

SCHOOLS FUNDING FORUM AGENDA

8.00 - 10.30 am	21 September 2023	CEME Room 235
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Members: 27 Quorum: 11

MEMBERSHIP:

Representative Groups

Head Teachers (12): Emma Allen, Special
Margy Bushell, Primary
Kirsten Cooper, Primary
Georgina Delmonte, Primary Maintained
David Denchfield, Primary
Ray Lawrence, AP Academy
Gary Pocock, Academy
Jan Taylor, Primary Headteachers
Keith Williams, Academy

Governors (7):

**Non-School
Representatives (4):**

Trade Unions (3): Mary Bickmore
Steve Bowers
Denise Broom
John Delaney, Trade Union
Hayley Durrant
Neil Frost
Peter Liddle, UNISON
John McGill, NASUWT
Kate Ridley-Moy, Primary Academy Governor
Representative
David Turrell
David Unwin-Bailey
Dave Waters, Primary Maintained School Governor
Representative

For information about the meeting please contact:
Nick Carter nick.carter@havering.gov.uk 01708 433884

If you are unable to attend please contact your named substitute or ask Nick Carter to do so on your behalf.

AGENDA ITEMS

1. APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS

Hayley Durrant, Headteacher at The James Oglethorpe Primary School, has joined the Forum as the representative of Cluster B, replacing Garth Tucker. Tony Machin, Head of Olive Academy has joined the Forum replacing Gary Haines.

2. ELECTION OF CHAIR AND VICE CHAIR

To elect a Chair and Vice Chair until the first meeting of the autumn term 2024.

3. TO AGREE THE NOTES OF THE MEETING HELD ON 15 JUNE 2023 (Pages 1 - 7)

To agree the Notes of the Meeting held on 15 June 2023 as a correct and accurate record.

4. MATTERS ARISING

5. EARLY YEARS FUNDING (Pages 8 - 11)

6. TEACHERS' PAY ADDITIONAL GRANT 2023-24 AND 2024-25 (Pages 12 - 13)

7. SCHOOLS FUNDING 2024-25 (Pages 14 - 21)

8. HIGH NEEDS FUNDING 2024-25 (Pages 22 - 24)

9. CENTRAL SCHOOLS SERVICES BLOCK (CSSB) 2024-25 (Pages 25 - 31)

10. DE-DELEGATION OF FUNDING FOR CENTRAL SERVICES 2024-25 (Pages 32 - 59)

11. DELIVERING BETTER VALUE IN HIGH NEEDS UPDATE (Pages 60 - 61)

12. NEXT MEETINGS

Future meetings have been arranged as follows:

19 October 2023
30 November 2023
11 January 2024
8 February 2024
13 June 2024

All meetings to be held at CEME at 8am in room 233 or 235.

13. ANY OTHER BUSINESS

MINUTES OF A MEETING OF THE SCHOOLS FUNDING FORUM

Thursday 15th June 2023 (8.00 – 9.30am)

Present: Representative

Groups

LA Maintained School Representatives:

Primary: Kirsten Cooper (Chair)
Hayley McClenaghan
Chris Speller
Angela Stallibrass
David Unwin-Bailey

Special: Emma Allen

Academy Representatives:

Primary: Chris Hobson

Secondary: Neil Frost
Scott McGuinness
David Turrell (Vice Chair)

Non-School Representatives:

Early Years PVI Sector: Beverley Nicholls

Trade Unions:

Non Members in attendance: Angela Adams – Clerk, HGS
Nick Carter- Strategic Finance Manager
Jacqueline Treacy- Senior Inspector (schools causing concern)

1 **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS**

Apologies were received from Georgina Delmonte (Angela Stallibrass was substituting for G Delmonte), John Delaney, Garth Tucker, Trevor Cook and Denise Broom.

2 TO AGREE THE NOTES OF THE MEETING HELD ON 9TH FEBRUARY 2023

The minutes of the meeting held on 9th February 2023 were agreed as a correct and accurate record.

3 MATTERS ARISING

Colleagues noted that under minute 7 the funding rate for the National Tutoring Programme was now 50% with the schools topping up 50%.

There were no matters arising that had not been included elsewhere on the agenda.

4 LA MAINTAINED SCHOOLS BALANCES 2022–23

The Funding forum noted that balances had fallen but not as much as expected. The net balance was £3.9m which equated to 3.5% of the total income for 2022-23. N Carter advised that although the balances were down for a second year in a row, they were above what the 2019 level of £3.6m. The total of surpluses across all the schools for 2022-23 totalled £5.3m and the deficits came to £1.4m, resulting in the net balance of £3.9m.

It was noted that there were 15 schools in deficit at the end of the financial year, compared to nine at the end of 2021-22. Six schools had a deficit of between 5% and 10% of their total income. In response to a question about schools with a high carry forward, N Carter advised that all schools with a surplus balance were required to complete a 'Use of Balances' return. Those schools with very large balances were contacted to establish in more detail their intended use of the balances. If they previously carried forward a large balance and had indicated that this would be spent, they were asked why this had not happened.

The Forum's attention was drawn to appendix A (item 4) which compared income and expenditure for 2022-23 to 2021-22, the following was noted:

- High needs funding increased by 31%
- Pupil premium (PP) funding had also increased
- Income from lettings had increased
- Insurance claims had reduced but they were still above pre Covid levels
- Contributions to visits had increased although fund raising had decreased.
- All support staff costs had increased. Education support staff costs had increased due to the increase in the number of pupils with Education Health Care Plans (EHCP) and the pay award.
- Energy costs were 60% high than the previous year.
- ICT expenditure had decreased. David Unwin-Bailey thought that this was because schools did not have the money to spend.

The increase in agency staff costs, of £898,945 when compared to the previous year, was questioned. It was noted that the increase in the number of EHCPs has led to an increase in the need for support staff. If staff could not be recruited, or

were needed straight away, SEN agency staff were used to support the pupils.

It was noted that if a school had a persistently large carry forward the Local Authority (LA) could remove the excess from the school. The funding recovered, however, had to be distributed on a per pupil basis to all other schools. This would not significantly improve the budget position of the other schools. Schools could be saving for a large project but this should be highlighted to the LA at the end of the financial year.

The funding forum noted the report.

5 DEDICATED SCHOOLS GRANT (DSG) – YEAR END BALANCE 2022 -23

The funding forum noted that the DSG was overspent at the end of 2022-23 by £8.258m. The deficit was due to the costs of High Needs rising faster than the funding received. The formula used by the Government to calculate High Needs funding did not take into account the number of EHCPs.

- Early Years was underspent by £200k. It was anticipated this would be needed to fund an increase in the number of children attracting inclusion funding. Settings who had not previously applied for inclusion funding were now doing so.
- The Schools Block was underspent by £135k, although pupil growth was over spent by £31k. It was noted that Pupil Growth funding was used to support schools where Key Stage 1 classes had gone above 30 pupils. The funding given to schools was based on the cost of providing an additional teaching assistant. D Unwin- Bailey stated that his governors were not content with this, as the needs of the pupil joining were not known to the school. No additional funding is given for Key Stage 2 pupils going over number as the 30 per pupil class limit does not apply. The funding was welcome but the needs of the pupils were increasing.

N Carter confirmed that this funding was introduced at a time when schools going above number occurred only rarely. It is now much more frequent as the numbers joining Havering schools during the course of the academic year had increased markedly. It was also noted that if a pupil left the school, and the number in a class fell back to 30, the additional funding ceased.

The schools block underspend would be offset against the overspend in the High Needs Block.

- De-delegated budgets were overspent by £17k. Maternity leave funding had overspent by £135k. The Forum had previously agreed an increase in the sum de-delegated for maternity leave for 2023-24. The underspends on insurance and EAL would help offset the overspend on maternity leave. Funding for Trade Union Facility Time was underspent by £9k and would be carried forward to 2023-24.

- The High Needs Block was overspent by £3.9m bringing the cumulative overspend to £8.6m. There were 28% more EHCPs in January 2023 than there had been in January 2022. It was noted that it was now common for EHCPs to provide 32.5 hours support, which cost the LA £14k compared to £9k for an EHCP with 25 hours support. There were 1,000 pupils with EHCPs in schools and 300 of them had 32.5 hours of support.

Colleagues agreed that the Government needed to ensure they funded these needs properly.

- Central Schools support was £12K underspent
- Other DSG funding showed £26k remaining. This was funding received from the DfE at the end of the financial year that had been passed on to schools at the beginning of 2023-24.

The funding forum noted the overspends from the 2022-23 dedicated schools grant and agreed the offsets against the High Needs deficit as presented.

6 SECTION 151 BUDGET SUBMISSION 2023 -24

The funding forum received the section 251 budget statements and the following was noted:

Funding forum colleagues questioned what was included under SEN support services, line 1.2.5. N Carter undertook to find this out.

ACTION: N Carter

Line 1.3.1 was central expenditure on Early Years entitlement- this was a retention for 3 and 4 year olds. N Carter advised that in the Early Years consultation document from January 2023 this had been broken down, a retention of 5% was permitted, however, only 4% had been retained.

Funding forum colleagues questioned what was included under Capital expenditure listed on page 4 of the section 251 report. N Carter undertook to find this out.

ACTION: N Carter

The funding forum noted the section 251 budget statements

7 COST PRESSURES IN EDUCATION SETTINGS

All colleagues were fully aware of the cost pressures on the schools and the following was noted from the report:

- There had been an increase in the number of maintained schools going into deficit when compared to the previous year.
- Additional funds had been provided by Government in the form of the Schools Supplementary Grant in 2022 -23. This had been included in NFF funding for 2023-24. Schools had found that the increase in funding had not been enough to cover the increase in costs.
- An additional £204m for Early Years had been announced in the March 2023 budget. This funding covered the period from September 2023. It was noted that Early Years funding was becoming a higher profile issue.
- Costs pressures included the teacher's pay increase of 5% last year with a potential 6.5% increase this year. How much funding would be received to support the pay increases was the issue. It was noted that maintained schools who brought the LA support package had been advised to allow for a 5% increase in their budget forecast for 2023-24.
- Support staff pay rises had also had a big impact on the cost pressures for the schools. There had been an increase of £2,229 on all salary points in 2022-23 and the same had been offered again this year. This figure had been included in the salary calculator for school budgets. The driver for these pay increases was the level of the Living Wage and recruitment issues. It was agreed that it was still difficult to attract staff to a demanding teaching assistant role when supermarkets paid the same rate.
- Energy - it was noted that the capped rate would reduce from July 2023 but as schools were usually on fixed term deals they would may not feel the benefit of the reduction straight away.
- Funding was an issue across all public services.
- Overall, nationally, schools were holding considerably budget surpluses which made the case for an increase in funding more difficult.

