



# Haverling

L O N D O N B O R O U G H

## SCHOOLS FUNDING FORUM AGENDA

8.00 am

Thursday  
28 November 2024

Rm 233 or 235 CEME,  
Rainham

Members 17: Quorum: 7

### MEMBERSHIP:

#### Representative Groups

#### LA Maintained School Representatives:

#### Head Teachers

Kirsten Cooper (Chair)  
Georgina Delmonte  
Hayley McClenaghan  
Chris Speller  
David Unwin-Bailey

Emma Allen (Special School)

#### Governors :

Vacancy

#### Academy Representatives:

#### Primary

Chris Hobson

#### Secondary (3)

Neil Frost  
Scott McGuinness  
David Turrell (Vice Chair)

#### Special (1)

Andy Smith

#### AP Academy (1)

Tony Machin

**Schools Funding Forum, 28 November 2024**

**Non-School  
Representatives:**

**Early Years PVI Sector** Emma Reynolds  
(1)

**Post 16** Vacancy

**Diocesan Board** Vacancy

**Trade Unions (2):** George Blake /John McGill, Teachers  
Peter Liddle, UNISON

**For information about the meeting please contact:  
Hany Mousa  
Hany.mousa@haverling.gov.uk**

## AGENDA ITEMS

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

**2 TO AGREE THE NOTES OF THE MEETING HELD ON...**

The notes are attached at Appendix A.

**3 HAVERING SFF DRAFT OPEN MINUTES 17 10 24 AMENDED (Pages 1 - 10)**

**4 MATTERS ARISING**

**5 ITEM 4 APPENDIX A - DFE POLICY NOTE 2025-26 (Pages 11 - 24)**

**6 ITEM 4 APPENDIX B - NFF INDICATIVE RATES 2025-26 (Page 25)**

**7 ITEM 4 APPENDIX D - LBH DE-DELEGATION & EDUCATION FUNCTIONS\_2025-26 CONSULTATION (Pages 26 - 64)**

**8 ITEM 4 SCHOOLS FUNDING 2025-26 (Pages 65 - 68)**

**9 ITEM 5 APPENDIX A - HIGH NEEDS NFF (2) (Page 69)**

**10 ITEM 5 APPENDIX A - HIGH NEEDS NFF (3) (Page 70)**

**11 ITEM 5 APPENDIX A - HIGH NEEDS NFF (Page 71)**

**12 ITEM 5 HIGH NEEDS (Pages 72 - 75)**

**13 NEXT MEETINGS**

The next meetings have been arranged as follows:

Thursday 16th January 2025 (room 233)

Thursday 13th February 2025 (room 233)

Thursday 12th June 2025 (room 235)

All meetings to be held at CEME at 8.00am.

**14 ANY OTHER BUSINESS**

**Zena Smith**  
**Democratic and Election Services Manager**

## MINUTES OF A MEETING OF THE HAVERING SCHOOLS FUNDING FORUM

Thursday 17<sup>th</sup> October 2024 at CEME.  
(8.00 – 9.50 am)

### Present:

### Representative Groups

#### LA Maintained School Representatives:

**Primary:** Kirsten Cooper (Chair) (KC)  
Georgina Delmonte (GD)  
Hayley McClenaghan (HMcC)  
Chris Speller (CS)  
David Unwin-Bailey (DUB)

#### Academy Representatives:

**Primary:** Chris Hobson (CH)

**Secondary** Neil Frost (NF)  
Nick Giles (NG)  
David Turrell (Vice Chair) (DT)

**Special Schools** Emma Allen (maintained) (EA)  
Andy Smith (Academy)\* (AS)

#### Non-School Representatives:

**Early Years PVI Sector:** Emma Reynolds (ER)

**Trade Unions:** John McGill (JM) (Teaching staff union representative)  
Peter Liddle (Support staff union representation) (PL)

#### Non Members in attendance:

Angela Adams (AA)	Clerk, HGS
Marcus Bennet (MB)	Head of SEND
Trevor Cook (TC)*	Assistant Director of Education
Katherine Heffernan (KH)	Head of Finance (Business Partnering)
Hany Moussa (HM)	Principal Education Finance Officer
Jacqueline Tracey (JT)	Senior Inspector (Schools Causing Concern)

\*for part of the meeting

## **1. ANNOUNCEMENT OF NEW MEMBERS, APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS**

All were welcomed to the meeting.

Apologies for absence had been received from Tony Machin. Scott McGuinness had also sent his apologies for the meeting but it was noted that Nick Giles was attending in his place. It was also noted that George Blake, representing the NEU trade union, had joined the forum replacing John Delaney following his retirement.

## **2. ELECTION OF CHAIR AND VICE CHAIR AND SCHOOL FORUM CONSTITUTION**

Forum members discussed the election of the Chair and Vice Chair. Forum members unanimously agreed to elect Kirsten Cooper as Chair and Dave Turrell as Vice Chair for a year or until the first meeting of the Funding Forum in the autumn term 2025.

Forum constitution: The number of representatives needed for each school sector would be reviewed to ensure numbers were in line with pupil numbers in the sectors. There were also a number of secondary head vacancies to be filled. The number of vacancies needed to be filled would be confirmed and followed up.

**ACTION: HM / KH**

## **3. TO AGREE THE MINUTES OF THE MEETING HELD ON 13th JUNE 2024**

The minutes of the meeting held on 13<sup>th</sup> June 2024 were received and agreed.

## **4. MATTERS ARISING**

The following were matters arising from the previous minutes that were not included elsewhere on the agenda.

4.1. Year-end balance (minute 4 refers): The revised figures had been circulated as required.

4.2. High needs (minute 8 refers): Forum members noted that the Task and Finish group had been set up and meetings had been arranged.

## **5. EARLY YEARS FUNDING**

**Forum members were asked to:**

- 1) Note the details of the funding adjustment for 2023-24 and the funding arrangements for 2024-25.**
- 2) To agree the funding methodology for distributing the new EYBG for applicable Early Years providers.**

The DfE had adjusted the Early Years Foundation Stage (EYFS) block in line with the census. The final 2023-24 Early Years Block allocation, released in July 2024 and September 2024, showed an increase of £270,808 so the carry forward at the end of the year would not be impacted.

It was noted that working parents could claim 30 hours of funded childcare for their children starting from 9 months old from September 2025. Currently, they can claim for 15 hours. The funding rate for children aged 9 months to 2 years will be £11.05 per hour. However, it was highlighted that this funding is based on 38 weeks of provision per year, as required by the Early Years Block of the Dedicated Schools Grant (DSG). This aligns with the expectation for local authorities to fund providers.

Providers have the flexibility to either deliver childcare for the minimum 38 weeks or stretch the funding over a longer period, such as 52 weeks, to meet the needs of parents. However, they must ensure that the hourly rate covers operational costs across the chosen delivery model.

For children with complex needs, the funding will increase to £17 per hour for the 38 funded weeks during the 2024-25 financial year, and the revised arrangements for SENIF has taken effect from 1<sup>st</sup> September 2024.

It was requested that it was included in the papers that the funding was paid based on 38 weeks of the year.

Providers have the flexibility to either deliver childcare for the minimum 38 weeks or stretch the funding over a longer period, such as 52 weeks, to meet the needs of parents. However, they must ensure that the hourly rate covers operational costs across the chosen delivery model.

It was noted that it was down to the provider to ensure that they stretched out their funding to cover 52 weeks of the year. This was in line with schools funding.

The high needs budget was finite but ER stated she was out of pocket. DUB advised that the schools were in the same position in that they had to pay holiday pay cover costs for 52 weeks of the year.

For children eligible for the working entitlement, funding was paid for 30 hours over 38 weeks, any costs over and above the 30 hours and 38 weeks, were payable by the parents as this will be a private arrangement, and above the funded entitlement that the LA receives from the DfE.

Everyone had to account for how they spent their funding. It was noted that the figures in the table included in the paper was accurate for 38 weeks, in line with the DfE's expectations for funding.

- Expansion of child care: From September 2026 all schools would need to offer wraparound care from 8am until 6pm. This needed to be provided in house or through an external provider. The wrap around care would need to cover EYFS children but not Nursery children.
- Early Years Budget Grant (EYBG): The DfE were providing additional funding for 2024 -25 to support affected early years providers in managing the costs associated with the recent teacher pay award. The allocation based on the January 2023 census for Havering was £138,784, but this would be reviewed after the January 2024 census and funding may increase. The EYBG would be paid on 29<sup>th</sup> November 2024 and would cover the period from 1<sup>st</sup> September through to 31<sup>st</sup> March 2025. This funding would be paid to maintained

schools with a Nursery.

There were 2 options for the allocation and distribution of this funding; Option 1: allocate funding was a flat rate based on head count -£174, 22, or Option 2: to base allocation of the funding on the hours claimed- 61p an hour.

**Forum members discussed the options and agreed to allocate the EYBG using option 2, allocate based on the hours claimed.**

**Forum members also noted the details of the funding adjustment for 2023-24 and the funding arrangements for 2024-25.**

*Andy Smith joined the meeting at this point, 08:23*

## **6. SCHOOLS BLOCK FUNDING**

**Forum members were asked to:**

- 1 Note the update on schools funding for 2025-26**
- 2. Agree to apply the national funding formula rates to schools data when calculating schools' funding**
- 3. 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**
- 4. 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**

The information for De-delegation would be available in November as there had been no allocations to date from the DfE who were waiting for the Autumn budget statement. There had been no indication of any changes and there had not been any changes in distribution advised.

