. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of schools forums are nominated to represent their constituents.

32. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a schools forum, or the committee or democratic services of a local authority. This may just include the provision of advice but may also consist of providing administrative support in actually running the elections themselves.

33. As a minimum, we'd recommend that the clerk of a schools forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the schools forum and be able to advise the chair of the schools forum and local authority on action that needs to be taken, where necessary, to seek new nominees.

34. In determining the process by which elections should be operated it's perfectly legitimate for a local authority to devise, in consultation with their schools forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.

35. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).

36. It would not be compliant with the regulations for the steering committee or chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a schools forum. Schools members must be elected, subject to paragraph 39 below.

37. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.

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

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

39. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the schools forum.

Election and nomination of academies members

40. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 28 to 39. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored and converter academies.

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

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

43. It's possible that a single person be appointed as an academies member to more than one schools forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate schools forum.

44. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

Non-schools members

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers, see paragraph 58). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in special education needs (SPIs), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.

46. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and four year olds and eligible two year olds comes from the dedicated schools grant, and all settings are funded through the early years single funding formula (EYSFF).

47. Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate, schools-based such as a

headteacher or governor, or someone linked more generally with the diocese, for example a member of the education board.

48. It's also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a schools forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.

49. The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

Other membership issues

50. There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:

- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) ('executive members')
- the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b))
- other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c))

51. Schools forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the schools forum).

52. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly

manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of schools forums.

53. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.

54. However, the inclusion of non-executive elected members and certain officers isn't a requirement. Many schools forums don't have such members on them and it's for each local authority and schools forum to consider how best to ensure the right balance of school and non-school representation on the schools forum, taking into account their local circumstances and preferences.

The role of executive elected members

55. A schools forum needs to ensure that there are systems in place for executive members of the council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the schools budget and individual budget shares.

56. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first hand the views of the schools forum: it's clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the schools forum and executive members. Communication may also be assisted if schools forum members attended relevant cabinet meetings as members of the public, for example, when the funding formula is decided.

Recording the composition of schools forums

57. Each local authority must make a written record of the composition of its schools forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members. It would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

Observers

58. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, for example a representative from ESFA. This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, for example, where there are highly complex issues to resolve.

Participation of local authority officers at meetings

59. Only specific officers can speak at meetings of the schools forum. These officers are:

- Director of Children's Services or their representative
- Chief Financial Officer or their representative
- any person invited by the schools forum to provide financial or technical advice
- any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting

60. In the majority of cases schools forums are supported by a specific officer. In the course of their work, however, schools forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the schools forum's requests as far as possible. It's best practice to record attendance at meetings as well as membership to ensure elected members are attending and contributing to discussions.

Procedures

61. Many procedural matters are not prescribed in the regulations and are at the discretion either of the local authority or the schools forum itself. However, there are requirements in the regulations relating to:

- Quorum: a meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it's 40% of the current membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (election of a chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it's not legally obliged to do so. In practice, the arrangements for meetings should be

made to reduce the chance of a problem with the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions

- Election of a chair: under the Regulations, if the position of chair falls vacant the schools forum must decide how long the term of office of the next chair will be. This can be for any period, but the schools forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as chair has a term of office as a member which comes to an end before their term of office as chair ends. The schools forum must elect a chair from amongst its own members, so it's not possible to elect an independent chair. In addition, any elected member of the local authority or officer of the local authority who is a member of a schools forum may not hold the office of chair. Schools forums can also appoint to a position of vice chair to provide cover if the chair is absent or the post vacant
- Voting procedures: the regulations provide that a schools forum may determine its own voting procedures save that voting on:
 - the funding formula is limited to schools members, academies members and PVI representatives
 - de-delegation is limited to the specific primary and secondary phase of maintained schools members
 - retaining funding for statutory duties relating to maintained schools only is limited to maintained primary, secondary, special and PRU members
- The powers which schools forums: have to take decisions on a range of funding matters increase the importance of clear procedures. For example, decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the schools forum, for example a decision might be taken by voting to accept and adopt a report by a working group (see paragraph 65). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a schools forum makes in relation to any vote taken
- Substitutes: the local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at schools forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with schools forum members
- Defects and vacancies: the regulations provide that proceedings of the schools forum are not invalidated by defects in the election or appointment of any member, or the appointment of the chair. Nor does the existence of any vacancy on the schools forum invalidate proceedings (see paragraph 61 on quorum)
- Timing: schools forums must meet at least four times a year

62. Where the regulations make no provision on a procedural matter, local discretion should be exercised. It's for the local authority to decide how far it wishes to establish rules for the schools forum to follow, in the form of standing orders. While it's entitled to do so, it's of course good practice to allow the schools forum to set its own rules so far as possible.