The funding forum noted the report.

8 EARLY YEARS- FUTURE ENTITLEMENT TO FUND PROVISION AND FUNDING CHANGES

The report outlined the funding for Early Years provision as it was known at the time. The report had been shared with the Early Years providers and rates had been agreed back in February 2023.

The total hourly funding for a child with 'complex needs' had been increased to £16.50 an hour to match that paid to schools for pupils with an EHCP.

Childcare grants would become available in the autumn term and an additional £204m would be distributed to LA's for funding for 2 and 3&4 year olds.

From September 2024 the Government planned to introduce wrap around care. 15 funded hours would be provided for working parents for children from 9 months old.

From September 2026 all schools would be required to provide wraparound care for children from 8am until 6pm, the age groups this covered was not known at this time.

Colleagues noted the proposed increases in funded hours.

The funding forum noted the report.

9 HIGH NEEDS FUNDING RATES 2023 -24 AND DELIVERING BETTER VALUE UPDATE

The Forum had agreed to delegate the final decision on funding rates for 2023-24 for High Needs support to the High Needs task and finish group.

The following funding rates had been agreed and were noted by colleagues:

- EHCPs were increased to £16.50 an hour after 10.3 hours.
- Complex needs funding in early Years was increased from £3.20 to £5.82 an hour.
- A table had been included in the report showing the special school rates, these had been increased for 2023-24 in line with the DfE funding requirements.

Delivering Better Value in High Needs (DBV) - Colleagues noted that the DfE were aware of the overspends in High Needs across the country. A Safety Valve Programme was in place, initially in 17 local authorities to review delivery with the aim of reducing costs. The DBV programme was being rolled out across 55 LAs including Havering. The final stage of the DBV support programme was for LAs to draw up bids for up to £1m to support the implementation of changes designed to deliver better value. A full report had been given to the Havering SEND executive board.

The DBV project examined projections of future numbers of pupils requiring high needs support across all settings, and the cost of providing this support if no changes were made (the unmitigated cost). Mitigations that could result in lower costs were then considered. Although in many LAs it may be possible to reduce the rate at which costs increased it was not always possible to reduce costs or to eradicate deficits.

Mitigations for reducing costs in Havering included:

- Creating greater parental confidence that pupils could be supported in mainstream schools. In order to do this staff would need training,

secondment opportunities offered and greater support provided from the centre.

- Creating additional SEN places. Another special school was needed together with more Additional Resources Provisions (ARPs). Additional ARP places were coming on stream including in the secondary sector. There was currently more provision than there has ever been but more was still needed. This would take time to provide.

The funding forum noted the report.

10 SCHOOL FUNDING MEETINGS ACADEMIC YEAR 2023 – 24

The following dates for meetings for the next academic year were noted by forum members, all meetings would start at 8am and would be held at CEME.

Thursday 21 September 2023

Thursday 19 October 2023

Thursday 30 November 2023

Thursday 11 January 2024

Thursday 8 February 2024

Thursday 13 June 2024

11 ANY OTHER BUSINESS

There were no items of any other business.

Meeting closed at 10:50

Agenda Item 5



Schools Funding Forum 21st September 2023

ITEM 4

Subject Heading:

Early Years Funding

Report Author:

**Nick Carter – Education Finance Group
Manager**

Eligibility to vote:

**All school and academy members and
the representative of the PVI sector**

SUMMARY

This report provides details of the reduction in Early Years Block funding received from the DfE for 2022-23 and details of additional funding announced for the current and future financial years.

RECOMMENDATIONS

That the Schools Funding Forum:

- (i) notes the details of the funding reduction for 2022-23 and the additional funding for 2023-24

REPORT DETAIL

2022-23 financial year funding adjustment

The Early Years Block of the Dedicated Schools Grant is calculated using data collected at the January census each year. An adjustment is made to the indicative funding received for the autumn and spring terms to reflect the hours recorded at the January census that fell within the financial year. This adjustment takes place after the end of the financial year, usually in July. In the past Havering has seen funding both increased and decreased.

Initial funding for the whole of the 2022-23 financial year was calculated using January 2022 census data. In the final allocation, funding for the autumn and spring terms was recalculated using data from the January 2023 census.

2022-23 financial year

Term	Census data used	
	Indicative allocation	Final allocation
Summer 2022	January 2022	January 2022
Autumn 2022	January 2022	January 2023
Spring 2023	January 2022	January 2023

The final 2022-23 Early Years Block allocation, released in July 2023, shows a reduction of £195,305.

Element	Initial EY Block 2022-23 £	Final EY Block 2022-23 £	Adjustment 2022-23 £
2 year old entitlement	1,833,143	1,776,603	-56,540
Universal 3&4 year old entitlement	13,404,796	13,199,248	-205,548
Extended 3&4 year old entitlement	5,722,213	5,790,750	68,537
EY Pupil Premium	116,482	114,728	-1,754
Disability Access Fund	64,800	64,800	0
Total	21,141,434	20,946,129	-195,305

An estimate of the likely reduction in funding was calculated prior to the closure of the 2022-23 accounts and a reduction of £187,963 included in the outturn figures reported to the Schools Forum at the meeting of 15th June 2023. The release of the final allocations for 2022-23 has the effect of reducing the overall underspend in Early Years from £200k to £193k. As reported to the Schools Forum this underspend is needed to meet an increase in the number of children attracting Early Inclusion Funding.

Funding for 2023-24 and future financial years

At the meeting of the Schools Funding Forum on 15th June 2023 details were provided of additional funding for Early Years announced in the spring budget. These are:

- An additional £204m for 2023-24
- An additional £288m for 2024-25

This additional funding converts to average hourly rates at which local authorities are funded as follows:

Financial year	Under 2 year olds	2 year olds	3&4 year olds
2022-23	-	£5.77	£5.04
2023-24 (April – August)	-	£6.00	£5.29
2023-24 (September – March)	-	Around £8.00	£5.50
2024-25 (provisional estimate)	Around £11.00	Around £8.00	tba

The use of the additional funding for the current financial year was prescribed by the DFE. All additional funding is passed on to providers in the form of supplementary rates for the autumn and spring terms.

Funding rates for 2023-24:

Funding Factor	Funded age of the child	2023-24 Funding Rate Apr-23 to Mar-24 SU23/AU23/SP24	2023-24 Early Years Supplementary Grant Funding Rate Sep-23 to Mar-24 AU23/SP24
Factor 1 Base rate	Two year olds (includes an in-built deprivation rate)	£6.46 per hour	£2.12 per hour
	Three and four year olds Universal 15 hours funding Extended 30 hours funding	£5.34 per hour	£0.19 per hour
Factor 2 Deprivation Funding rate	Three and four year olds	IDACI A - £0.77 per hour	n/a
		IDACI B - £0.58 per hour	n/a
		IDACI C - £0.55 per hour	n/a
		IDACI D - £0.50 per hour	n/a
		IDACI E - £0.32 per hour	n/a
		IDACI F - £0.26 per hour	n/a
Factor 3 Early Years Pupil Premium (EYPP)	Three and four year olds	£0.62 per hour	£0.04 per hour
Factor 4 Disability Access Funding (DAF)	Three and four year olds	£828 per annum	£30.92 per annum
Factor 5 Inclusion Fund	Two, Three and Four year olds SENIF/EIF	£5.34 per hour	n/a
	Two year olds Complex Needs/EHCP	£4.70 per hour*	n/a
	Three and Four year olds Complex Needs/EHCP	£5.82 per hour*	n/a

* This is the sum required to bring the total hourly funding for a child to £16.50. This is the hourly rate paid in support of an EHCP for a pupil in Years R -11.

The expansion of funded childcare

As well as increased funding for 2 and 3&4 year olds, the spring 2023 budget contained an announcement on the expansion of funding childcare and set out the following timetable:

Autumn 2023	<ul style="list-style-type: none"> • Childminder grants become available • Staff : child ratio change from 1:4 to 1:5
April 2024	<ul style="list-style-type: none"> • 15 funded hours for working parents of 2 year olds introduced
September 2024	<ul style="list-style-type: none"> • National wraparound support begins • 15 hours for working parents of children 9 months plus introduced
September 2025	<ul style="list-style-type: none"> • 30 hours for all working parents of children from 9 months to primary school age introduced
September 2026	<ul style="list-style-type: none"> • All schools to offer 8am – 6pm wraparound care on their own or in partnership

The activities funded by the allocations for 2 and 3&4 year olds will change with the expansion.

To fund	2023-24 allocation for		2024-25 allocation for	
	2 yr olds	3&4 yr olds	2 yr olds	3&4 yr olds
Hourly base rate	✓	✓	✓	✓
Supplements	X	✓	✓	✓
In year contingency	✓	✓	✓	✓
Inclusion fund	X	✓	✓	✓
Central retention	X	✓	✓	✓

Agenda Item 6



Schools Funding Forum 21st September 2023

ITEM 5

Subject Heading:

**Teachers Pay Additional Grant 2023-24
and 2024-25**

Report Author:

**Nick Carter – Education Finance Group
Manager**

Eligibility to vote:

All school and academy members

SUMMARY

This report provides details of the Teachers Pay Additional Grant (TPAG) announced in July 2023.

RECOMMENDATIONS

That the Schools Funding Forum

- (i) notes the details of the Teachers Pay Additional Grant (TPAG)

REPORT DETAIL

In July 2023 the Government announced £525m to support schools with the September 2023 teachers' pay award with a further £900m in 2024-25. Funding will be allocated through the Teachers' Pay Additional Grant (TPAG) in both 2023-24 and 2024-25, before being consolidated into the National Funding Formula for 2025-26.