From the schools block 0.5% would be allocated to high needs to fund top ups. The second top slice would be allocated to growth and falling rolls funding. Some schools were growing while others had falling rolls. There was a funding formula in place for funding bulge classes.

For fallings rolls there were 2 forms of calculation used for calculating the funding. However it was noted that this needed to be standardised, the revision to standardise the funding was to fund the difference between 28 pupils and the number in the class.

The fund for growth and falling rolls for 2024-25 was £2.455m, this included £146k top sliced from the Schools Block. It was proposed that the funding was

distributed using the national funding formula. This would be consulted on once the final figures were received from the DfE.

It was noted that £1.2m from the Dedicated Schools grant would be allocated to high needs to help offset some of the deficit.

### **The transfer for High Needs was agreed by funding forum members**

£300K would be transferred to falling rolls / growth funding.

It was noted that the Head teachers appreciated the budget decisions being made so they could agree their budgets.

It was further noted that Academy growth was part of the previous year's funding as they worked on a different accounting year – September to August.

It was agreed it was the right thing to do standardise the Growth and Falling Rolls formula, as schools were still impacted by falling rolls and growth. Schools relied on the funding and it was good to make the allocation consistent. This mitigates Head teachers being impacted by planning decisions for the greater good.

HMcC questioned if this had been removed the previous year. In response it was noted that the funding had always been there but it had previously been allocated differently, now they wanted to standardise the formula. Allocation of funding for falling rolls was also no longer just paid to schools that were good or outstanding, all schools with falling rolls were entitled to funding.

### **Forum members agreed to transfer £300K to falling rolls and growth funding for 2024 -25.**

*Trevor Cook joined the meeting at this point, 08.39*

### De-Delegation- Maintained schools

The services that funding was de-delegated for primary maintained schools had not changed and the following was noted:

- School improvement – There would be a reduction in costs as the service had changed the way they delivered their support. They now used internal staff for support instead of external consultants.
- Union and maternity costs had increased in line with inflation.
- Maternity leave- this supported maternity cover for teachers and support staff in primary maintained schools. It was forecast that this would be overspent. An increase by £4 per pupil was needed to cover these costs. Maintained Primary School representatives did not agree the increase and undertook to take this back to their clusters for further discussion.

### **ACTION: Maintained Primary Head teachers.**

- English as an Additional Language was questioned if schools needed this service.



- School to School support - Maintained Primary Head teachers agreed that they were happy to continue to pay for this service but they wanted a breakdown to show the impact.

**ACTION: HM**

Voting would take place on 28<sup>th</sup> November for the De-delegation and Maintained Primary Head teachers were asked to seek feedback from their clusters before the next funding forum meeting.

**ACTION: Maintained Primary Head teachers.**

Representatives from the different teams would be happy to attend cluster meetings to share further information about their services.

TC questioned if they would ask their clusters to vote on each De-delegation or they could just obtain feedback from the schools. It was agreed to discuss at clusters but an email would be sent to each school for votes which needed to be responded to.

The Chair stated that they did listen to peoples points of view. Cluster groups would be asked for their feedback on how to vote and it needed to be ensured that schools voted. It was noted that some schools felt they did not get the full benefit of the de-delegated services.

MB advised that SEMH was a small part of the wider provision.

JD asked if union facility time could be reviewed as the level paid was lower than the national average. Could it be established what the average across the country was. In response it was noted that this only covered local authority Primary schools. This de-delegation was voted for and it had increased in line with other increments. It was noted that the schools did not get a break down of how union facility time funding was spent. It was further noted that this funding was just for the maintained primary schools supported by the unions. Rates had varied over the years. It was noted that they had tried to get Academy schools to buy into this too. HM undertook to do some research on average rates for facility time across the country.

**ACTION: HM**

Trade union facility time was paid for 50% of a representative's time, 50% of their FTE must be spent in class, so a maximum of 0.5 should be claimed.

## **7. HIGH NEEDS FUNDING**

**Forum members were asked to:**

- 1) Note the year forecast of expenditure for financial year 2024-25**
- 2) Note the thresholds for the EHCP and SEN Support from the Notional SEN budget**
- 3) Note the progress made by the High Needs Task and Finish Group and the requirement for a report to be tabled for Cabinet consideration and approval**

Forum members noted that the estimated spend for high needs for 2024 -25 would be £60.9m. The projected in year deficit for 2024 -25 was £19.8m and once this was added to the deficit carry forward from the previous year, high needs would be in deficit by £35.1m, which would be carried forward to 2025 -26.

It was noted that Education Health Care Plans (EHCP) had increased by 18%. The funding being offered was unsustainable and was putting schools in jeopardy with regards to support. It was proposed to take to Cabinet the increase of funding to £30k per pupil in an SEN unit and uplift the basic rate from £17 an hour to £19 an hour. This would then increase the projected deficit to £37m if approved. The gap could not be closed and reducing the amount paid to schools would only increase their deficit.

DUB asked if they were feeding back to the DfE that the formula was not correct. It was noted that they were underfunded for SEN and there were issues about provision. There were children in mainstream school who should be in other provisions. More families were asking for EHCPs even though they did not need them. This also impacted on other services such as doctors and social care. However there were a high number of pupils in the Borough with complex needs.

MB advised that there had been a paper drawn up to establish what was wrong with the system and a 5 year plan would follow which had yet to be adopted. There was an in balance of rights. The proposed new system expanded the age range but there would be no extra funding. Pupils with an EHCP got the support that had been identified that they needed but it needed to be ensured that the Non- EHCP pupils did not lose out due to the funding gap.

DUB stated that another model of work needed to be found, the current 1:1 system could not be sustained. The schools needed to adapt and if the costs could be reduced schools could then put back into Non- EHCP pupils.

#### **Forum members noted the report.**

CS advised that they had not received the top up funding reports since May 2024. HM undertook to follow this up.

**ACTION: HM**

#### **Forum members agreed for the SEN unit funding for Primary and Secondary Schools to increase from £22K to £30K.**

#### **Forum members agreed to increase across the board from September 2024 the mainstream schools top up funding from £17 an hour to £19 an hour.**

The increase in the deficit for this block was a concern but there were issues over funding and the hours paid to cover staff costs. Recruitment and retention was also low. Schools needed to know the hours to be awarded under an EHCP so they could plan staffing to ensure the support was in place as needed. This would be followed up at the task and finish group who would be meeting after the funding forum.

MH advised he could forecast the funding for the schools but mobility impacted on the funding for SEN and EHCP pupils.

CH stated that EHCPs were processed in 20 weeks in Havering, they did well when compared to other local authorities but all needed to work together to provide the best for the pupils. The Government also needed to look at the guidance.

## **8. CENTRAL SCHOOLS SERVICES BLOCK (CSSB)**

**Forum members were asked to:**

- 1) Note the projected allocation of CSSB for 2025-26**
- 2) Consider the request to retain funding for central statutory services**

Forum members noted the projected allocation for CSSB for 2025-26 as £1,760,277. It was noted that the historical commitments that were paid from CSSB were reducing year on year, other commitments to this funding were statutory.

Although Health and safety was statutory this service was used by schools under individual service level agreements and it was not included in the CSSB. Health and safety was not part of the services that was part of the ESG transfer to DSG that took place in 2017/18.

CS advised that as a faith school, health and safety was overseen by the Diocese. HM advised that any de-delegation that was not applicable to a school would receive a refund. The local scheme in place reflected national guidance but there was a lack of transparency with regards to the service and service level agreements (SLA). Schools would want further breakdowns and it was noted that these would be shared once guidance was received.

Adding health and safety to the CSSB could be considered. Some schools were trying to move away from using Havering health and safety but they were advised they could not because it was statutory requirement. Maintained schools are Havering staff and were accountable to and the responsibility of the Chief Executive. Health and safety provided support with audits and accident reporting but mixed messages were received from this section.

TC advised that he was meeting with the Head of Health and Safety the following week as clarity was needed with regards to this service and the SLA. Other teams provided a clearly laid out SLA for schools.

The options for adding Health and Safety to the de- delegation would be reviewed.

**ACTION: HM / KH**

**Forum members noted the projected allocation of CSSB for 2025-26 and agreed the request to retain funding for central statutory services**

## 9. SCHEME OF FINANCING SCHOOLS, APPRENTICESHIP UPLIFT, GRANTS AND SURVEY

Forum members were asked to:

- 1) Note the grants for UIFSM, GLA UFSM, CSBG, TPECG and TPAG
- 2) Applicable members to agree the apprenticeship uplift for apprentices in schools

Forum members noted that it was proposed to increase the apprenticeship hourly rate so that it was in line with the minimum wage. All apprentices would be paid £11.44 an hour. The cost of this across the schools would be £40k and schools had been notified.

In response to a question about apprentices joining the pension scheme, it was noted that they were not in employment long enough to be in the pension scheme as their contract was less than 2 years. Apprentices usually chose to opt out of the pension scheme and if they did participate and left they would receive their contributions back if they had been in the scheme for 2 years or less. It was stated that they should be encouraged to join the pension scheme but it was not known if they were encouraged to stay in the scheme, it was an opt out scheme. It was also noted that it was more expensive to have an apprentice than a Teaching Assistant as they cost £19k for 4 days a week.

Apprenticeships were part of corporate policy and maintained schools were council employees.