Public access

63. Schools forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result, schools forums are required to be open to the public. Furthermore, papers, agendas and minutes must be publicly available well in advance of each meeting. It's good practice that notification that the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. Some schools forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

Working groups

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

Urgent business

66. It's good practice for the local authority to agree with its schools forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the schools forum, before the next

scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the schools forum have an opportunity to participate, the logistics provide a reasonable opportunity for consideration and the local authority policy on data security isn't compromised.

67. It's not legal for the chair to take a decision on behalf of the schools forum, no matter how urgent the matter in question. However, a schools forum may wish to put in place a procedure for the chair to give the local authority a view on an urgent issue.

Resources of the schools forum

68. The costs of a schools forum fall in the central school services block of the dedicated schools grant (DSG).

69. It's legitimate to charge the running costs of schools forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some schools forums have a budget of their own to use for activities such as commissioning research or other reports.

Section 2: effective schools forums

Introduction

70. As the previous section outlined, local authorities have responsibility for establishing schools forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.

71. The following outlines some aspects of what local authorities and schools forums should consider in ensuring that their schools forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it's able to play a meaningful part in the discussions of the schools forum.

72. Central to the effectiveness or otherwise of a schools forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of schools forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:

- partnership: having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority
- effective support: the business of the schools forum is supported by the local authority in an efficient and professional manner
- openness: it's important that a schools forum feels it's receiving open, honest and objective advice from its local authority
- responsiveness: local authorities should as far as possible be responsive to requests from their schools forums and their members
 - schools forums themselves should also be aware of the resource implications of their requests
- strategic view: members of schools forum should consider the needs of the whole of the educational community, rather than using their position on a schools forum to advance their own sectional or specific interests
- challenge and scrutiny: schools forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area
 - the extent to which schools forums can scrutinise and challenge such proposals is an important aspect of their effectiveness

73. The characteristics identified above are just some of the aspects that will contribute to an effective schools forum. The following provides more detail on some

of the specific issues that local authorities and schools forums may wish to consider in thinking about their own arrangements.

Induction of new members

74. When new members join the schools forum appropriate induction materials should be provided. These might include material relating to the operation of the schools forum together with background information about the local and national school funding arrangements. Typically, they might comprise:

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

75. This operational and good practice guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. Where there is sufficient turnover of schools forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the schools forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

Training

77. Ideally schools forum members should be able to use some of the budget set aside for schools forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the schools forum budget. Local and national bodies have a key role to play in developing the competencies of forum members.

78. Training will need to be provided in response to any changes in the role of the schools forum and national developments in respect of school funding, to ensure that members can be fully effective when detailed discussions are taking place.

Agenda setting

79. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a schools forum.

80. The frequency and timing of meetings of the schools forum should be agreed in advance of each financial or academic year. It's good practice to also publish this on the website. In drawing up this cycle of meetings, in consultation with the schools forum, the local authority should provide a clear overview of the key consultative and decision making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance, meetings will need to be scheduled at appropriate points to enable the schools forum to consider the outcomes of local consultations and national announcements.

81. Although the business of schools forums must be open and transparent, it's recognised that from time to time items of a confidential nature will need to be discussed. It's recommended that authorities apply the same principles that they apply to council and cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, for example placing them together at the end of the agenda.

Preparation for a schools forum meeting

82. It's vital that the schools forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.

83. The vast majority of a schools forum's business will be transacted on the basis of prepared papers. It's therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It's also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.

84. It's good practice for the schools forum and local authority to agree a standard for papers. It's usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to schools forum members.

85. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of

the schools forum. Ideally such a standard should be agreed between the schools forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An executive summary of the reports can provide schools forum members and members of the public with an overview of the agenda and the decisions required.

86. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some schools forums ensure that each represented group meets in the days immediately prior to the schools forum meeting to ensure the agenda is discussed and schools forum members are properly briefed by the group they represent. Although on occasions it's inevitable that schools forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

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

Chairing the schools forum

88. The chair of a schools forum plays a key role in setting the tone, pace and overall dynamic of the schools forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the schools forum to making well informed decisions.