TPAG will fund primary and secondary schools and academies for the 5-16 year old age range. It will also fund special schools and academies, pupil referral units and AP academies.

For 2023-24 the grant will cover the period September 2023 – March 2024. For 2024-25 it will cover the whole financial year with academies receiving an additional payment to cover the period April 2025 – August 2025. So for LA maintained schools it will cover the period September 2023 – March 2025 before being included in NFF budgets from April 2025, and for academies it will cover the period September 2023 – August 2025 before being included in NFF budgets from September 2025.

Funding rates

The rates for the 2023-24 financial year are shown below. These rates include the Area Cost Adjustment (London Weighting).

Mainstream schools

	Primary £	KS3 £	KS4 £
Per pupil	39.08	54.28	61.88
FSM Ever6	33.65	48.85	
Lump sum	1,460.04		

For the period September 2023 to March 2024 Havering primary schools will receive between £5k and £38k with a median value of £19k. Secondary schools receive between £21 and £85 with a median value of £63k.

Special and AP schools

The funding rate for 2023-24 is £260 per place.

Agenda Item 7



Schools Funding Forum 21st September 2023

ITEM 6

Subject Heading:

Schools Funding 2024-25

Report Author:

**Nick Carter – Education Finance Group
Manager**

Eligibility to vote:

All school and academy members

SUMMARY

This report summarises the announcement of indicative DSG Schools Block funding for financial year 2024-25

RECOMMENDATIONS

That the Schools Funding Forum

- (i) notes the announcements on schools funding for 2024-25
- (ii) agrees to apply the national funding formula rates to schools data in calculating schools' funding

REPORT DETAIL

Government Announcement on School Funding

A written statement from the The Minister of State for School Standards to the House of Commons is attached at Appendix A providing an overview of the funding changes for 2024-25

This item considers the Dedicated Schools Grant (DSG) Schools Block funding. Other agenda items consider changes to Havering's High Needs and Central Schools Support DSG Blocks.

1. Operational Guidance

Every year the ESFA publishes Operational Guidance to local authorities to use with their Schools Forums to determine the funding arrangements for the year. The full Operational Guidance for 2024-25 can be found on the DfE website at:

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/schools-operational-guide-2024-to-2025>

2. Background

Financial year 2018-19 saw the implementation of a “soft” National Funding Formula and for that year and subsequently Havering has used the NFF rates in calculating funding for its schools. For each of those years decisions have been made by the Schools Funding Forum on the minimum funding guarantee (mfg) and the gains caps to be applied. For 2023-24, the mfg was set at +0.5% and there was a gains cap of 3.15%. This was after using £164,676 of the Schools Block to support the Pupil Growth/Falling Rolls Fund and after £1,108,900 was transferred to the High Needs Block.

For 2024-25 it is again recommended that Havering adopts the NFF funding rates and the Forum will again be asked to consider proposals for the level of the minimum funding guarantee, whether to apply a gains cap and if so at what rate. Consideration will again need to be given to any top up that is required to Havering's allocation of funding for pupil growth and falling rolls and to any transfer of funding to support high needs expenditure.

3. DSG Schools Block 2024-25

Key changes for 2024-25

The Mainstream Schools Additional Grant (MSAG) Schools Supplementary Grant will be rolled onto the National Funding formula by:

- Adding an amount representing what schools receive into the baseline budgets

- Adding the value of the lump sum, basic per pupil rates and FSM Ever 6 parts of the grant into the respective NFF factors. These amounts are shown on Appendix B

Increases in NFF factors (on top of additional sum for MSAG) will be:

- 2.4% to basic entitlement, low prior attainment, FSM6, income deprivation affecting children index (IDACI), English as an additional language (EAL), mobility and the lump sum
- 2.4% to the minimum per pupil levels (MPPL)
- 1.6% to the free school meals (FSM) factor

Local authorities not already using NFF funding rates will be required to bring their own formula closer to the schools NFF. Havering already uses NFF factors and rates.

Funding for 2024-25

Indicative funding for 2024-25, through the DSG Schools Block, has been announced by the DfE as shown in the table below. This compares 2024-25 indicative figures to the baseline data from 2023-24 (i.e. the figures received at the same point in the last funding cycle).

	Pupil Numbers	Schools Block allocation excluding pupil growth and premises factors £	Allocation through premises factors £	Mainstream Schools Additional Grant £	Total allocation (excluding pupil growth) £	Allocation per pupil £
2024-25	38,898	230,968,295	2,106,175	-	233,074,470	5,991.94
2023-24	38,061.5	212,548,940	2,440,293	7,479,093	222,468,326	5,844.97
increase	836.5	18,419,355	-334,118	-7,479,093	10,606,144	146.97
% increase					4.77%	2.51%

The Schools Block funding for 2024-25 shown above will be updated in December using pupil numbers from the October 2023 census and will also include Havering's allocation of funding for pupil growth/falling rolls. Until then the LA models various options based on estimated pupil numbers and data.

The table above shows the comparison of indicative 2024-25 funding against the baseline figure for 2023-24. This is not the final allocation that the LA received in 2023-24. This is shown in the table below together with the indicative Schools Block funding for 2024-25.

	Actual primary unit of funding (PUF) £	Actual secondary unit of funding (SUF) £	Primary pupil numbers	Secondary pupil numbers	Pupil Funding £	Mainstream Schools Additional Grant £	Rates (NDR) £	Total Funding £
2024-25 (Jul-23)	5,220.07	7,043.34	23,584	15,314	230,968,295	0	2,106,175	233,074,470
2023-24 (Dec-22)	4,912.04	6,626.62	23,584	15,314	217,322,297	7,479,093	2,440,293	227,241,683
Diff	308.03	416.72	0.0	0.0	13,645,999	-7,479,093	-334,118	5,832,788

As already stated, the final Schools Block allocation for 2024-25 will be provided by the DfE in December based on the October 2023 census.

4. NFF Funding rates

NFF funding rates to be used in 2024-25 formula and those used for 2023-24 are shown in Appendix C

5. Minimum Funding Guarantee and Gains Cap

For 2024-25 the range for the minimum funding guarantee (mfg) percentage that local authorities can apply is 0.0% - 0.5%, the same range as for 2023-24. Local Authorities can also apply a cap on the percentage gains per pupil that schools will receive, if required to ensure that the total amount allocated to schools does not exceed the total Schools Block funding. For 2023-24 in Havering an mfg of 0.5% was applied, with a gains cap set at 3.15%.

Nick Gibb – 2023 Statement on School Funding: Provisional 2024-25 Allocations

July 28, 2023admin2023, Nick Gibb, Speeches

The statement made by Nick Gibb, the Minister for Schools, in the House of Commons on 17 July 2023.

Today I am confirming provisional funding allocations for 2024-25 through the schools, high needs and central school services national funding formulae (NFFs). Core schools funding includes funding for both mainstream schools and high needs. This is increasing by over £1.8 billion in 2024-25—from over £57.7 billion in 2023-24 to over £59.6 billion in 2024-25. This is on top of the over £3.9 billion increase in the core schools budget in 2023-24.

The core schools funding increase for both this year and next year includes the additional funding for schools' teacher pay costs, through the teachers' pay additional grant (TPAG). On 13 July, we announced this funding to support schools with the September 2023 teachers' pay award. The funding is being split between mainstream schools, special schools and alternative provision (AP), early years, and 16 to 19 provision. The part of the additional funding that goes to mainstream schools, special schools and alternative provision is worth £482.5 million in 2023-24 and £827.5 million in 2024-25. This funding will be paid on top of NFF funding in both 2023-24 and 2024-25. Further information on the TPAG is published here:

<https://www.gov.uk/government/publications/teachers-pay-additional-grant-2023-to-2024>.

Funding for mainstream schools through the schools NFF is increasing by 2.7% per pupil compared to 2023-24. Taken together with the funding increases seen in 2023-24, this means that funding through the schools NFF will be 8.5% higher per pupil in 2024-25, compared to 2022-23.

The minimum per pupil funding levels (MPPLs) will increase by 2.4% compared to 2023-24. This will mean that, next year, every primary school will receive at least £4,655 per pupil, and every secondary school at least £6,050. Academy trusts continue to have flexibilities over how they allocate funding across academies in their trust. This means, in some cases, an individual academy could receive a lower or higher per-pupil funding amount than the MPPL value. This may reflect, for example, activities that are paid for by the trust centrally, rather than by individual academies.

The NFF will distribute this funding based on schools' and pupils' needs and characteristics. The main features in 2024-25 are:

We are introducing a formulaic approach to allocating split sites funding. This ensures that funding for schools which operate across more than one site will be provided on a consistent basis across the country.

The core factors in the schools NFF—such as basic per-pupil funding, and the lump sum that all schools attract—will increase by 2.4%.

The funding floor will ensure that every school attracts at least 0.5% more pupil-led funding per pupil compared to its 2023-24 allocation.

The 2023-24 mainstream schools additional grant (MSAG) has been rolled into the schools NFF for 2024-25. This is to ensure that the additional funding schools attract through the NFF is as close as possible to the funding they would have received if the funding was continuing as a separate grant in 2024-25, without adding significant complexity to the formula. Adding the grant funding to the NFF provides reassurance to schools that this funding forms part of schools' core budgets and will continue to be provided.

For the first time, in 2024-25 we will allocate funding to local authorities on the basis of falling rolls, as well as growth. Local authorities can use this funding to support schools which see a short-term fall in the number of pupils on roll.

The 2023-24 was the first year of transition to the direct schools NFF, with our end point being a system in which, to ensure full fairness and consistency in funding, every mainstream school in England is funded through a single national formula without adjustment through local funding formulae. Following a successful first year of transition, we will continue with the same approach to transition in 2024-25. As in 2023-24, local authorities will only be allowed to use NFF factors in their local formulae, and must use all NFF factors, except any locally determined premises factors. Local authorities will also be required to move their local formulae factors a further 10% closer to the NFF values, compared to where they were in 2023-24, unless they are classed as already "mirroring" the NFF.