TC undertook to share colleagues' concerns with corporate HR.

**ACTION: TC**

The figures would be reviewed next year to establish the impact of the increase. It was noted that some schools had raised complaints about this.

**Applicable forum members voted on the apprenticeship uplift for apprentices in schools. All applicable members abstained from the voting. So the increase was not agreed.**

**Forum members noted the grants for UIFSM, GLA UFSM, CSBG, TPECG and TPAG.**

## 10. NEXT MEETINGS

Forum members noted the dates of the upcoming meetings for the next academic year.

Thursday 28th November 2023 (room 235)  
Thursday 16th January 2025 (room 233)  
Thursday 13th February 2025 (room 233)  
Thursday 12th June 2025 (room 235)

Meetings to start at 8.00 a.m. at CEME room 233 or 235.

**11. ANY OTHER BUSINESS**

There were no items of any other business raised.

Meeting closed at 9:50 am

DRAFT



## Guidance

# Summary policy note for schools and high needs national funding formula 2025 to 2026

Updated 6 November 2024

**Applies to England**

## Contents

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9. Local authority mainstream schools formulae in 2025 to 2026
10. The structure of the high needs NFF for 2025 to 2026
11. Annex A: Disapplications



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This publication is available at <https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2025-to-2026/summary-policy-document-for-schools-national-funding-formula-2025-to-2026>

# 1. Introduction

The purpose of this document is to confirm key elements of the schools national funding formula (NFF), prior to the publication of the delayed NFF allocations for 2025 to 2026. It should support local authorities, schools and academy trusts in planning, by providing the structure of the schools NFF for 2025 to 2026 (that is, the factors that will be used in the NFF, and how they will operate) and indicative factor values. It also confirms the structure of the high needs NFF in 2025 to 2026. This is in advance of the department confirming the schools and high NFF allocations at school and local authority level for 2025 to 2026.

We aim to publish NFF allocations for schools and local authorities and all supporting documents on the NFF (including the schools operational guide and NFF technical note), for 2025 to 2026, by the end of November 2024. The dedicated schools grant (DSG) allocations will then be published in December 2024.

This policy document covers both mainstream and high needs funding.

## 2. Timetable

### November 2024

- we wrote to local authorities on 3 October 2024 confirming that disapplication requests should be submitted by 18 November 2024 to ensure local authorities receive a decision before the authority proforma tool (APT) deadline of 22 January 2025. We encourage local authorities considering a request to engage with the Education and Skills Funding Agency (ESFA) at [LA.DISAPPLICATIONS@education.gov.uk](mailto:LA.DISAPPLICATIONS@education.gov.uk). Further information on disapplication requests is included in annex A below
- we aim to publish schools, high needs and central school services block (CSSB) NFF allocations for schools and local authorities and all supporting documents on the NFF (including the schools operational guide and NFF technical note), for 2025 to 2026 in late November 2024

### December 2024

- DSG allocations will be published

### January 2025

- APT submission deadline is 22 January 2025

### February 2025

- local authorities will confirm school budget shares to mainstream and special maintained schools, and pupil referral units (PRUs)

### March 2025

- ESFA will confirm general annual grant (GAG) allocations to academies

## 3. Total core schools funding

Total core school funding is increasing by £2.3 billion in 2025 to 2026, meaning that this funding will total almost £63.9 billion. This includes funding through the schools NFF, high needs funding, CSSB of the DSG, and pupil premium.

As set out below, funding provided to mainstream schools through the teachers' pay additional grant (TPAG), the teachers' pension employer contribution grant (TPECG) 2024 and the core schools budget grant (CSBG) will be rolled into the schools NFF for 2025 to 2026. Funding provided for special schools and alternative provision (AP) through these grants will be consolidated into a single CSBG.

In addition, we anticipate that further funding, in respect of the increase in employers' National Insurance contributions, will be provided in 2025 to 2026 by a grant outside the NFF. We will provide further details on this as soon as possible.



## 4. Funding levels: schools NFF

An additional £1.3 billion will cover the remaining costs of the 2024 teachers' pay award in mainstream schools, so that the full 12 months of salary costs are fully funded at a national level; an increase to the mainstream schools NFF; and increases to the pupil premium and other elements of core funding.

The department is now in the process of calculating the schools NFF allocations for 2025 to 2026. We expect to publish the NFF allocations by the end of November 2024.

We are providing this summary note to provide early sight of indicative figures which we understand are helpful to local financial planning. These are all subject to final quality assurance and so the precise uplifts to factors might be slightly different to those detailed below.

The mainstream schools' elements of TPAG, TPECG 2024 and CSBG will be rolled into the schools NFF for 2025 to 2026. More information on the rolling in of these grants is set out later in this note.

Factor values have been increased to take account of the rolling in of these grants, and the remaining funding available for schools in 2025 to 2026. The floor is 'cash flat' at 0%, after taking account of the funding that schools received through TPAG, TPECG and CSBG in 2024 to 2025.

**Table 1: Provisional factor values in 2025 to 2026**

	2024 to 2025 NFF values	Additions to baselines from grants	CSBG uplift	Provisional 2025 to 2026 NFF values
<b>Basic per pupil funding</b>				
<b>Basic entitlement</b>				
Primary basic entitlement	£3,562	£213	£51	£3,847
Key stage 3 basic entitlement	£5,022	£300	£71	£5,422
Key stage 4 basic entitlement	£5,661	£339	£80	£6,113
<b>Minimum per pupil</b>				
Primary minimum per pupil funding	£4,610	£257	£62	£4,955
Secondary minimum per pupil funding	£5,995	£350	£83	£6,465
<b>Additional needs funding</b>				
<b>Deprivation</b>				
Primary free school meals (FSM)	£490	£0	£0	£495
Secondary FSM	£490	£0	£0	£495
Primary free school meals Ever 6 (FSM6)	£820	£188	£45	£1,060
Secondary FSM6	£1,200	£277	£68	£1,555
Primary income deprivation affecting children index (IDACI) A	£680	£0	£0	£685
Primary IDACI B	£515	£0	£0	£520
Primary IDACI C	£485	£0	£0	£490
Primary IDACI D	£445	£0	£0	£445

	2024 to 2025 NFF values	Additions to baselines from grants	CSBG uplift	Provisional 2025 to 2026 NFF values
Primary IDACI E	£285	£0	£0	£285
Primary IDACI F	£235	£0	£0	£235
Secondary IDACI A	£945	£0	£0	£950
Secondary IDACI B	£740	£0	£0	£745
Secondary IDACI C	£690	£0	£0	£695
Secondary IDACI D	£630	£0	£0	£635
Secondary IDACI E	£450	£0	£0	£450
Secondary IDACI F	£340	£0	£0	£340
<b>Low prior attainment (LPA)</b>				
Primary LPA	£1,170	£0	£0	£1,175
Secondary LPA	£1,775	£0	£0	£1,785
<b>English as an additional language (EAL)</b>				
Primary EAL	£590	£0	£0	£595
Secondary EAL	£1,585	£0	£0	£1,595
<b>Mobility</b>				
Primary mobility	£960	£0	£0	£965
Secondary mobility	£1,380	£0	£0	£1,385
<b>School-led Funding</b>				
<b>Lump sum</b>				
Primary lump sum	£134,400	£8,006	£1,915	£145,100
Secondary lump sum	£134,400	£8,006	£1,915	£145,100
<b>Sparsity</b>				
Primary sparsity	£57,100	£0	£0	£57,400
Secondary sparsity	£83,000	£0	£0	£83,400
<b>Premises</b>				
Split sites	£80,600	£0	£0	£81,000

Table 1 above shows the provisional unit values of each factor in the NFF for 2025 to 2026. The column 'Addition to baseline from grants' sets out the rolled in value of the 3 grants from 2024 to 2025 (TPAG, TPECG and CSBG). The column 'CSBG uplift' sets out the additional funding rolled into the baseline to reflect the full year cost of the 2024 teachers' pay award.

## 5. Funding levels: high needs NFF

Of the £2.3 billion increase in total schools funding, almost £1 billion will be added to the overall high needs budget, bringing the total level of high needs funding from 2025 to 2026 to £11.9 billion. This increase to high needs

funding is over 9% compared to the 2024 to 2025 baseline.

Of this total, we are setting aside £480 million for allocation through a 2025 to 2026 CSBG for special schools and AP, which will combine the high needs elements of the 2024 to 2025 TPAG, TPECG and full-year equivalent of the CSBG.

We expect to publish details of the methodology for this 2025 to 2026 CSBG before the end of 2024.

We also set aside an amount for allocations of high needs funding that are not calculated through the high needs NFF, and later NFF funding adjustments. The latter adjustments include the impact of the October 2024 school census special school numbers used for the basic entitlement factor of the NFF, which is updated through the DSG allocations published in December 2024. For 2025 to 2026 the amount we will hold back will be £145 million.

The remainder, a total of £11.3 billion, will be allocated through the high needs NFF.

The structure of the NFF will remain the same and, with the exception of the funding floor and gains limit percentages, the same factor values and weightings will apply as in previous years (see below). This is because the government wants to take more time to consider what changes are needed to the NFF, both to make sure that we establish a fair education funding system, that directs funding to where it is needed, and to support any special educational needs and disabilities (SEND) reforms that will be taken forward.