89. The relationship between the chair and the local authority is therefore vital. The chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of school forum business. It's good practice for there to be a pre-meeting between the senior officer of the local authority supporting the schools forum and the chair of the schools forum to ensure that all the issues are clearly understood.

90. Equally, the chair has the responsibility of representing the views of the schools forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the schools forum take the view that they don't have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the chair and schools forum should be fully aware of the consequences of deferral.

91. The independence of the schools forum is paramount. Enhancing the role of chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the chair undertakes significant

work for the local authority in another capacity, for example as an external consultant, they could be viewed as equivalent to an officer of the local authority.

92. Local authorities could consider if sharing contact details of the schools forum chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

Clerking the schools forum

93. Clerking of a schools forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the schools forum, the chair and the local authority. It's a role often undertaken by an employee of the local authority though we'd recommend consideration is given to the use of an independent clerk.

94. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the conclusion and action agreed in relation to each agenda item. Verbatim reports of a schools forum's discussion, however, are unlikely to be very useful. Schools forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

95. Beyond this a good clerk can:

- provide the route by which schools forum members can access further information and co-ordinate communication to schools forum members outside of the formal meeting cycle
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves
- be responsible for ensuring contact details of all members are up to date
- maintain the list of members on the schools forum and advise on membership issues in general
- assist with the co-ordination of nomination/election processes run by the constituent groups
- keep the schools forum website up to date, for example by posting latest minutes and papers etc
- monitor, on a regular basis, the schools forum and [schools funding pages](#) on GOV.UK and arrange for the distribution of any relevant DfE information to schools forum members

- if appropriate, provide technical advice in relation to the schools forum regulations and in relation to the operation of a schools forum's local constitution
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution

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

Good practice for schools forum meetings

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

98. The use of nameplates for schools forum members also showing which group they are representing can be helpful to members of the public and presenters of papers. In addition, the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, for example, voting on de-delegation or changes to the funding formula.

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

- plan and consult early
- allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- an open and honest approach
- fully inclusive
- allow for ongoing dialogue
- provide feedback
- clear communications

Meeting notes and recording of decisions

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

101. Notes or minutes of each schools forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions and, or votes. It's good practice to formally agree the accuracy of the note and minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result and we'd recommend no later than five days following the meeting.

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

Communication

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

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

- drawing schools' attention to the fact that all its agendas minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents)

- an annual report on the proceedings of the schools forum
- attendance by the chair, or other schools forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the children's services department
- a brief email to all schools, early years providers and other stakeholders after each schools forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members

News updates

105. Most, but not all, members of the schools forum will already be in receipt of regular information on school funding matters from the local authority and the department. Other schools forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.

106. Many local authorities have already established dedicated schools forum websites on which they post key information for schools forum members and other interested parties and updated on a regular basis.



Education & Skills Funding Agency

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BRACKNELL FOREST SCHOOLS FORUM

CONSTITUTION

1. BACKGROUND

- 1.1 The Schools Forum was established by virtue of Section 47A of The School Standards and Framework Act 1998 (as amended by the Education Act 2002) which required local authorities to constitute a schools forum. The Forum is operated in accordance with the Schools Forums (England) Regulations 2010. The Forum has a legal identity but is not a corporate body of Bracknell Forest Borough Council.

2. MEMBERSHIP STRUCTURE

2.1 Representative Members

The Forum membership is divided into schools and non-schools members. Schools members will include senior members of school staff and governors. These representatives will reflect the proportion of pupils in primary and secondary schools maintained by the Local Authority as well as representing any local special schools.

- 2.2 Non schools members may constitute a maximum of one third of the total membership of the Forum to represent relevant bodies as defined in the Regulations and shown in the table below which sets out the approved membership of the Schools Forum in terms of representation, broken down into schools and non-schools categories:

	Head Teacher	School Governor	Academy Governor	Total
<u>Academy members</u>				
Secondary academy			3	3
Primary academy				
<u>Schools members</u>				
Primary maintained	4	4	8	
Secondary maintained	2	2	4	
Special school			1	
Pupil Referral Unit			1	
Total Schools and Academies members (minimum 66.7%)			17	77.27%
<u>Non-schools members</u>				
16-19 Provider			1	
Early Years Provider			1	
Diocese Representative			1	
Independent			1	
Trades Union			1	
Total non-school members (maximum 33.4%)			5	22.73%
Total members			22	100.00%
Executive Member for Children, Young People and Learning has observer status				

*Senior staff: This can be the principal, headteacher, assistant head teacher, bursar or person responsible for the financial management of a maintained school.