Today we are also publishing local authority funding formula data for 2023-24. Following the first year of transition, the number of local authorities that mirror the schools NFF increased significantly from just over half in 2022-23, to just over two-thirds in 2023-24. Of the 72 local authorities that were not mirroring the NFF in 2022-23, 61 chose to move their local formula closer to the NFF than required.

In 2024-25, high needs funding through the NFF is increasing by a further £440 million, or 4.3%—following the £970 million increase in 2023-24 and £1 billion increase in 2022-23. This brings the total high needs budget to over £10.5 billion. All local authorities will receive at least a 3% increase per head of their age two to 18 population, compared to their 2023-24 allocations, with some authorities seeing gains of up to 5%.

The £10.5 billion funding includes the continuation of the £400 million high needs funding allocated to local authorities following the 2022 autumn statement, and the £440 million increase is provided on top of that. All special and alternative provision schools will continue to receive their share of that funding in 2024-25.

Central school services funding is provided to local authorities for the ongoing responsibilities they have for all schools. The total provisional funding for ongoing

responsibilities is £304 million in 2024-25. In line with the process introduced for 2020-21, to withdraw funding over time for the historic commitments local authorities entered into before 2013-14, funding for historic commitments will decrease by a further 20% in 2024-25.

Updated allocations of schools, high needs and central schools services funding for 2024-25 will be published in December, taking account of the latest pupil data at that point.

NFF rates 2024-25

Area Cost Adjustment

1.08352

Factor

Primary

Secondary

Basic per pupil				
<i>excl MSAG</i>				
Free School Meals				
FSM Ever 6				
<i>excl MSAG</i>				
IDACI A				
IDACI B				
IDACI C				
IDACI D				
IDACI E				
IDACI F				
Low Prior Attainment				
EAL				
Mobility				
Lump sum				
<i>excl MSAG</i>				
Minimum per pupil funding level (MPPL)				
<i>excl MSAG</i>				
Minimum Funding Guarantee				
Gains cap				

2024-25		2023-24 % change	
NFF £	LBH £	LBH £	LBH
3,597.00	3,897.42	3,684.29	5.78
<i>3,478.00</i>	<i>3,768.48</i>	<i>3,684.29</i>	<i>2.29</i>
490.00	530.92	521.05	1.89
830.00	899.32	765.30	17.51
<i>726.00</i>	<i>786.64</i>	<i>765.30</i>	<i>2.79</i>
685.00	742.21	727.31	2.05
520.00	563.43	553.62	1.77
490.00	530.92	521.05	1.89
450.00	487.58	477.63	2.08
285.00	308.80	303.95	1.60
235.00	254.63	249.67	1.99
1,185.00	1,283.97	1,253.79	2.41
595.00	644.69	629.61	2.40
970.00	1,051.01	1,025.83	2.46
135,700.00	147,033.66	138,947.84	5.82
<i>131,190.00</i>	<i>142,146.99</i>	<i>138,947.84</i>	<i>2.30</i>
4,655.00	4,655.00	4,405.00	5.68
<i>4,512.00</i>	<i>4,512.00</i>	<i>4,405.00</i>	<i>2.43</i>
0.0% - 0.5%	tba	0.5%	
	tba	3.15%	

2024-25		2023-24 % change	
NFF £	LBH £	LBH £	LBH
KS3 5,072.00	5,495.61	5,194.26	5.80
KS4 5,717.00	6,194.48	5,854.26	5.81
<i>KS3 4,904.00</i>	<i>5,313.58</i>	<i>5,194.26</i>	<i>2.30</i>
<i>KS4 5,527.00</i>	<i>5,988.62</i>	<i>5,854.26</i>	<i>2.30</i>
490.00	530.92	521.05	1.89
1,210.00	1,311.06	1,118.10	17.26
<i>1,058.00</i>	<i>1,146.36</i>	<i>1,118.10</i>	<i>2.53</i>
950.00	1,029.34	1,009.54	1.96
750.00	812.64	792.44	2.55
695.00	753.05	738.16	2.02
635.00	688.04	673.03	2.23
455.00	493.00	483.06	2.06
345.00	373.81	363.65	2.79
1,790.00	1,939.50	1,899.68	2.10
1,605.00	1,739.05	1,698.85	2.37
1,395.00	1,511.51	1,476.32	2.38
135,700.00	147,033.66	138,947.84	5.82
<i>131,190.00</i>	<i>142,146.99</i>	<i>138,947.84</i>	<i>2.30</i>
6,050.00	6,050.00	5,715.00	5.86
<i>5,855.20</i>	<i>5,855.20</i>	<i>5,715.00</i>	<i>2.45</i>
0.0% - 0.5%	tba	0.5%	
	tba	3.15%	

MSAG sums consolidated into NFF funding rates for 2024-25

	£		£
Basic per pupil - Primary	119.00	Adjustment to MPPL	
Basic per pupil - KS3	168.00	Primary	143.00
Basic per pupil - KS4	190.00	KS3	186.00
Primary FSM6	104.00	KS4	208.00
Secondary FSM6	152.00		
Lump sum	4,510.00		

Agenda Item 8



Schools Funding Forum 21st September 2023

ITEM 7

Subject Heading:

High Needs Funding 2024-25

Report Author:

**Nick Carter – Education Finance Group
Manager**

Eligibility to vote:

All school and academy members

SUMMARY

This report summarises the announcements of indicative DSG High Needs Block funding for financial year 2024-25

RECOMMENDATIONS

That the Schools Funding Forum notes the High Needs Block funding for financial year 2024-25

REPORT DETAIL

1. Background

In 2018-19 the DfE implemented a National Funding Formula for the allocation to local authorities of high needs funding through the DSG, although the funding has not kept pace with the increasing number of children with Education Health and Care Plans or the increased complexity of need.

2. National funding formula allocations for 2023-24

The full operational guidance can be found on the DfE website at:

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2024-to-2025/high-needs-funding-2024-to-2025-operational-guide>

High needs funding nationally is increasing by £440 million, or 4.3%, compared to the amounts allocated in 2023-24. The total high needs budget for 2024-25 will be £10.54 billion, the vast majority of which is allocated through the high needs National Funding Formula.

The funding floor factor in the high needs NFF for 2024-25 will be 3% per head of the 2-18 year old population. This compares to an increase in 2023-24 of 5%. The limit on gains is set at 5%, a decrease from the 2023-24 level of 7%, again calculated on a per head of population basis.

The historic spend factor remains unchanged for 2024-25, to provide every local authority with a set percentage (50%) of their 2017-18 outturn spending on high needs.

3. DSG High Needs Block allocation 2024-25

Indicative funding for 2024-25 through the DSG High Needs Block has been announced by the DfE as shown in the table below, with comparable data from 2023-24.

Funding factor	2024-25 £	2023-24 £	Change £	Change %
(A) Basic entitlement factor	2,182,364	2,184,830	-2,466	-0.1
(B) Historic spend factor	11,194,567	11,194,567	0	0.0
(C) Population factor	16,844,191	14,827,294	2,016,897	13.6
(D) FSM factor	2,855,486	2,516,005	339,481	13.5
(E) IDACI factor	3,002,258	2,656,963	345,295	13.0
(F) Bad health factor	2,378,191	1,915,753	462,438	24.1
(G) Disability factor	2,114,552	1,865,226	249,326	13.4
(H) KS2 low attainment factor	1,954,795	1,550,097	404,698	26.1
(I) KS4 low attainment factor	2,119,261	1,823,617	295,644	16.2
(J) Funding floor factor	0	0	0	0.0
(K) Gains limit factor	-29,672	0	-29,672	-
(L) Hospital education, AP teachers pay/pension and supplementary funding factor	143,850	140,718	3,132	2.2
(L1) Import/export adjustment	-1,830,000	-1,638,000	-192,000	-11.7
(L2) New and growing special free schools	24,000	36,000	-12,000	-33.3
Additional grant autumn statement 2022	-	1,760,760	-1,760,760	-100.0
Total funding	42,953,843	40,833,830	2,120,013	5.2

It should be noted that the figures shown are before DfE recoupment for their direct funding of academies and non maintained special schools.



Schools Funding Forum 21st September 2023

ITEM 8

Subject Heading:

**Central Schools Services Block (CSSB)
2024-25**

Report Author:

**Nick Carter – Education Finance Group
Manager**

Eligibility to vote:

All school and academy members

SUMMARY

This report summarises the announcement of indicative DSG Central Schools Services Block (CSSB) funding for financial year 2024-25 and seeks approval for the retention of funding to maintain central statutory services.

RECOMMENDATIONS

That the Schools Funding Forum:

- (i) notes the allocation of CSSB for 2024-25
- (ii) considers the request to retain funding for central statutory services

REPORT DETAIL

1. Background

As part of the introduction of a Schools and High Needs National Funding Formula in 2018-19 the DfE also introduced a fourth funding block, the CSSB, which

brought together funding for services previously funded through the Schools Block and through an Education Services Grant. The allocation for 2024-25 is shown below.

The ESFA Operational Guidance requires Schools Forum approval for the central retention of this funding, as shown at section 3 below.

2. CSSB allocation 2024-25

Indicative funding for 2024-25 through the DSG Central Service Block has been announced by the DfE as shown in the table below, with comparable data from 2023-24.

	Ongoing responsibilities			Historical commitments	Total CSSB
	Pupil nos.	Per pupil £	£	£	£
2024-25 indicative	38,898	41.67	1,621,025	94,206	1,715,231
2023-24 final	38,898	40.57	1,578,072	117,757	1,695,829
Difference	0	1.10	42,953	-23,551	19,402

3. Services to be funded

The services that LAs can fund from the CSSB are set out in the extract from the Operational Guidance at Appendix A. For Havering, these services are as follows:

Ongoing responsibilities	2023-24 £	Proposed 2024-25 £	Proposed change £	Proposed change %
Copyright licences	214,651	230,000	15,349	7.2
Admissions	511,590	524,380	12,790	2.5
Schools Forum	44,548	45,662	1,114	2.5
LA responsibilities to all schools	742,457	761,019	18,562	2.5
Pension funding	59,964	59,964	0	0
Unallocated	4,861	0	-4,861	-100.0
Total	1,578,072	1,621,025	42,954	2.7

Historical commitments	2023-24 £	Proposed 2024-25 £	Proposed change £	Proposed change %
Schools Partnerships/Schools Causing Concern	117,757	94,206	-23,551	-20.0

Total	1,695,829	1,715,231	19,402	1.1
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Ongoing responsibility element

The copyright licence costs tend to increase each year but LAs are not notified of the increase until later in the year. An estimated sum of £230,000 has been included. Areas relating to salary costs have been increased by 2.5%. The actual increase in cost is likely to be closer to 5.0%.