In particular, the historic spend factor will remain at the same cash value as in 2024 to 2025, which will be equivalent to an average of 25% of local authorities' 2025 to 2026 allocations. That percentage has reduced from 27% when the 2024 to 2025 NFF was published.

The increase in overall high needs funding has enabled the department to recognise the continuing high level of cost increases that most local authorities are experiencing. The high needs NFF therefore includes a funding floor that provides a minimum increase of 7% per head of a local authority's 2 to 18 population. Gains under the formula will be limited to 10% per head. Both calculations of the per head increases are applied to the majority of the formula allocations but exclude certain factors as in previous years.

The special schools protection, known as the minimum funding guarantee (MFG), will continue to apply to maintained special schools and special academies (including special free schools but excluding non-maintained special schools (NMSS) and independent schools) in 2025 to 2026. The MFG for 2025 to 2026 is 0% using schools' 2024 to 2025 funding baseline, which is equivalent to the upper end of the MFG range for mainstream schools. The operation of the MFG will be the same as in previous years and applies only to each school's place and top-up funding. The local authority must have a disapplication request approved to use a lower percentage.

## 6. Funding levels: CSSB

The CSSB within the DSG provides funding for local authorities to carry out central functions on behalf of maintained schools and academies. The CSSB is comprised of 2 distinct elements: ongoing responsibilities and historic commitments. For 2025 to 2026 the formula for allocating this funding follows the same approach as in 2024 to 2025.

The CSSB will continue to fund local authorities for the ongoing responsibilities they deliver for all pupils in maintained schools and academies. The total provisional funding for ongoing responsibilities is £342 million in 2025 to 2026.

£338 million of this is calculated using a simple per pupil formula, the structure of which is unchanged from 2024 to 2025. 90% of the funding will be distributed through a basic per pupil factor, and 10% of the funding through a deprivation factor based on the proportion of pupils eligible for free school meals within the past 6 years (FSM6) in mainstream schools. This includes funding from the centrally employed teachers (CET) elements of the TPECG and CSBG, alongside funding for copyright licences which was issued separately in 2024 to 2025, which has now been rolled into the 2025 to 2026 CSSB.

A further £4 million will be provided to cover additional exceptional copyright license costs in 2025 to 2026. The additional funding each local authority will receive in respect of copyright licences will be calculated as 7.1% of their copyright licence costs in 2024 to 2025.

Local authorities are protected so that the maximum year-on-year per pupil reduction in ongoing responsibilities is at -2.5% and a cap is set at the highest affordable rate of 2.98%.

In 2025 to 2026, for those local authorities that receive it, historic commitments funding will continue to reduce by 20% on 2024 to 2025 allocations, the same rate as in previous years. We will also continue to protect 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.

Further details of the methodology used for the CSSB formula will be included in the 2025 to 2026 NFF technical note, which will be published alongside the NFF allocations.

## 7. Structure of the national funding formulas

The 2025 to 2026 schools NFF will use the same factors as the 2024 to 2025 NFF. These are shown in the diagram below, and then explained in more detail:

Figure 1: The structure of the schools NFF for 2025 to 2026

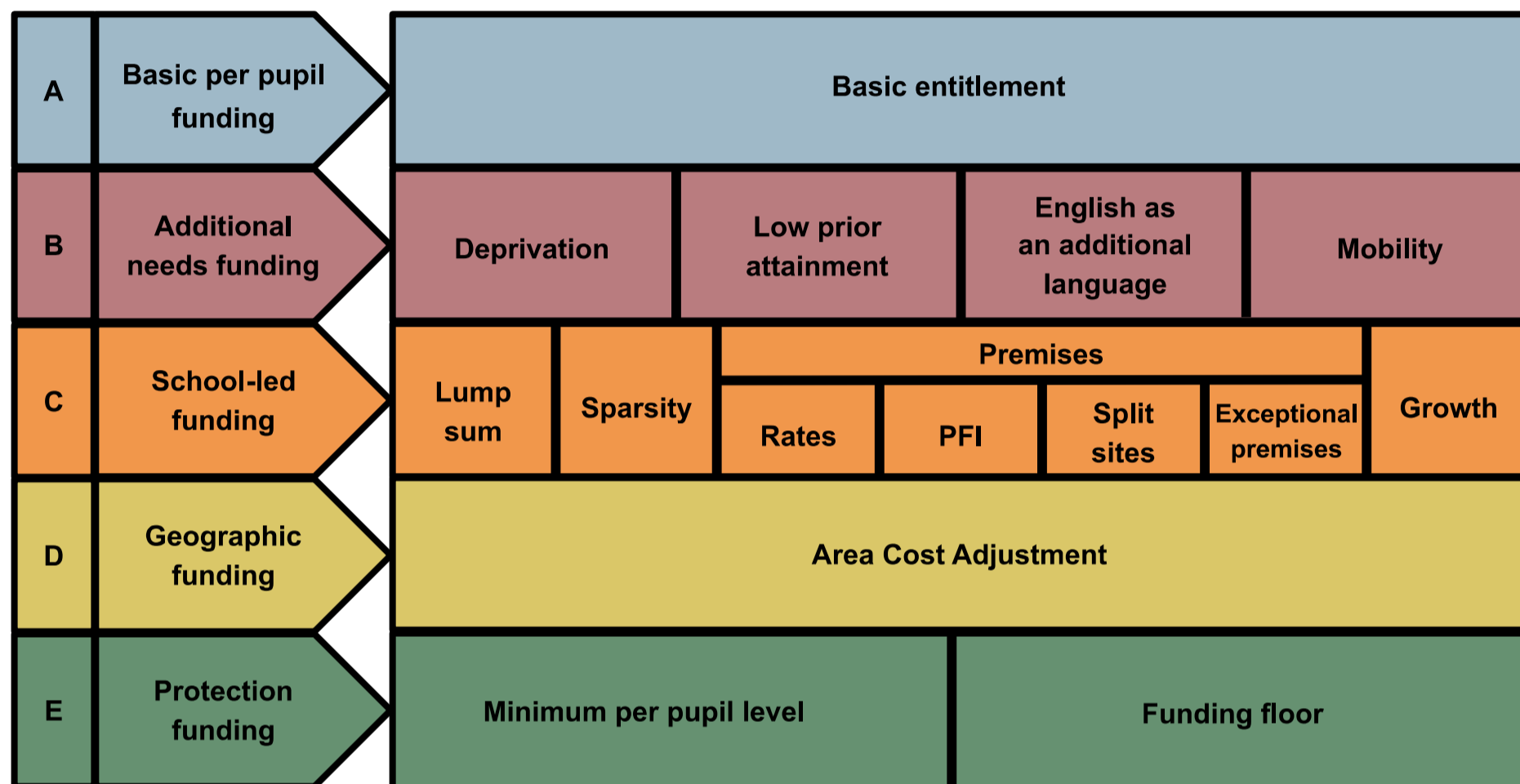


Figure 1 illustrates the factors that are taken into account when calculating schools block DSG funding allocations through the NFF. It is not to scale. Private finance initiative (PFI) and exceptional premises factors are allocated to local authorities based on historic spend; and rates based on actual costs.

The individual schools NFF factors for 2025 to 2026 will operate in the same way as in 2024 to 2025 except for some changes to the PFI factor. These are as previously confirmed in September 2024.

### 7.1 The pupil-led factors that will be used in the NFF for 2025 to 2026 are:

- the basic entitlement factor – every pupil will attract this funding. There will continue to be different factor values for primary pupils, key stage 3 pupils, and key stage 4 pupils
- additional needs funding – the NFF in 2025 to 2026 will continue to provide funding for pupils with additional needs, as measured by:
  - FSM factor – pupils who are eligible for free school meals will attract this funding. This funding is broadly intended to cover the cost of providing free meals for each eligible pupil
  - FSM6 factor - all pupils who are recorded as eligible for free school meals, or who have been at any point in the last 6 years, attract funding through this factor. The value of this factor will vary depending on the phase (primary or secondary) of the pupil
  - IDACI – this funding is based on the 2019 area-based IDACI measuring the relative deprivation of Lower-layer Super Output Areas (LSOAs). For the NFF, the IDACI ranks are divided into 7 bands A to G, with A representing the most deprived areas and G the least deprived. Additional funding is targeted towards pupils in bands A to F, with more funding directed to pupils in the more deprived bands. The value of this factor will also vary depending on the phase of the pupil
  - LPA – pupils will attract this funding if, at primary, they did not achieve the expected level of development in the early years foundation stage profile assessment, and at secondary, did not achieve the expected

standard in key stage 2 in any of reading, writing or maths. The value of this factor will vary depending on the phase of the pupil

- EAL - pupils will attract this funding if they entered state education in England during the last 3 years, and their first language is not English. The value of this factor will vary depending on the phase of the pupil
- mobility factor – this factor allocates funding to schools with a high proportion of pupils who have an entry date in the last 3 years which is not typical (in most cases, if their first recorded appearance on the school's roll was other than the October census). The value of this factor will vary depending on the phase of the pupil