Education and Skills Funding Agency (ESFA) observer status will be given at School Forum meetings with the right to participate in discussions. This will enable the ESFA to support the local process and to provide a national perspective.

The current membership list is attached to this Constitution at Annex 1.

Term of Office

- 2.3 The table below details the term of office for each type of member once they have been elected/ appointed. Memberships will be valid until the term of office comes to an end or a member resigns or otherwise becomes ineligible for membership. At the end of their term of office, members can stand for re-election from the body they represent. There is no limit to the number of times a member can be re-elected.

Category	Term of office on Schools Forum
Senior Schools Staff	Three academic years
Governors	Three academic years
Non school members	Three academic years
Chairman/Vice-Chairman	One academic year

Elections and nominations of members

- 2.4 When a vacancy arises for a Schools member on the Schools Forum, a replacement will be elected according to the process agreed by the constituents represented by the members of that group or sub-group.

Restrictions on membership

- 2.5 Elected Members who hold an executive role in a Local Authority (a lead member/portfolio holder) are barred from being either a schools member (by virtue of them being a school governor) or a non-schools member. Officers who have a role in the strategic resource management of the authority are also barred from membership of the Forum. Democratic Services can provide advice on the eligibility of nominees, as necessary.
- 2.6 The Executive Member for Children, Young People and Learning at Bracknell Forest Council has the role of Observer at the Schools Forum. The Executive Member will be able to attend public meetings of the Forum and address the meeting when invited to do so by the Chairman however, they will have no formal status and will not be able to participate in voting.

3. TERMS OF REFERENCE

- 3.1 The key functions of the Forum are:

- 1 To agree changes to school funding proposed by Bracknell Forest Council where there is a statutory power for the Forum to make the decision. This currently (January 2018) includes changes to the Scheme for Financing Schools; agreeing movement of up to 0.5% from the Schools Block to other Dedicated Schools Grant Blocks, setting the budget level for central council

expenditure on prescribed services that can be retained; agreeing services where budgets can be de-delegated from schools to the council, the level of the minimum Funding Guarantee and the relevant budget amounts and to carry forward a deficit on central expenditure to the next year to be funded from the schools' budget.

- 2 To be consulted upon and make some decisions with regard to the Council's school funding formula – specifically any changes in relation to the factors and criteria, methods, principles and rules used to calculate schools budgets and the financial effects of any proposed changes;
- 3 To be consulted on the terms of any proposed contract for supplies or services (being a contract paid or to be paid out of the authority's schools budget where the estimated value of the proposed contract is not less than the threshold which applies to the authority for that proposed contract pursuant to regulation 8 of the Public Contracts Regulations 2006) at least one month prior to the issue of invitations to tender.
- 4 To be consulted annually and to give a view in respect of the authority's functions relating to the schools budget, in connection with the following:
 - 1 Arrangements for the education of pupils with special educational needs;
 - 2 Arrangements for the use of pupil referral units and the education of children otherwise than at school;
 - 3 Arrangements for early years' provision;
 - 4 Administrative arrangements for the allocation of central government grants paid to schools via the authority.
 - 5 To be consulted on any other matters concerning the funding of schools that the Council considers appropriate.

4. ADMINISTRATION

- 4.1 The Forum is administered by Democratic Services who will notify members of meeting dates, circulate agendas, record and circulate minutes of the proceedings of the Forum's meetings, assist with the election of new members and process members' expenses claims. A record of the composition of the Schools Forum detailing the type of membership (schools/non-schools) and term of office will be maintained by the Clerk to the Schools Forum.

5. CONDUCT OF MEETINGS

Timing and Frequency of Meetings

- 5.1 Meetings of the Forum will take place on at least four occasions per annum.

Quorum

- 5.2 In accordance with the Regulations, 40% of the total current membership (excluding vacancies and observers) will constitute the quorum for Forum meetings and although inquorate meetings may proceed, any resulting advice given to the Council would not have to be taken into account by it.

Substitution

- 5.3 Members of the Forum may nominate substitutes to attend meetings in their place in the event that they are unable to attend themselves. The substitute must represent the same group as the member he/she is substituting. In order for a substitution to be formalised, his/her name must be notified to the clerk to the Forum at least thirty minutes prior to the commencement of the meeting to which the substitution applies.