Historic Commitments element

Following the views expressed by the Schools Funding Forum on the use of this element of the grant in 2022-23, at the meeting of 15th June 2023, the LA is proposing that for 2024-25 it is used for items that are accessible to a large number of schools. This includes the coaching bursary, Havering Academy of Leadership and support commissioned on behalf of all schools.

Schools Funding Forum approval is requested for this use of the CSSB.

34. Central school services block (CSSB)

The CSSB continues to provide funding for local authorities to carry out central functions on behalf of maintained schools and academies, comprising 2 distinct elements:

- ongoing responsibilities
- historic commitments

Further details on the methodology used for the CSSB are set out in the [2024 to 2025 NFF technical note](#).

The total funding for ongoing responsibilities is £304 million in 2024 to 2025. This funds all local authorities for the functions they have a statutory duty to deliver for all pupils in maintained schools and academies. It also includes £5.5 million to cover the increased cost in copyright licences that local authorities faced in 2023 to 2024.

Local authorities will continue to be protected so that the maximum per-pupil year-on-year reduction in funding for ongoing responsibilities is -2.5%, while the year-on-year gains cap will be set at the highest affordable rate of 5.51%.

As previously stated, the department has reduced the element of funding within CSSB that some local authorities receive for historic commitments made prior to 2013 to 2014.

In 2024 to 2025, for those local authorities that receive it, historic commitments funding has been reduced by 20%.

The department has protected any local authority from having a reduction that takes their total historic commitments funding below the total value of their ongoing prudential borrowing and termination of employment costs, in recognition of the time required for such costs to unwind. For example, if a local authority had historic commitments funding of £800,000 in 2023 to 2024, this would reduce to £640,000 in 2024 to 2025 (a £160,000, or 20% reduction). However, if that local authority had a termination of employment and prudential borrowing costs to a value of £675,000 that value would be protected, and the reduction to the historic commitments would only be £125,000. Note that we only grant protection against the 20% decrease in historic commitments funding - the protection for 2024 to 2025 cannot increase funding beyond what was received in 2023 to 2024.

The department will continue to consider evidence from local authorities which are in this position. We invite local authorities affected to contact the department

at FundingPolicy.QUERIES@education.gov.uk. To reflect this in the December DSG allocation, we request evidence by Friday 27 October 2023; and to reflect this in the March DSG publication, we request evidence by Friday 2 February 2024. We will not accept evidence after this date for 2024 to 2025 DSG adjustments. Agreements for protection are granted on an annual basis. As such, local authorities which have had their historic commitment funding protected in previous years need to resubmit an application for the year 2024 to 2025 for their protection to continue.

Local authorities are required to have schools forum or Secretary of State approval for expenditures on historic commitments and they may not spend more on these commitments than they did in the previous year unless this is authorised by the Secretary of State. A local authority can maintain spending on these areas using other funding sources if they wish to.

The duties included in the CSSB are set out in [annex 3: central services that may be funded with agreement of schools forum](#), which also includes maintained school only functions.

Where local authorities hold these duties in relation to all schools, all schools must be treated on an equivalent basis. Local authorities should not treat voluntary aided schools, foundation schools or academies differently from other maintained schools in the services they provide to them. This is set out in the DSG conditions of grant.

For example, although admissions appeals are not a duty that the local authority holds in relation to all schools, the department would still expect all schools to be treated fairly and equitably by the local authority.

This does not include funding that has been retained centrally from maintained school budgets only, where some statutory duties relate to community and voluntary controlled schools only.

However, in these situations, local authorities should not charge voluntary aided and foundation schools if requested to provide services to these schools and where there is no charge to community and voluntary controlled schools for the same service.

50. Annex 3: central services that may be funded with agreement of schools forum

The split of services between responsibilities that local authorities hold for all schools, and those that relate to maintained schools only are shown below.

Responsibilities held by local authorities for all schools are funded from the central school services block, with the agreement of schools forums or the Secretary of State.

Responsibilities held by local authorities for maintained schools only are funded from maintained schools budgets only, with agreement of the maintained schools members of schools forums.

The department has included references to the relevant schedules in the annually updated school finance regulations. These provisions will be replicated in the regulations we make for the 2024 to 2025 funding year.

50.1 Responsibilities held for all schools

Statutory and regulatory duties

- Director of children's services and personal staff for director (Schedule 2, paragraph 15a)
- planning for the education service as a whole (Schedule 2, paragraph 15b)
- authorisation and monitoring of expenditure not met from schools' budget shares (Schedule 2, paragraph 15c)
- formulation and review of local authority schools funding formula (Schedule 2, paragraph 15d)
- internal audit and other tasks related to the local authority's chief finance officer's responsibilities under Section 151 of the Local Government Act 1972 except duties specifically related to maintained schools (Schedule 2, paragraph 15e)
- consultation costs relating to non-staffing issues (Schedule 2, paragraph 19)
- plans involving collaboration with other local authority services or public or voluntary bodies (Schedule 2, paragraph 15f)
- standing Advisory Committees for Religious Education (SACREs) (Schedule 2, paragraph 17)
- provision of information to or at the request of the Crown other than relating specifically to maintained schools (Schedule 2, paragraph 21)
- revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Schedule 2, paragraph 22)

Education welfare

- functions in relation to school attendance (Schedule 2, paragraph 16)
- responsibilities regarding restrictions on the employment of children (Schedule 2, paragraph 18)
- functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Schedule 2, 20)

Asset management

- management of the local authority's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Schedule 2, paragraph 14a)
- landlord responsibilities, including those in relation to land leased to academies for schools (Schedule 2, paragraph 14b)

Other ongoing duties

- licences negotiated centrally by the Secretary of State for all publicly funded schools (Schedule 2, paragraph 8); this does not require schools forum approval
- operation of the system of admissions and appeals (Schedule 2, paragraph 9)

- fees or expenses payable in connection with the attendance of non-SEN pupils at schools not maintained by any local authority (Schedule 2, paragraph 10)
- remission of boarding fees at maintained schools and academies (Schedule 2, paragraph 11)
- servicing of schools forums (Schedule 2, paragraph 12)
- back-pay for equal pay claims (Schedule 2, paragraph 13)
- writing to parents of year 9 pupils about schools with an atypical age of admission, such as UTCs and studio schools, within a reasonable travelling distance (Schedule 2, paragraph 23)

Historic commitments

- capital expenditure funded from revenue (Schedule 2, paragraph 1)
- prudential borrowing costs (Schedule 2, paragraph 2(a))
- termination of employment costs (Schedule 2, paragraph 2(b))
- contribution to combined budgets (Schedule 2, paragraph 2(c))
- special educational needs transport costs (Schedule 2, paragraph 2(d))

Agenda Item 10



Schools Funding Forum 21st September 2023

ITEM 9

Subject Heading:

De-delegation of funding for central services 2024-25

Report Author:

Nick Carter – Education Finance Group Manager

Eligibility to vote:

LA maintained school representatives

SUMMARY

This item details services for which the LA will be seeking the approval of the Schools Funding Forum for the de-delegation of funding. This is to maintain the provision of a range of services provided centrally and for statutory and regulatory duties.

RECOMMENDATIONS

1. For LA maintained primary school representatives to consider whether they wish to continue with the de-delegation of funding to provide a contingency to support schools in financial difficulty.
2. For LA maintained primary school representatives to consider whether to continue with the de-delegation of funding for the following services:
 - (i) Insurance
 - (ii) Free school meals eligibility checking
 - (iii) Maternity leave insurance
 - (iv) EAL service
 - (v) Behaviour support service

3. For LA maintained primary and special school representatives to consider the de-delegation of funding for the following:
- (i) Statutory and regulatory duties
 - (ii) Core school improvement activities

REPORT DETAIL

Funding for de-delegated services must be allocated to schools through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with schools forum approval. De-delegation for centrally provided services is not an option for academies, special schools, nursery schools and PRUs. De-delegation for education functions can be applied to special schools.

Where de-delegation has been agreed for maintained primary and secondary schools the local authority can offer the service on a buy-back basis to those schools and academies in their area which are not covered by the de-delegation.

Any decisions made to de-delegate in 2024-25 relate to that year only, so new decisions will be required for any service to be de-delegated in 2025-26.

Schools forum members decide separately for each phase whether the service should be provided centrally and the decision will apply to all maintained mainstream schools in that phase. Funding for these services will then be subtracted from the formula allocation before school budgets are issued.

The services which can be de-delegated are:

- contingencies (including schools in financial difficulties and deficits of closing schools)
- behaviour support services
- support to underperforming ethnic groups and bilingual learners (EAL)
- free school meals eligibility
- insurance
- museum and library services
- licences/subscriptions
- staff costs supply cover (for example, long-term sickness, maternity, trade union and public duties)

For each service de-delegated, local authorities will need to make a clear statement of how the funding is being taken out of the formula (for example, primary insurance £20 per pupil, FSM eligibility £9.50 per FSM pupil). There should be a clear statement of how contingencies and other resources will be allocated.

Where there has been agreement that a school is entitled to receive an allocation from a de-delegated contingency fund, that agreement should be honoured if the school converts to an academy at any point in the year. Where a school converts to an

academy in the period 2nd April to 1st September 2024, local authorities will have an opportunity to present an evidence based case to the EFA to request a recouplement adjustment for the period 2nd September 2024 to 31st March 2025.

Any unspent de-delegated funding remaining at the year-end should be reported to Schools Forum. Funding may be carried forward to the following funding year as with any other centrally retained budget, and local authorities can choose to use it specifically for de-delegated services.