## **7.2 The school-led factors that will be used in the NFF for 2025 to 2026 are:**

- lump sum - every school attracts a lump sum through the NFF irrespective of its size or phase
- sparsity factor - eligibility for sparsity funding depends on the distance the pupils living closest to the school would have to travel to their next nearest appropriate (for example, same phase) school, and the average number of pupils per year group. The value of this factor will vary depending on the phase of the school. The distance thresholds, year group size thresholds, and operation of the distance and year group size tapers will remain as they were for 2024 to 2025
- premises – the NFF in 2025 to 2026 will continue to allocate funding to reflect the costs associated with a school's premises and overheads:
  - rates - for local accounting purposes, rates funding allocations will continue to notionally feature in the NFF allocation publication for all schools, including schools in billing authority areas where rates are paid directly by the Department for Education (DfE). Actual allocations to schools in those areas will not include funding for rates
  - PFI – the purpose of this factor is to fund the unavoidable additional costs to a school of being in a PFI contract. For 2025 to 2026 we are making some changes to the operation of this factor. This is covered in more detail at the end of this section
  - split sites – this factor targets extra funding to schools which operate across more than one site. As in 2024 to 2025, schools can attract funding for up to a maximum of 3 additional eligible split sites. There will continue to be basic eligibility funding – that is, a lump sum that schools attract for each site (up to the maximum of 3 additional eligible sites) – as well as distance funding (through which up to 3 additional sites which are more than 100 metres from the main site, attract additional funding)
  - exceptional circumstances – this factor provides additional funding where local authorities have had approval from ESFA to direct additional funding to a small number of schools with significant additional and atypical costs

## **7.3 The NFF in 2025 to 2026 will continue to provide funding protections:**

- minimum per pupil levels (MPPLs) - guarantee a minimum amount of funding for every pupil - the funding received through the minimum per pupil level (MPPL) varies from school to school depending on the year groups they have. In 2025 to 2026, MPPL values will remain compulsory in local authority funding formulae
- the funding floor - ensures that a school's funding is protected from excessive losses year-on-year, and that all schools attract a minimum uplift to their pupil-led per pupil funding. For 2025 to 2026, split sites funding will sit outside the calculation of the funding floor. This means that split sites funding will properly reflect any changes in the organisation of schools' sites

## **7.4 The only structural changes being made to the NFF for 2025 to 2026 are in relation to the PFI factor, and so will not affect all local authorities. The changes are:**

- providing pro-rata funding when a PFI contract is coming to an end in the financial year (such that funding is only provided for the part of the year when the contract is still in place)
- setting conditions that local authorities would need to meet to receive above-inflation increases in PFI funding (with the expectation that these would be the exception). The default expectation will be that previous years' PFI funding through the NFF will be increased by the Retail Prices Index excluding mortgage interest payments (RPIX) measure of inflation. If local authorities want to request that the funding is increased by a higher amount, then they will need to submit an affordability model to the department

## 8. Rolling previous grants into the mainstream schools and CSSB NFF

The mainstream schools elements of TPAG, TPECG 2024 and CSBG will be rolled into the schools NFF for 2025 to 2026. The funding for centrally employed teachers within the TPECG and CSBG are also being rolled into the CSSB NFF for 2025 to 2026.

For all 3 of the grants, the funding will be rolled in following a very similar approach to previous grants. That is:

1. Adding cash amounts to the primary, key stage 3 and key stage 4 per pupil funding factors in the schools NFF, to represent the equivalent amounts in the grants.
2. Adding cash amounts to the primary and secondary FSM6 factors, and the lump sum, in the schools NFF, to represent the equivalent amounts in the grants.
3. Adding cash amounts to the minimum per pupil funding levels (MPPLs) for primary, key stage 3 and key stage 4 respectively, to reflect the average per pupil amount of funding that schools attracted through the preceding grants.
4. Adding an amount representing the total funding each school received through the preceding grants on to its baseline, which is used to calculate funding protection for the schools through the funding floor.

For TPAG and TPECG, the funding rolled in to the NFF will use the published funding rates directly. For example, in step (1.) above, the cash amount added to the primary basic per pupil NFF factor to roll-in TPAG will simply be the cash value of the primary basic per pupil rate in TPAG for 2024 to 2025 (that is, £62).

For CSBG, however, we will take a slightly different approach to rolling-in this funding to the NFF. This is because the total funding in the CSBG in 2024 to 2025 is calculated to match, at a national level, the funding needed to meet the full-year cost of the support staff pay award, as well as the part-year cost of the 2024 teachers' pay award (from September 2024). Therefore, to roll in this funding, we will calculate the full year equivalent of the whole of the CSBG, and then calculate new (higher) full-year equivalent funding rates from this new total. The cash values rolled into the NFF in 2025 to 2026 will then reflect these full-year equivalent funding rates. The original and recalculated rates have been set out in table 2 below (to note, these are higher than the actual 2024 to 2025 grant rates).

**Table 2: CSBG 2024 to 2025 funding rates and recalculated 'full year equivalent' rates for schools**

Grant element	Unit value	'Full year equivalent' value uplift	Recalculated 'full year equivalent' unit value total
Primary basic per-pupil	£76	£51	£127
Key stage 3 basic per-pupil	£108	£71	£179
Key stage 4 basic per-pupil	£122	£80	£202
Primary FSM6 per-pupil	£70	£45	£115
Secondary FSM6 per-pupil	£100	£68	£168
Lump sum	£2,900	£1,915	£4,815

In table 2, the recalculated rate covers the full year equivalent cost for both support staff and teachers. These rates have been added to the 2025 to 2026 schools NFF factor values.

The TPECG and CSBG both provided funding for local authorities who employ centrally employed teachers. In 2024 to 2025, the CET elements of these grants was based on a proportional split of the overall quantum. For 2025 to 2026, the CET element of these 2 grants has been calculated based on an equivalent proportion of the overall quantum for 2025 to 2026, and these amounts are being rolled into the CSSB to ensure that this additional funding forms an on-going part of local authorities' central services budgets.

## 9. Local authority mainstream schools formulae in 2025 to 2026

As in previous years, local authorities will be responsible for deciding local funding formulae for mainstream schools in their area. The funding levels that schools – both maintained schools and academies – receive will be determined by the respective local formulae.

Local authorities will be required to move their local formula factor values at least 10% closer to the NFF factor value, except where local formulae are already ‘mirroring’ the NFF (that is, where the local formula factor is within +/- 2.5% of the NFF factor value). Full details regarding tightening will be set out in the 2025 to 2026 schools operational guide, which will be published alongside the full allocations by the end of November 2024.

As mentioned in the [2024 to 2025 schools operational guide \(https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025\)](https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025) from 2025 to 2026 the local authority flexibility to increase the pupil number count for schools with higher reception pupil numbers in the January 2024 census, rather than the October 2023 census, will be removed. Only 8 local authorities made use of this flexibility in 2024 to 2025.

We will also be tightening the allowable circumstances in the exceptional circumstances factor.

Minor technical adjustments will also be made to the operation of the MFG, whereby both split sites and PFI funding will be excluded from the MFG calculation. This brings the MFG treatment of these factors in line with the NFF and ensures that increases or decreases in a school’s split site and /or PFI funding does not impact other aspects of their funding. When setting their local formulae, local authorities must set the MFG between -0.5% and 0%.

Local authorities will again be able to transfer up to 0.5% of their total schools block allocations to other blocks of the DSG, with schools forum approval. A disapplication will continue to be required for transfers above 0.5%, or for any amount without schools forum approval.

There are 16 allowable funding factors in 2025 to 2026, most of which are compulsory for all local authorities. The compulsory factors are unchanged from 2024 to 2025. The requirements on allowable values for these factors in local formulae will be confirmed alongside the NFF allocations publication.

### Compulsory:

- basic entitlement
- FSM
- FSM6
- IDACI
- minimum level of per-pupil funding
- LPA
- EAL
- pupil mobility
- sparsity
- lump sum
- London fringe (for the eligible authorities)
- split sites
- MFG

### Optional:

- rates
- PFI contracts
- exceptional circumstances (with ESFA agreement)

## 10. The structure of the high needs NFF for 2025 to 2026

The high needs NFF consists of 11 factors designed to indicate the level of need within a local authority. These can be seen in figure 2 below – and are unchanged from 2024 to 2025. The formula factors reflect both the nature of the local SEND system (reflecting local circumstances, for example, the number of special schools in the area) and the characteristics of the children and young people living in the area. The formula also includes

funding floor and gains limit factors, to ensure a minimum level of increase for every local authority and to reduce the impact of year-on-year changes to their funding levels.