Voting

- 5.4 Matters before the Forum for consideration shall be determined by voting on an individual basis with members having one vote each. The chairman shall have a second and casting vote in the event that there is an equality of votes cast.
- 5.5 The voting arrangements will be restricted by allowing only schools and Academy members (and the private, voluntary and independent sector - PVI members) to vote where this is prescribed in the Schools Funding Regulations.

Public Meetings and Papers

- 5.6 Meetings of the Forum shall be open to the press and public and associated agenda papers and minutes shall be available for public inspection except on occasions when it is considered expedient to treat agenda papers with confidentiality and to agree a motion requiring the exclusion of the press and public from meetings. An example of such an occasion is a confidentiality issue surrounding individual schools' budgets.

Declarations of Interest

- 5.7 Members are required to declare at meetings of the Forum any interest they or their school may have in the business to be conducted at that meeting. The Forum will determine whether the declared interest is of a significant nature and the declarer's withdrawal from the meeting during the consideration of that issue is necessary.

Chairmanship/Vice Chairmanship

- 5.8 The Forum shall elect a chairman and vice chairman both of whom must be from amongst its own members, by a majority of votes cast on an annual basis at the first meeting in the academic year. Any non-executive elected member or eligible officer who is a member of a forum may not hold the office of chair.

Sub Groups

- 5.9 The Forum may establish sub groups and/or working groups on an ad hoc basis, however, any advice arising from these sub groups shall be approved by the Forum as a whole before being passed to the LA.

Right of Attendance

- 5.10 In addition to members, substitute members, official observers and officers in attendance, the press, public, other officers of the Council and any teachers or governors wishing to attend meetings of the Forum shall be able to do so except in the

event that a motion is agreed to the contrary. The authority may also ask other observers to attend Schools Forum meetings, for example, expert advisors on relevant issues or any other body to attend as an observer. Only Forum Members, official observers and council officers attending for official forum business can participate in Forum meetings.

Urgent Business

- 5.11 Where there is a genuine business need for a decision or formal view to be expressed by the Forum before the next scheduled meeting, the authority may call an unscheduled meeting or alternatively, the Clerk to the Schools Forum will collate opinions from all members via email correspondence and a consensus decision or formal view will be formulated in consultation with the chairman.

6 FORUM BUDGET / MEMBERS' EXPENSES

Forum Budget

- 6.1 Each year the Forum is required to agree its budget for the forthcoming year on the basis of the anticipated number of meetings to be held that year and the estimated direct costs associated with holding meetings of the Forum.

Members' Expenses

- 6.2 All reasonable expenses incurred by members in connection with attendance at meetings of the Forum or in connection with the business of the Forum, including attending other meetings or training courses/conferences will be reimbursed.

ANNEX 1

MEMBERSHIP OF THE BRACKNELL FOREST SCHOOLS FORUM:

SCHOOLS MEMBERS:

Primary Representatives: (4) *Appointed by nomination of Primary Heads group*

Karen Davies, Whitegrove Primary School

Trudi Sammons, College Town Infants and Nursery

Liz Cole, Owlsmoor Primary School

Neil Davis, Sandy Lane Primary

Primary Governors: (4) *Appointed from all Primary Governors, by election where needed*

Rhona Stainthorp, Primary School Representative (Governor) (to 31 August 2018)

Roger Prew, Primary School Representative (Governors) (to 31 August 2018)

Val Woods, Primary School Representative (Governor) (to 31 August 2018)

Andrew Taylor – Harmans Water Primary School (to 31 August 2018)

Secondary Representatives: (2) *Appointed by nomination of Secondary Heads group*

Keith Grainger, Head teacher, Garth Hill College

Debbie Smith, Sandhurst School

Secondary Governors: (2) *Appointed from all Secondary Governors, by election where needed*

Brian Fries, Easthampstead Park Secondary School (**31.08.2019**)

Vacancy

Academy Representative: (3)

Jane Coley, Brakenhale School

Vacancy

Vacancy

Special Education Representatives: (1) *Appointed from Special School Governors*

Peter Floyd, Kennel Lane (**31.08.2020**)

Pupil Referral Unit (PRU) Representative: (1)

Martin Gocke, College Hall PRU (Vice-Chairman)

NON-SCHOOLS MEMBERS:

Union Representative: (1)

Greg Wilton, Teacher Union Representative

Church of England or Roman Catholic Diocese Representative: (1)

Vacancy

16-19 partnership (1)

Dominic Asater

PVI providers (1)

Michelle Tuddenham

Independent

David Cook (Chairman)