Contingency for schools in financial difficulty

In 2023-24, and previous years, a small budget was held centrally to support schools who are in financial difficulty. In the 2023-24 financial year, 16 schools were supported through this fund receiving amounts that ranged from £2,114 to £29,912. The criteria for distributing funding for 2023-24 was agreed by the Schools Funding Forum at the meeting held on 15th June 2023.

The allocations agreed for 2023-24 represented just 11% of the budget deficit brought forward by each school qualifying for support. The number of schools unable to set a balanced budget is now higher than when the fund was first introduced. In 2016-17 only five schools qualified for support.

More schools are experiencing financial difficulty as a result of increased costs for staff, energy and resources. In recent years allocations received from this fund have not been sufficient to reduce a school’s budget deficit significantly. Against this background representatives of LA maintained primary schools are asked to consider whether the fund should continue.

If the fund were to continue, with the sum de-delegated remaining unchanged, the figures for 2024-25 would be:

2024-25	Primary
Formula factor	AWPU
Amount	£11.00
Total	£190,000
2023-24 rate	£11.00

Services for which de-delegation is requested – applicable to LA maintained primary schools only

1. Insurance

Insurance for maintained schools is arranged as part of the Borough’s main insurance contract and funded through de-delegation.

2024-25	Primary
Formula factor	AWPU
Amount	£21.00
Total	£363,000

2023-24	£20.00
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The de-delegated budget for insurance underspent by £83k in 2022-23. This was offset against an overspend in the sum for maternity leave. Insurance premiums are rising sharply and a £1.00 rise in the sum de-delegated is considered necessary

It should be noted that the cost of participating in the Risk Protection Arrangement, managed by the Department for Education, has been set at £23.00 per pupil for 2024-25.

2. Free school meals eligibility checking

This service checks the eligibility of children for free school meals and pupil premium grant by accessing a central government hub. Without this service schools would need to make their own arrangements to determine eligibility.

The proposed funding through de-delegation from LA maintained primary schools is as follows:

2024-25	Primary
Formula factor	FSM eligible pupils
Amount	£9.50
Total	£30,352

2024-25 rate	£9.50
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The LA is proposing that the sum per FSM pupil de-delegated remains unchanged. An increase in the total de-delegated, resulting from an increased number of FSM eligible pupils, should be sufficient to cover the cost of the pay award for staff delivering this service.

3. Maternity leave insurance

The LA administers an insurance scheme that meets the costs of teachers and support staff who are on maternity leave. The benefit of de-delegating the budget,

rather than operating a traded service, is that schools do not have to pay premiums or make claims.

If the funding is not de-delegated, schools would need to make individual choices to buy into the scheme which, if some schools decided not to, may make it unviable to run. This service is not offered to academies.

The sum per pupil de-delegated for maternity leave rose by 30% in 2023-24 following an overspend in 2021-22 of £78k, and a projected overspend for 2022-23 of £140k. The final overspend for 2022-23 was £135k. The projection for 2023-24, based on payments from April to August 2023, is for the fund to break even.

The LA is proposing a 6% rise in the sum de-delegated to match the expected average increase in staff salaries. Staff salaries determine the level of maternity leave payments.

The proposed funding through de-delegation from LA maintained primary schools is as follows:

2024-25	Primary
Formula factor	AWPU
Amount	£36.96
Total	£639,000

2023-24	£34.87
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4. EAL service

An explanation of the service offered through de-delegation is attached at Appendix A.

Funding requested through de-delegation from LA maintained primary schools is as follows:

2024-25	Primary
Formula factor	EAL 3
Amount	£38.00
Total	£107,000

2023-24	£38.00
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The range in sums de-delegated from each school is shown below. The majority of schools would benefit financially from de-delegation compared to the cost of buying a similar level of service.

	De-delegated from individual schools £
Lowest	518
Median	2,394
Highest	5,639

5. Behaviour support service

Prior to the current year, the Schools Forum was asked to approve the de-delegation of funding for the Behaviour and Attendance services. Schools sought greater clarity on what services were provided from sums de-delegated. In response to this, and following a re-alignment of the services, for 2023-24 the LA sought de-delegation for behaviour support services only.

De-delegated funding is being used to fund the work of school support family practitioners, meaning that this will be provided to schools without an additional charge. Details of the service provided and job profiles for the posts of senior school support family practitioners are attached at Appendix B.

The proposal is that for 2024-25 the sums de-delegated remain unaltered:

Funding required through de-delegation from LA maintained primary schools is as follows:

Formula factor	AWPU	FSM Ever 6	IDACI E	IDACI D	IDACI C	IDACI B	IDACI A	Low attainment	
Amount	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
Total	£86,420	£6,640	£31,111	£27,757	£6,859	£4,598	£1,240	£25,603	£190,228

2023-24 rates	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
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For 2022-23, the last complete financial year, de-delegation funded the Behaviour and Attendance Services, where it funded the post of behaviour team manager and three attendance and behaviour officers.

Trade Union Facility Time

A task and finish group has been established to consider Trade Union Facility time. The first meeting of the group follows the Schools Funding Forum on 21st September 2023. In light of this, proposals for de-delegation will be brought to a future meeting of the Schools Funding Forum.

Last year the Forum agreed an increase in the sum per pupil de-delegated from £2.50 to £2.63 to help meet the rise in salary costs of the local trade union representatives delivering the service.

Education functions – applicable to LA maintained primary and special schools only

1. Statutory and regulatory duties

The Schools Funding Forum has previously received reports on the withdrawal of the Education Services Grant (ESG) which was allocated to local authorities by the Government for the provision of statutory services in relation to schools. Academies also received ESG. That has also ceased.

The reports advised that from an original allocation of £2.3m, £589k had been transferred to the DSG leaving no funding source to meet the remaining costs. After reducing its operational costs by £590k this left a shortfall of £1.2m.

In reducing the funding to local authorities, the DFE introduced a provision within the School Funding Regulations for local authorities to agree a contribution from LA maintained schools towards the cost of statutory services and specific tasks that are carried out for them but not for academies. This principle reflects the charge that most Multi Academy Trusts place on their partner academies for central services. The contribution from LA maintained schools budgets' was introduced for the 2018-19 financial year and was set at £19.89 per pupil for primary schools and £44.00 per place for special schools. The primary school rate was reduced to £17.90 for 2019-20. For the last two years the rate has been increased in line with the rise in NFF factor values and currently stands at £18.88.

For 2024-25 the LA is again proposing that the rate for LA maintained primary schools is increased in line with the rise in NFF factor values. This is a rise of 2.3%, bringing it to £19.31 per primary school pupil. A rise of 2.3% is also proposed for each special school place, bringing it to £45.00.

The cost of providing the services supported by this funding is comprised largely of staff salaries that are expected to rise by around 7% this year.

The new rate would produce a total contribution of £341,000.

2024-25	Primary	Special
Formula factor	AWPU	Place
Amount	£19.31	£45.00
Total	£334,000	£7,000

2023-24	£18.88	£44.00
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A list of LA responsibilities for maintained schools only is attached at Appendix C.

2 Core school improvement activities

In January 2022 the DfE announced that the School Improvement, Monitoring and Brokerage Grant paid to local authorities would be reduced by 50% for financial year 2022-23 and then removed completely from 2023-24.

At the same time, local authorities were given the power to fund all improvement activity, including core activity, via de-delegation with the agreement of schools forums or the Secretary of State.

At the February 2022 meeting of the Schools Funding Forum, the members representing LA maintained schools agreed the de-delegation of £5.11 per pupil for core school improvement activities for the financial year 2022-23. This generated a sum equivalent to the 50% of the grant that was withdrawn.

During the summer term 2022, the LA worked with a group of school and academy leaders to refresh its Quality Assurance (QA) Framework. A key objective of the LA is that all children will attend a school this is judged to be Good or Outstanding by Ofsted. To support the maintenance of high standards, all LA maintained schools will be included in the QA cycle.

Following on from this, the core school improvement activities to be funded from de-delegation were determined. For 2023-24 the LA proposed that the sum de-delegated should remain at £5.11 per pupil ensuring schools would be asked to contribute only 50% of the grant withdrawn. At the meeting of the Forum held on 1st December 2022 the LA maintained primary school representatives agreed to de-delegation.

For 2024-25, the LA is again seeking de-delegation of £5.11 per pupil which generates 50% of the DfE grant withdrawn. The service provided from de-delegated funds would remain as for the current year.

Details of the service provided are shown in Appendix D.

2024-25	Primary	Special
Formula factor	AWPU	Place
Amount	£5.11	£15.33
Total	£88,300	£2,400

2023-24	£5.11	£15.33
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In 2022-23, the last complete financial year, the de-delegated funding was used to allow HSiS to maintain their current functions. Effectively it 'plugged the gap' left by the late withdrawal of the School Improvement, Monitoring and Brokerage Grant. The grant was used to part fund the posts of four advisors in their work with schools, and the post of Data Manager Officer.

Forum De-delegation: English as an Additional Language service

To retain a central EAL Team to maintain the high levels of support and response to Havering's maintained primary schools, it is proposed that £38 per EAL pupil be de-delegated in the financial year 2024-25. This would provide funding of £107,000 towards the costs of the team which would otherwise be put at risk should an insufficient number of schools decide not to buy into the service.

The number of pupils with EAL in Havering primary schools has increased. From January 2022 to January 2023 there was a 10.3% rise in the number of pupils with EAL. This equates to a 2.2% rise in the percentage of the total primary school population who have EAL. Despite this, and the annual pay awards, the level of funding per EAL3 pupil requested in 2024-25 remains unchanged from 2023-24 and 2022-23.

Through the national funding formula, primary schools receive £644.69 per EAL3 pupil so would retain 94% of their funding to provide support to their EAL pupils.

Rationale for maintaining a central team with EAL expertise in Havering

1. Demographics are changing rapidly

Havering's demographic is continuing to change at an accelerated rate with migration to the borough directly from a wide range of countries and from across the UK.