**Figure 2: The structure of the high needs NFF**

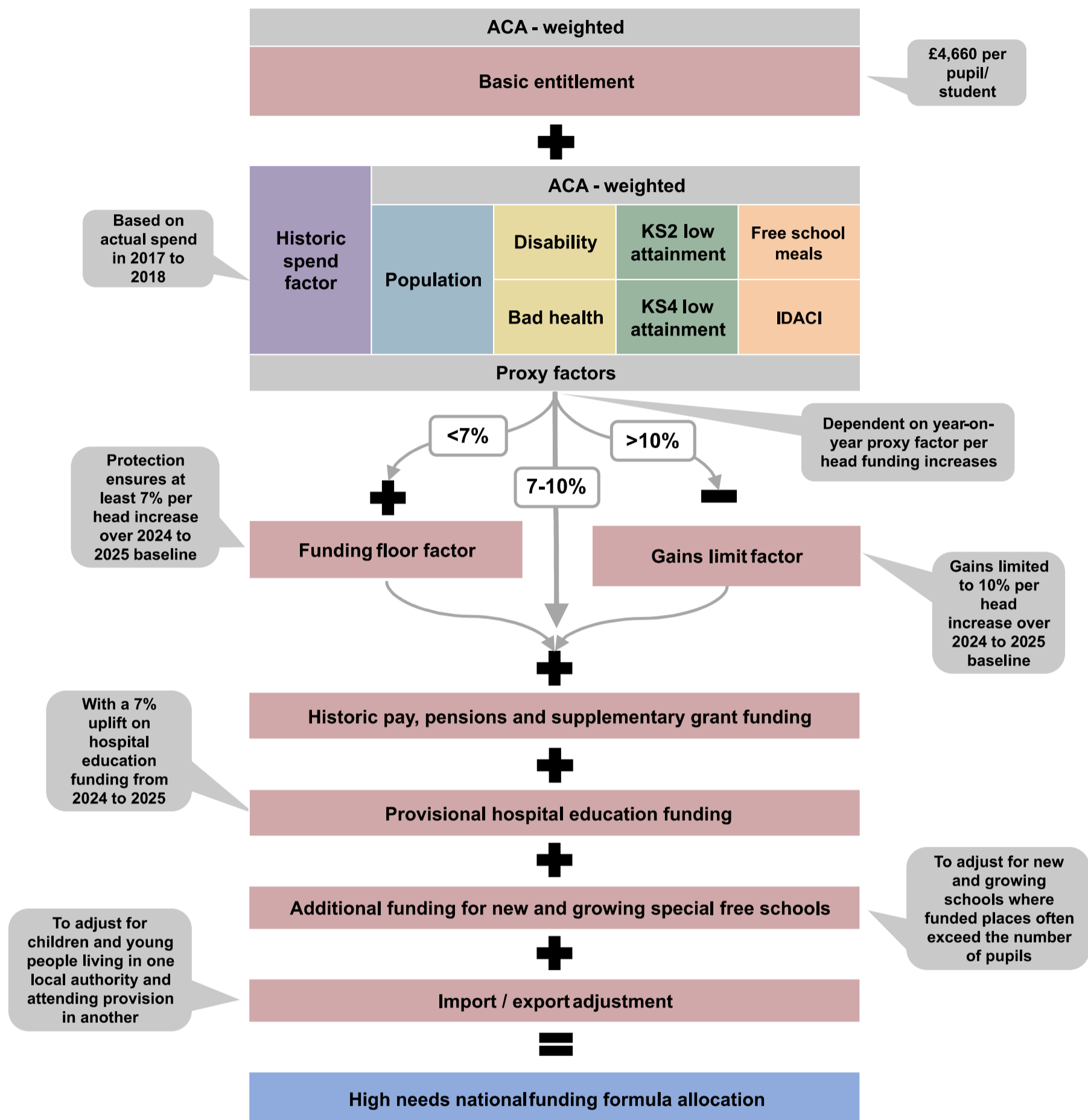


Figure 2 illustrates the formula factors that are used to calculate high needs funding allocations through the NFF. The diagram shows the 11 factors which reflect the level of need in an area, as well as the funding floor and gains limit factors which ensure that all authorities receive an increase in funding of between 7% and 10% per head of their 2 to 18 population.

The basic entitlement factor and the historic spend factor are designed to reflect aspects of the local SEND system. The basic entitlement factor gives a set amount of funding (£4,660) per pupil based on the number of pupils in special schools (including those in independent special schools), performing the same role as its counterpart within the mainstream schools NFF. The historic spend factor provides every local authority with a set percentage (50%) of their 2017 to 2018 spending on high needs to reflect past spending patterns, given the constraints that the local demand for and supply of provision will continue to place on future spending.

The proxy factors within the formula reflect the characteristics of the population within a local authority. We use proxy factors in the high needs NFF rather than prevalence of SEND or levels of education health and care (EHC) plans in each local authority. The population factor sets out the number of children and young people



aged 2 to 18 living within a local area, and the 6 SEND and AP proxy factors allocate funding more specifically based on levels of attainment, deprivation and health/disability.

The weightings for each of these factors differ depending on whether the formula is providing a local authority with funding for SEND, AP or both. The weightings in each case, which are the same in the 2025 to 2026 formula as in previous years, can be seen in table 3 below.

**Table 3: Factor weightings in the high needs NFF**

Proxy factor type	Proxy factor	SEND weighting (90%)	AP weighting (10%)	Combined weighting
<b>Population</b>	Population factor	50%	50%	50%
<b>Deprivation factors</b>	FSM	8.33%	25%	10%
	IDACI	8.33%	25%	10%
<b>Health and disability factors</b>	Children in bad health	8.33%	0%	7.5%
	Disability Living Allowance (DLA)	8.33%	0%	7.5%
<b>Low attainment factors</b>	Key stage 2 low attainment	8.33%	0%	7.5%
	Key stage 4 low attainment	8.33%	0%	7.5%

Table 3 illustrates the weightings for each of the proxy factors in the high needs NFF. The figure highlights that the population factor receives the largest weighting, accounting for 50% of these elements of the funding formula. The other factor weightings reflect the extent to which the factors act as proxies for SEND, and the likely need for AP. A combined weighting is then shown for each factor.

## 11. Annex A: Disapplications

Last year the department moved to a [digital form \(https://digital-forms.education.gov.uk/XtpMm9RFJX/request-to-disapply-regulations\)](https://digital-forms.education.gov.uk/XtpMm9RFJX/request-to-disapply-regulations) for all disapplication requests, that covers general, high needs, early years and block transfer movement requests. This enables the department to process and understand the specific details of each request more efficiently. We have published [guidance \(https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025\)](https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025) on completing the digital form.

Local authorities should provide information on the equality impact assessment for any disapplication request.

Local authorities should submit all requests by 18 November 2024. This is to ensure decisions are communicated back to local authorities prior to the APT submission deadline 22 January 2025.

Ahead of publication of the schools operational guide 2025 to 2026 at the end of November, the department has set out below some additional guidance related to block movement and exceptional premises requests, which has undergone some small changes from the 2024 to 2025 guidance.

### 11.1 Block movement requests

Local authorities continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval.

A disapplication is required for any transfers above 0.5%, or any amount without schools forum approval; this applies to any transfers even if an amount was agreed in previous years. Local authorities with safety valve agreements will have this managed as part of safety valve monitoring.

In considering block transfers, local authorities may wish to consider the indicative factor values for the schools NFF, and the funding floor and gains limit in the high needs NFF, as confirmed in the main body of this document.

The department expects local authorities to have considered how they will manage the timetable for setting their school budgets so that the notifications to schools of their budget shares, and the parallel department process for notification of academy allocations, are not delayed. The department suggests appropriate timetabling of schools forum meetings to discuss budgets and to agree the process should any amendments to disapplications need to be made, the deadline for which is 9 January 2025. This allows for schools forum to be informed and vote on proposed changes. Further to this, arrangements for political approval should be timetabled to take account of this later date for amended requests.

When submitting disapplication requests for transfers from the schools block, local authorities should provide the evidence detailed in the [digital form \(https://digital-forms.education.gov.uk/XtpMm9RFJX/request-to-disapply-regulations%22%20/t%20%22\\_blank\)](https://digital-forms.education.gov.uk/XtpMm9RFJX/request-to-disapply-regulations%22%20/t%20%22_blank) provided by the department. This should be a DSG management plan that includes:

- a forecast position for the next 5 years
- details of predicted EHC plan growth, sufficiency, and the actions the local authority is taking to mitigate overspending
- costed mitigating actions, with narrative explaining how the figures have been derived
- rationale for this transfer, including changes in demand over the last 3 years and how the local authority has met that demand by commissioning places in all sectors
- plans to change the pattern of provision where necessary
- evidence of partnership working between the local authority, schools and parents
- an explanation of plans to support the inclusion of children with SEND in mainstream schools
- information presented to all schools through consultation and to the schools forum, and details of responses to the transfer proposal, including papers for and minutes of schools forum meetings, showing details of the vote

Each request will be considered on a case-by-case basis. To support their request, local authorities should provide detail on:

- the specifics of their plans demonstrating that the transferred funding would contribute to addressing cost pressures in a sustainable way, such as 'invest to save' options
- the department will also consider the level of support from local schools and the schools forum for this plan, and if they do not support the plan, their specific arguments for this

## 11.2 Exceptional premises requests

Local authorities can apply to the department to use exceptional circumstances relating to school premises, for example, rents, or joint-use sports facilities.

Local authorities should only submit applications where the value of the factor is more than 1% of a school's budget and the factor applies to fewer than 5% of the schools in the local authority's area. Local authorities should submit applications annually for approval. Even where local authorities received approval in 2024 to 2025, they should re-apply to the department, if the criteria are still being met.

Where an exceptional circumstance has already been approved for particular schools, it is permissible for a further school or schools to receive the factor where a change in their circumstances meets the existing approved criteria, providing that the cost to the additional school exceeds 1% of its budget share (as calculated through the APT), and that the factor still applies to fewer than 5% of schools in the local authority area.

Local authorities should apply for all exceptional circumstances in 2025 to 2026 setting out the rationale for the factor and demonstrating that the criteria are met.

Exceptional circumstances that have previously been approved include:

- rents
- joint use of leisure facilities by contractual agreement
- building schools for the future (BSF) schemes (additional contribution to lifecycle maintenance costs)
- hire of PE facilities
- school with a farm included as part of its educational provision

Exceptional circumstances that do not meet our policy:

- utility costs for any type of building
- funding leases for costs other than delivering education
- circumstances where costs to the additional school do not exceed 1% of its budget share
- rental costs for local authority-owned facilities that are used for the purpose of delivering the curriculum (for both maintained schools and academies)

Supporting evidence must be provided with all requests, and for all joint use agreements (JUA), lease agreements, service level agreements (SLA) and licences we will require:

- in date agreements
- agreements confirming revenue costs
- confirmation of hours and the facilities/premises being used
- detail of premises
- current invoices

Each request is considered on its own merits based on the evidence provided, and it should not be assumed that a request would be approved simply because it falls into one of the categories shown above or has been approved in prior years. The supporting information should evidence how the costs are exceptional in comparison to if the facilities/premises were available on site.

### 11.3 PFI

Local authorities wishing to receive a higher NFF uplift for PFI related costs need to submit a request to the department, accompanied by a clear affordability model to substantiate the requested increase.

The department will also request to see affordability models where contracts are due to expire within the next one to two years. Any remaining reserves at the end of the contract will need to be returned to the department, as the department would not fund anything through the PFI factor which is above and beyond what the local authority needs to cover the affordability gap and any unavoidable extra premises costs as described above.

### 11.4 Preparing disapplication requests

Please contact [la.disapplications@education.gov.uk](mailto:la.disapplications@education.gov.uk) with any questions about a school's eligibility or to discuss any other request you are considering making.

The department will contact local authorities if the evidence provided to the department is not sufficient. In order to build the strongest possible case for your request and allow us to respond by the APT deadline please provide all necessary supporting evidence in your initial request. If we need to come back to you requesting further information, it will increase the risk of the department not being able to give you an answer before the APT deadline.

NFF Indicative rates 2025-26

Area Cost Adjustment 2024-25 **1.08352**

Factor	Primary					Secondary					
	2024-25		2025-26 projected		% change	2024-25		2025-26 projected		% change	
	NFF £	LBH £	NFF £	LBH £	LBH	NFF £	LBH £	NFF £	LBH £	LBH	
Basic per pupil	3,562.00	3,859.50	3,847.00	4,168.30	8.00	KS3	5,022.00	5,441.44	5,422.00	5,874.85	7.96
<i>excl other grants (below)</i>	3,443.00	3,730.56	3,634.00	3,937.51	5.55	KS4	5,661.00	6,133.81	6,113.00	6,623.56	7.98
Free School Meals	490.00	530.92	495.00	536.34	1.02	KS3	4,854.00	5,259.41	5,122.00	5,549.79	5.52
FSM Ever 6	820.00	888.49	1,060.00	1,148.53	29.27	KS4	5,471.00	5,927.94	5,774.00	6,256.25	5.54
<i>excl MSAG</i>	716.00	775.80	820.00	765.30	1.37						
IDACI A	680.00	736.79	685.00	742.21	0.74		945.00	1,023.93	950.00	1,029.34	0.53
IDACI B	515.00	558.01	520.00	563.43	0.97		740.00	801.80	745.00	807.22	0.68
IDACI C	485.00	525.51	490.00	530.92	1.03		690.00	747.63	695.00	753.05	0.72
IDACI D	445.00	482.17	445.00	482.17	0.00		630.00	682.62	635.00	688.04	0.79
IDACI E	285.00	308.80	285.00	308.80	0.00		450.00	487.58	450.00	487.58	0.00
IDACI F	235.00	254.63	235.00	254.63	0.00		340.00	368.40	340.00	368.40	0.00
Low Prior Attainment	1,170.00	1,267.72	1,175.00	1,273.14	0.43		1,775.00	1,923.25	1,785.00	1,934.08	0.56
EAL	590.00	639.28	595.00	644.69	0.85		1,585.00	1,717.38	1,595.00	1,728.21	0.63
Mobility	960.00	1,040.18	965.00	1,045.60	0.52		1,380.00	1,495.26	1,385.00	1,500.68	0.36
Lump sum	134,400.00	145,625.09	145,100.00	157,218.75	7.96		134,400.00	145,625.09	145,100.00	157,218.75	7.96
<i>excl MSAG</i>	129,890.00	140,738.41	134,400.00	145,625.09	3.47		129,890.00	140,738.41	134,400.00	145,625.09	3.47
Minimum per pupil funding level (MPPL)	4,610.00	4,610.00	4,955.00	4,955.00	7.48		5,995.00	5,995.00	6,465.00	6,465.00	7.84
<i>excl MSAG</i>	4,467.00	4,467.00	4,610.00	4,610.00	3.20		5,809.00	5,809.00	6,145.00	6,145.00	5.78
Minimum Funding Guarantee	0.0% - 0.5%	0.5%	-0.5% - 0.0%	0.0%			0.0% - 0.5%	0.5%	-0.5% - 0.0%	0.0%	
Gains cap	n/a	2.5%	tba	t.b.c.			n/a	2.5%	tba	t.b.c.	

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Agenda Item 6

Sums consolidated into NFF funding rates

	2024-25	2025-26			2025-26 - Policy Note update	
	MSAG	TPAG	TPECG	CSBG	CSBG uplift	Additional Increase
Basic per pupil - Primary	£119.00	£62.00	£75.00	£76.00	£51.00	£21.00
Basic per pupil - KS3	£168.00	£86.00	£106.00	£108.00	£71.00	£29.00
Basic per pupil - KS4	£190.00	£98.00	£119.00	£122.00	£80.00	£33.00
Primary FSM6	£104.00	£53.00	£65.00	£70.00	£45.00	£7.00
Secondary FSM6	£152.00	£77.00	£100.00	£100.00	£68.00	£10.00
Lump sum	£4,510.00	£2,306.00	£2,800.00	£2,900.00	£1,915.00	£779.00



# Consultation for LA Maintained Schools De-delegation and Education Functions 2025-26

**Release : *Version 1 -11th November 2024***

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## Introduction

This consultation proposes options for the de-delegation for central services for maintained schools for the financial year 2025-26.

LA maintained primary schools are to consider for financial year 2025-26, whether to continue with the de-delegation of funding for the following services:

- Insurance
- Free school meals eligibility checking
- Maternity leave insurance
- EAL service
- Behaviour support service
- Statutory and regulatory duties
- Core school improvement activities

Schools are asked to consider the options outlined in the documents and respond to the Local Authority (LA) for further consideration by the Schools Funding Forum.

At this stage, all figures used in the calculations are from the October 2023 Census, with the rates that will apply for 2025-26 de-delegation services. The final calculation will be based on the October 2024 Census data, with the rates proposed to be unchanged.

The DfE do not release the October 2024 Census data until late December 2024. Therefore, LAs consult using the previous year's dataset (October 2023 Census) to agree the principles for the forthcoming financial year.

## Process

A summary of responses to the consultation will be reported to the meeting of the Schools Funding Forum on 28th November 2024, and will form part of the final decisions taken by the Local Authority in January, before schools are issued with their funding for the 2025-26 financial year.

## Responding to the Consultation

This consultation is sent to the Head Teachers of all LA maintained schools only. Please bring this to the attention of Chairs of Governors, Chairs of Resources, Board Members and Trustees as appropriate.

You can contribute your views to the consultation in the online link provided in the body of the email.:

If you require clarification on any point please email:

Education Finance at: [education.finance@havering.gov.uk](mailto:education.finance@havering.gov.uk)

**Closing date of consultation:** 12.00pm Friday 22nd November 2024



## **Schools Funding 2024-25**

### **1. Background to De-delegation and Education Functions**

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 2025-26 relate to that year only, so new decisions will be required for any service to be de-delegated in 2026-27.

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 2025, local authorities will have an opportunity to present an evidence based case to the EFA to request a recoupment adjustment for the period 2nd September 2025 to 31st March 2026.

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.

## 2. De-delegation and Education Functions Service 2024-25

The following table demonstrates the services that was requested and agreed for financial year 2024-25.

<b>Service</b>	<b>De-delegation requested 2024-25</b>	<b>Outcome</b>
Contingencies (including schools in financial difficulties and deficits of closing schools)	No	N/A
Behaviour support services	Yes	Agreed
Support to underperforming ethnic groups and bilingual learners (EAL)	Yes	Agreed
Free school meals eligibility	Yes	Agreed
Insurance	Yes	Agreed
Museum and library services	No	N/A
Licences/subscriptions	No	N/A
Staff costs supply cover (maternity leave insurance)	Yes	Agreed
Staff costs supply cover (trade union facility time)	Yes	Agreed
Statutory and regulatory duties	Yes	Agreed
Core school improvement activities	Yes	Agreed

## 3. De-delegation and Education Functions Service 2025-26 Consultation

As agreed at the Schools Funding Forum meeting held on 17th October 2024, this consultation was proposed to be issued to all maintained schools to help with the decision making for the de-delegated services for 2025-26.

The summary of responses to the consultation will be reported to the meeting of the Schools Funding Forum on 28th November 2024, and will form part of the final decisions taken by the Local Authority in January.

#### 4. Proposed De-delegated Services 2025-26

Consideration to the continuation of the financial year 2024-25 de-delegated services is proposed, and the list of services and functions are as provided below and in the applicable Appendices.

##### 4.1 Insurance

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

2025-26	Primary
Formula factor	AWPU
Amount	£21.00
Total	£363,000

2024-25	£21.00
---------	--------

The LA is proposing that the sum per pupil de-delegated remains unchanged.

It should be noted that the cost of participating in the Risk Protection Arrangement (RPA), managed by the Department for Education, has been set at £25.00 per pupil for 2025-26.