From 1st June to 1st September 2023, 129 Havering primary school applications were received from children transferring from abroad, of whom 32 were recorded as having no English. Children continue to arrive from areas of conflict, some of whom have benefitted from the Homes for Ukraine in-school teaching project, managed by the EAL team.

2. The service is well-used by schools

From April to March 2022-2023:

- 37 LA-maintained primaries accessed the service for consultancy support and/or CPD. This figure does not include the additional ongoing support that was given to schools in response to telephone queries and emails.
- Delegates from 26 LA-maintained primary schools attended EAL networks throughout the year with a further 100 bookings for EAL courses made by staff in LA-maintained primaries.
- The HES EAL resources pages are well used by Havering schools with key documents that can only be accessed via log in. Over the past year, staff from at least 26 LA-maintained primaries have accessed the resources, many on a regular basis.
- The centrally-funded Homes for Ukraine in-school teaching project for 2023-2025 is managed by the EAL team. Without de-delegated EAL funding, this precise targeting of need could not exist.
- With regard to academy buy-back, 20 academies accessed the service. There were 23 bookings for EAL networks from academy subscribers with a further

8 bookings for EAL courses. The resources area was used well with 199 views by staff logged in from subscribing academies.

3. Fluctuating school needs could put the service at risk

Unlike other service areas which generate a more consistent level of need, EAL needs fluctuate across schools due to changing populations and the experience and expertise of individual staff. School demographics can change rapidly which, in addition to changes in staffing, can lead to needs arising where there may have been none previously. This makes it more difficult for the EAL team to project a guaranteed income to fund salaries. Without collective buy-in from schools, EAL support could cease to exist within Havering and schools would have to source support from elsewhere. The sum de-delegated from a school is an average of £2,394, which means the majority of schools would benefit financially from de-delegation compared to the cost of buying a similar level of service externally.

4. A discrete EAL service allows flexibility

The benefit of maintaining the current model, as opposed to incorporating EAL into the Hsis packages, is the flexibility of the support. Schools can request visits as and when required without having to allocate package time; they can request a number of short visits or online calls throughout the year which can be arranged in response to the admission of new children as opposed to full consultancy days which need to be timetabled in advance. These flexible visits can cover a wide range of areas from pupil-focused observations to in-house EAL CPD and/or teacher surgeries. In addition, the model for EAL networks, as explained above, allows for networking between teaching assistants as well as teachers, helping maximise the real expertise that exists amongst our EAL TAs.

EAL team capacity

The EAL Advisers are available to provide termly EAL visits to schools as requested by individual EAL Co-ordinators/SLT. Schools are reminded by email at least three times a year of upcoming courses and the availability of support.

The capacity of the team has been enhanced with the addition of a specialist secondary EAL consultant who is increasingly working with secondary subscribers. If needs dictate, her role can be increased to work with a greater number of schools including primary schools.

Across the three Advisers, all requests for support have been met and, to date, there has been no instance of a request not being met.

The offer for LA-maintained primaries:

- Termly consultancy visits on request (more available as required, depending on the needs of individual schools – may be virtual or face-to-face)
- Consultancy visits may consist of: development of the role of the EAL co-ordinator; pupil-focused advice/observations; in-house EAL CPD; teacher surgeries/trouble-shooting; EAL reviews
- Twice-termly networks for EAL co-ordinators and EAL TAs (one virtual and one face-to-face per term)
- Unlimited access to centrally-held EAL CPD (may be virtual or face-to-face)

- Telephone and email support
- Access to the subscriber-only content on the HES EAL resources pages:
<https://www.hes.org.uk/Page/147>

Impact of the EAL team:

The targeted work of the EAL team with EAL co-ordinators, class teachers and TAs helps schools tailor their provision to ensure EAL learners make rapid progress. As a result, pupils that start with limited English across all phases make accelerated progress in order to reach age-related expectations or close the gap towards this.

Havering is attracting considerable migration from other London boroughs, including families with limited proficiency in English, in addition to increasing numbers of displaced families arriving from areas of conflict with very little English. Central EAL funding will ensure that schools receive EAL support in order to meet the needs of these vulnerable children as and when required, including the management of the central Homes for Ukraine budget which has allowed for precise targeting of need via specially-commissioned in-class teaching support.

Behaviour support service

The LA is seeking de-delegation for behaviour support services which now form part of CAD.

De-delegated funding will be used to provide an enhanced resource of School Support Family Practitioners (SSFPs), meaning that this will be provided to maintained schools without an additional charge.

The primary purpose of this service is to work closely with families of vulnerable children to prevent permanent exclusion, maintain placement and positive working relationships between home and school. SSFPs work in a similar way to family practitioners within Early Help, but with a focus on educational outcomes alongside family support.

Rationale for maintaining a central SSFP service in Havering

The allocation of practitioner time is determined by reference to the schools' Vulnerability Table, which is produced by statistical analysis of the volume of SEN, LAC, mobility and EAL in each school.

SSFPs provide tailored support and interventions based on the identified needs of the family. This can include intensive work with those in care, on the cusp of care or stepping down from statutory services. In partnership with families and other agencies, specifically Education provisions, they carry out a comprehensive assessment, address identified needs and ensure sustainable long-term change is achieved.

They also have a thorough understanding of local need and available resources enabling them to engage partner agencies effectively to ensure that families achieve optimum outcomes.

The offer for LA-maintained primaries:

The service has been re-structured to include 1 x Senior SSFP and 4 x SSFPs, providing sufficient capacity to support c180 families per 12 month period. The job profiles for these posts are shown below.

Referrals will be allocated based on a minimum of 2 cases per year per school (core offer = approx 90 families) and remaining referrals will be allocated (approx.

90) according to the vulnerability data and needs of the situation – with priority given to the more vulnerable schools. This would represent a 90% increase on the current offer.

Schools complete an Inclusion Gateway Referral Form (IGRF) following the advice of their behaviour lead and/or discussion at the case load meeting, selecting the SSFP box and submit to Inclusions@havering.gov.uk and these are triaged each Friday during term time.

The SSFP role supports the family in working alongside the child's current education setting where challenging behaviour is a concern giving the opportunity to work on shared goals and where possible preventing permanent exclusion, improving the quality of life and experiences for Havering families.

The provision is for children and young people aged between five and ten years old and their families who have been identified as risk of exclusion.

SSFPs provide tailored support and interventions based on the identified needs of the family. The SSFP will contact the family and within five days of case allocation, and undertake an initial home visit. The SSFP will complete an assessment with the family using the Outcome Star Assessment tool. This will in addition highlight any other areas of support needed and the wishes and feelings of the child / children will be gained. From the identified needs, an action plan will be devised for the family.

Once the assessment has been completed, TAF (Team Around the family) meetings will be facilitated at regular intervals, which will be dependent on the needs of the family and the level of support implemented. On average, this meeting will be scheduled every 4-6 weeks and provides an opportunity where the parent/s and a team of multi-agency professionals working with the family will review and update the SMART action plan.

The SSFP will work directly with the parents and child/ren offering support and interventions which will be tailored to the individual family needs. Various evidencebased parenting programmes are currently being run by qualified facilitators which parents can access through a referral with the main focus being around managing undesirable behaviours, enabling the child to return to mainstream education.

Impact of the SSFPs:

The SSFPs receive very positive feedback from the schools that they support, and have successfully engaged children and families to ensure that behaviour improves, and the risk of suspension and/or permanent exclusion reduces.

102 families were supported in 2021 across 2 full time and 1 supervisory SSFP positions - 98% of these children are still within their original placements, 2% are now receiving their education outside of Havering in out-of-borough placements.

Below are a couple of direct quotes from parents.

Parent A - "Carla was amazing and always there when we need her, without her we wouldn't get to where we are now. Thanks a lot for her help and support."

Parent A is the parent of a young person with social communication needs, the SSFP was able to help the parents with seeking support from the appropriate health care professionals and organise next steps. The young man in question was previously receiving regular fixed term exclusions, SSFP was able to support the school in communicating with the parents and linking behaviour strategies to the home environment.

Parent B - "Carla was amazing from the start, I didn't really know about Early Help I thought it was for bad parents. But Carla explained everything they do, Carla was very helpful and really listened to me, she went above and beyond what I expected. Carla really helped me with my relationship with the school and got the necessary outside agencies involved like Linda Mckay. Carla was like an agony aunt, she was there for me at any time when I needed to let off steam about school. And she always found out answers for me if she didn't at the time.

Carla really listened to XXXX as well, and at times XXXX enjoyed talking to Carla over zoom even asking when he will she be coming to his school. Carla has even helped me with housing information too. I feel without Carla, my situation with XXXXX and the school and the acorn centre would never have improved. We have all come along way since the beginning and it wouldn't of been able to do it without her."

Parent B is the mother of a child with complex needs who had experienced multiple fixed term exclusions and was on the brink of permanent exclusion, following SSFP support his mother has built a positive relationship with the school/developed an understanding of her sons behaviour and how to manage it. She has also obtained support with applying for housing/ work and her son is no longer at risk of permanent exclusion.

Job profile for the post of Senior School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering

Job Profile

Job Title: Senior School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): NEW Job Evaluation Number: 3203
Grade: Grade	Date last updated October 2022 Date of last Evaluation: October 2022

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to supervise the work of and line manage three SSFPs key working a caseload of families and individuals within the CAD Social, Emotional and Mental Health (SEMH) Team, as well as hold a caseload themselves. They will be working with education provisions and as part of a multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to undertake all of the following as well as oversee the work of three SSFPs who:

- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may effect families, for example welfare reform, Troubled Families agenda etc

The Senior SSFP will oversee all aspects of the line management of their direct reports, work with the SEMH Team Manager to coordinate their programmes and ensure the quality and consistency of their work.

Job Context:

1. The post holder reports to the SEMH Team Manager.
2. The post holder has supervisory responsibility for approximately three SSFPs but without full line management responsibility in terms of payroll and HR.
3. The post holder may be required to work weekends and evenings as required.
4. The post holder has no Financial/Resources responsibility but will support the SEMH Team Manager in accounting for spend on the SSFP and Senior SSFP.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.
- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with emotional and behavioural difficulties.
- Experience of managing adults or evidence of the qualities and experience to do so effectively.
- At least 2 years experience working in an educational environment

Qualifications

- Level 2 Maths and English

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

ability to achieve positive family change.	
To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Job profile for the post of School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering Job Profile

Job Title: School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): 10003222 10007778 NEW NEW Job Evaluation Number: 3447
Grade: Grade	Date last updated: July 2023 Date of last Evaluation: July 2023

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to key work a caseload of families and individuals within the SEND SEMH Team and education provisions and to work as part of multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to:

- To undertake a key role in the Special Education Needs and/or Disabilities (SEND) Service. The SEND Team is responsible for providing direct support to children, young people, adults and their families and carers. They will also work very closely with early years settings, schools, colleges and other settings.
- Facilitate planning meetings (TAF meetings) and implement support plans for pupils presenting with social and emotional difficulties in mainstream schools and, at times, in specialist settings and alternative provision and their families.
- Provide direct support within schools, family homes and community buildings for children at risk of exclusion and/or demonstrating social and emotional difficulties who are vulnerable to poor outcomes.
- Regular meetings with parents, siblings and involved professionals to undertake interventions, update on progress and share concerns. Attend meetings as

required by other agencies including schools, social care and other CAD professionals.

- To manage own time and any other resources associated with these duties with due regard for efficiency, economy and effectiveness.
- Attend meetings outside core hours as and when necessary to meet the needs of the families.
- Supporting the needs of the family with wider contextual issues such as housing, benefits, health, parental mental health, EHCP applications, domestic abuse, MARAC attendance, CAMHS / paediatric appointments and paperwork. Making appropriate referrals to other agencies for specialist input and support.
- Assessing risk before, during and after home visits and taking appropriate action.
- Managing difficult relationships between parents and professionals to ensure the child has a successful school experience.
- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically Education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may effect families, for example welfare reform, Troubled Families agenda etc

Job Context:

5. The post holder reports to the Senior SSFP.
6. The post holder has no line management responsibility.
7. The post holder may be required to work weekends and evenings as required.
8. The post holder has no Financial/Resources responsibility.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.

- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with SEMH needs.

Qualifications

- Diploma level of education or equivalent.

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the ability to achieve positive family change.	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Responsibilities held for maintained schools only

Statutory and regulatory duties

- Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 59)
- Budgeting and accounting functions relating to maintained schools (Sch 2, 75)
- Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 60)
- Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 61)
- Internal audit and other tasks related to the local authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 62)
- Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 63)
- Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 64)
- Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 65)
- Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 78)
- HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 67); determination of conditions of service for non-teaching staff (Sch 2, 67); appointment or dismissal of employee functions (Sch 2, 67)
- Consultation costs relating to staffing (Sch 2, 69)
- Compliance with duties under Health and Safety at Work Act (Sch 2, 70)
- Provision of information to or at the request of the Crown relating to schools (Sch 2, 71)
- School companies (Sch 2, 72)
- Functions under the Equality Act 2010 (Sch 2, 73)
- Establish and maintaining computer systems, including data storage (Sch 2, 74)
- Appointment of governors and payment of governor expenses (Sch 2, 75)

Education welfare

- Inspection of attendance registers (Sch 2, 81)

Asset management

- General landlord duties for all maintained schools (Sch 2, 79a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:
- appropriate facilities for pupils and staff (including medical and accommodation)
- the ability to sustain appropriate loads
- reasonable weather resistance
- safe escape routes
- appropriate acoustic levels
- lighting, heating and ventilation which meets the required standards
- adequate water supplies and drainage
- playing fields of the appropriate standards
- general health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)
- management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)

Central support services

- Clothing grants (Sch 2, 55)
- Provision of tuition in music, or on other music-related activities (Sch 2, 56)
- Visual, creative and performing arts (Sch 2, 57)
- Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 58)

Premature retirement and redundancy

- Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 78)

Monitoring national curriculum assessment

- Monitoring of National Curriculum assessments (Sch 2, 77)

Therapies

- This is now covered in the high needs section of the regulations and does not require schools forum approval

Additional note on central services

Services set out above will also include administrative costs and overheads relating to these services (regulation 1(4)) for:

- expenditure related to functions imposed by or under chapter 4 of part 2 of the 1998 Act (financing of maintained schools), the administration of grants to the local authority (including preparation of applications) and, where it's the local authority's duty to do so, ensuring payments are made in respect of taxation, national insurance and superannuation contributions

- expenditure on recruitment, training, continuing professional development, performance management and personnel management of staff who are funded by expenditure not met from schools' budget shares and who are paid for services
- expenditure in relation to the investigation and resolution of complaints
- expenditure on legal services

Core school improvement activities

In January 2022, the DfE announced that the School Improvement, Monitoring and Brokerage Grant paid to local authorities would be reduced by 50% for financial year 2022/23 and then removed completely from 2023-24.

At the same time, local authorities (LAs) were given the power to fund all improvement activity, including core activity, via de-delegation with the agreement of schools forums or the Secretary of State.

Rationale for maintaining core school improvement activities

During the Summer term, the LA worked with a group of school and academy leaders to refresh its Quality Assurance (QA) Framework. A key objective of the LA is that all children will attend a school this is judged to be Good or Outstanding by Ofsted. To support the maintenance of high standards, all LA maintained schools will be included in the QA cycle.

Following the pattern set by Ofsted of inspecting Good or Outstanding schools every five years, the LA proposes a five-year cycle of QA where schools retain a judgement of unreservedly Good or Outstanding. If graded Requires Improvement following a Graded Inspection, or the evidence gathered during an Ungraded Inspection suggests that the grade may be lower than Good if a Graded Inspection was to be carried out, then the school will become subject to 'Requiring Additional Support and Intervention' by the LA in the case of maintained schools.

For maintained schools (and academies by election), where a school is considered vulnerable and 'Requiring Additional Intervention & Support', the school relevant LA officers will discuss the situation fully with the Headteacher/Executive Headteacher/Principal and the Chair of Governors.

Where a school is judged to be 'Requiring Additional Intervention & Support':

- Progress Review Meetings (PRMs) will be implemented following an Ofsted grading less than good, or suggestion that it will be less than good following an Ungraded inspection.
- If significant risk is identified, this will lead to a full school or area review, and the school will be subject to regular PRMs.

The purpose of PRMs is for the LA to:

- oversee the implementation of action plans to secure rapid and sustained improvements, so are likely to be 'front-loaded' with more frequent meetings at the outset.
- monitor progress of actions taken to ensure they have maximum impact.
- commission additional resources when needed to support rapid improvement.
- monitor the impact of brokered support, including partnership support.
- where possible, gather direct evidence of progress for LA monitoring and reporting to Schools' Funding Forum' and for Ofsted.

Prior to the pandemic an average of 12 schools have been designated as a 'School Causing Concern' (or as 'Requiring Additional Intervention & Support' under the revised QA

Framework) in each academic year. Of these, an average of 8 schools have been maintained schools, and therefore have been subject to regular PRM's. In addition to PRMs, these schools have also received in-school support, including a full school or area review. These have ranged from reviews of the whole phase, such as Early Years, to targeted areas such as SEN or Reading.

This number of schools subject to PRMs and direct intervention fell due to the pandemic, and the subsequent reduction in Ofsted inspections and QA visits in schools. With increased inspection activity and focus on Ofsted in schools, we are expecting the number to increase to around 14 schools 'Requiring Additional Intervention & Support' and therefore subject to PRMs and/or further in-school support.

When schools are subject to PRMs, this is generally because they are at risk of not retaining their 'Good' or better Ofsted judgement at their next inspection. Over the past five years, the PRM process has proven to be effective, with currently 100% of maintained schools being graded as 'Good' or better by Ofsted. This includes schools which have been subject to PRMs and have been inspected over the period they have been under some form of intervention.

The offer for LA-maintained primaries

PRMs will be resourced for maintained schools by the LA as part of their statutory QA offer and funded from Core Council funding.

However, further in-school support such as a full school review, or review of an area of the school's practice, would be chargeable if deemed that the school is a vulnerable school, and it is proposed that this would be charged to the de-delegated 'School Improvement Monitoring and Brokering Grant' (subject to Schools' Funding Forum approval). Spend will be reported to Schools' Funding Forum in the same way as the Schools Partnership and Schools Causing Concern Fund has been in the past.

An analysis of expenditure will be presented to the Schools Forum after the year end, and any underspends at year end can be carried forward, or re-distributed, subject to Funding Forum approval. It should be noted that the current financial year, 2023-24, is the first where de-delegated funds have been used for these defined purposes. For 2022-23, the last financial year, the grant was used to support the on-going work of HSiS following the late withdrawal of the Schools Monitoring, Improvement and Brokerage Grant by the DfE. The grant was used to part fund the posts of four advisors in their work with schools, and the post of Data Manager Officer.

Agenda Item 11



Havering
LONDON BOROUGH

Schools Funding Forum 21st September 2023

ITEM 10

Subject Heading:

Delivering Better Value in High Needs

Report Author:

**Nick Carter – Principal Finance Officer
Schools**

Eligibility to vote:

All forum members

SUMMARY

This report provide an update on the Delivering Better Value in High Needs programme

RECOMMENDATIONS

That the Schools Funding Forum

- (i) agrees to re-establish the High Needs task and finish group and to delegate the review of the update of the DSG Management Plan to this group

REPORT DETAIL

Delivering Best Value (DBV) in High Needs Update

Trevor Cook provided an update on the DBV programme to all head teachers at the Education Strategic Briefing held on 14th September 2023. He will provide an oral summary to the Schools Forum if required.

The LA has submitted a grant application for £1m to the DfE, the maximum sum permitted. The outcome of the bid is currently awaited. The workstreams to be funded by the grant are:

- Building parental confidence
- Establishing a multi-agency Inclusion, Peer Review Team

- Increase capacity of professionals on the ground.
- Co-produced training

As part of the DBV process the LA needs to ensure that the Dedicated Schools Grant Management Plan is updated regularly and details provided to the relevant stakeholders. The LA is seeking to re-establish the High Needs task and finish group and feels that this would be the most appropriate group to review updates to the DSG Management Plan.