##### 4.2 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:

2025-26	Primary
Formula factor	FSM eligible pupils
Amount	£9.50
Total	£30,352

2024-25 rate	£9.50
--------------	-------

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.

### 4.3 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.

With increases in demand and to the salary costs for teachers and support staff for the forthcoming financial year, it is proposed to increase the sum per pupil de-delegated for maternity leave by 9.6% in 2025-26. This is to meet the expected average increase in staff salaries, as staff salaries determine the level of maternity leave payments.

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

2025-26	Primary
Formula factor	AWPU
Amount	£40.49
Total	£707,198

2024-25	£36.96
---------	--------

The table below outlines the budget and expenditure from 2023-24 to 2025-26, should the de-delegation be agreed at the levels requested, and the impact on each of the corresponding years. For 2024-25, although the expected spend is in excess of the budget available, there are other de-delegated budgets which are anticipated to underspend to offset this increased demand. For 2025-26, it is anticipated that a similar situation will arise and the anticipated £10k shortfall may not pose a material impact on the agreed overall de-delegated budgets.

	2023-24	2024-25	2025-26*
Budget	£602,693	£645,543	<b>£707,198</b>
Spend	£528,751	<b>£680,000</b>	<b>£717,400</b>
Outturn	£73,942	-£34,457	<b>-£10,202</b>
Rate	£34.87	£36.96	<b>£40.49</b>
Applicable pupils	17284	17466	<b>17466</b>

#### 4.4 English as an Additional Language (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:

2025-26	Primary
Formula factor	EAL 3
Amount	£38.00
Total	£114,538

2024-25	£38.00
---------	--------

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	517
Median	2,644
Highest	6,070

#### 4.5 Behaviour support service - Social Emotional and Mental Health (SEMH) Team

The LA is seeking de-delegation for SEMH services which now form part of SEND Education Support Service (formerly CAD 5 to 19).

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 with SEMH needs, to prevent permanent exclusion and suspension, maintain placement and positive working relationships between home and school. The service will also provide early intervention work with children and parents. SSFPs work in a similar way to family practitioners within Early Help, but with a strong focus on educational outcomes alongside family support.

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 2025-26 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	£87,330	£6,452	£31,590	£29,975	£6,618	£4,365	£1,189	£27,965	£195,483

2024-25 rates	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
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**4.6 Trade Union Facility Time**

De-delegation benefits schools through the provision of support from locally based and accredited trade union officials. Further details on what is provided are contained in [Appendix C](#).

The following unions and the staff they support are as follows:

Union	Staff Supported
National Education Union (NEU)	Teaching & Support
National Association of Schoolmasters Union of Women Teachers (NASUWT)	Teaching
Community	Teaching
National Association of Head Teachers (NAHT)	Teaching
Association of School and College Leaders (ASCL)	Teaching
UNISON	Support
GMB	Support

Last year the Forum agreed an increase in the sum per pupil de-delegated from £2.63 to £2.80 to help meet the rise in salary costs of the local trade union representatives delivering the service.

If the price remained unchanged the figures for 2025-26 would be as follows.

2025-26	Primary
Formula factor	AWPU
Amount	£2.80
Total	£48,905

2024-25	£2.80
---------	-------

Shown below are the figures if the sum per pupil was increased by 5.5% in line with the proposed rise in teachers' pay. This would bring the per pupil amount to £2.96. The figures would be as follows.

2025-26	Primary
Formula factor	AWPU
Amount	£2.96
Total	£51,700

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

#### **4.7 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 three years the rate has been increased in line with the rise in NFF factor values and currently stands at £19.31 for mainstream schools and £45.00 for each special school place.

**For 2025-26 the LA is again proposing that the rate for LA maintained primary schools is increased in line with the rise in NFF factor values, excluding any increases due to any grants rolling into the NFF rates.**

The cost of providing the services supported by this funding is comprised largely of staff salaries that are expected to rise by at least 5% this year.

The new rate would produce a minimum total contribution of £341,000, as outlined in the table below that demonstrates the 2024-25 contribution.

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

A list of the different LA responsibilities for maintained schools that is funded from this contribution is as per the table below.

Category	Central Services functions for LA Maintained Schools (previously ESG - now part of Education Functions)
<b>Service Strategy &amp; Regulation</b>	Budgeting and accounting functions relating to maintained schools (Sch 2, 73)
	Functions relating to the financing of maintained schools (Sch 2, 58)
	Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)
	Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)
	Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)
	Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)
	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, 62)
	HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition/organisation of staff (Sch 2, 63); determination of conditions of service for non-teaching staff (Sch 2, 64); appointment or dismissal of employee functions (Sch 2, 65)
	Consultation costs relating to staffing (Sch 2, 66)
	Provision of information to or at the request of the Crown relating to schools (Sch 2, 68)
	Establish and maintaining computer systems, including data storage (Sch 2, 71)
Appointment of governors and payment of governor expenses (Sch 2, 72)	
<b>Asset management</b>	General landlord duties for all maintained schools (Sch 2, 76a & 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	



	<ul style="list-style-type: none"><li>• playing fields of the appropriate standards</li></ul>
	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)
<b>Monitoring national curriculum assessment</b>	Monitoring of National Curriculum assessments (Sch 2, 74)

#### 4.8 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 “effective” Good or Outstanding by Ofsted. To support the maintenance of high standards, all LA maintained schools will be included in the QA cycle. Schools which are stand-alone academies, or schools that are part of an academy trust are welcome to participate in all aspects of the cycle in the same way as maintained schools, however they are not required to participate in the way that LA schools are.

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 1<sup>st</sup> December 2022 the LA maintained primary school representatives agreed to de-delegation.

For 2024-25, the LA sought the de-delegation of £5.11 per pupil which generates 50% of the DfE grant withdrawn. School Forum representatives for maintained schools agreed for the de-delegation to remain unchanged.

For 2025-26, despite increased costs, we may be able to reduce the spend by £30,000, by delivering more of the intervention work internally, rather than via external resource.

For 2025-26 the LA is proposing the de-delegation for School Improvement activities to be reduced from £5.11 per pupil to £3.38 per pupil.

Details of the service provided are shown in [Appendix D](#).

2025-26	Primary	Special
Formula factor	AWPU	Place
Amount	£3.38	£10.14
Total	£58,406	£1,587
2024-25	£5.11	£15.33

## **5 Conclusion**

We hope that this paper and the accompanying appendices explain the de-delegated services and education functions options that form the basis of this consultation, and the rationale behind these options.

As explained above, the rate for each of the services will remain as per the consultation proposals once the final dataset is made available in December. However, the budgets for each of the de-delegated/education functions are indicative and final calculations will be made once the validated data from the October 2024 census has been received from the DfE.

## **Appendix A - 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, the LA is proposing that the sum per EAL pupil de-delegated remains unchanged. It is proposed that, as per the previous 5 years, £38 per EAL pupil be de-delegated in the financial year 2025-26. This would provide funding of £114,538 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 percentage of EAL learners in Havering primary schools is continuing to increase at an accelerated rate. In January 2024, the Havering primary school population stood at 30.4% EAL compared to 22.8% nationally, representing a rate of increase from January 2023 that is nearly double the national average.

Through the national funding formula, primary schools receive £639.28 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 rapidly with migration to the borough directly from a wide range of countries and from across the UK.

From 1st June to 1st September 2024, 105 Havering primary school applications were received from children transferring from abroad, of whom 41 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 2023 to March 2024:

- 33 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 and/or CPD with over 100 course bookings.
- 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 22 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. This has benefited pupils in 24 different schools across the primary and secondary phase.
- With regard to academy buy-back, 22 academies accessed the service and there were 43 bookings for EAL networks and/or courses from academy subscribers.

### **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. In addition, the average sum of £2,937 de-delegated from a school allows for a more comprehensive EAL offer than would otherwise be available through an external provider or if the service were to become fully traded.

### **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 continues to be enhanced by a specialist secondary EAL consultant who is increasingly working with secondary subscribers. If needs dictate, her role could 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.

## **Appendix B - Behaviour Support Service – SEMH Team**

The LA is seeking de-delegation for SEMH services which now form part of SEND Education Support Service (formerly CAD 5 to 19).

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 with SEMH needs, to prevent permanent exclusion and suspension, maintain placement and positive working relationships between home and school. The service will also provide early intervention work with children and parents. SSFPs work in a similar way to family practitioners within Early Help, but with a strong 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. 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 3 x SSFPs, providing sufficient capacity to support c200 families per 12-month period. The job profiles for these posts are shown below.

Referrals will be allocated based on a minimum of at least 1 individual case per year per school (core offer = approximately 60 families) and remaining referrals will be allocated (approx. 60) according to the vulnerability data and needs of the situation – with priority given to the more vulnerable schools. The most vulnerable schools will also have the opportunity to access small group interventions for children who would benefit from early intervention for their SEMH needs, delivered by the Senior SSFP and an SEMH Advisor.

All schools, regardless of their vulnerability data, will also have access to parenting groups also delivered by the Senior SSFP and an SEMH Advisor.

This will allow for a further 100 families to be supported, representing an overall 90% increase on the current offer.

Schools complete a SEND Gateway Referral Form (SGRF) selecting the SSFP box and submit to [cad5to19@haverling.gov.uk](mailto:cad5to19@haverling.gov.uk) and these are triaged fortnightly on a Friday.

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 with the aim of improving educational outcomes for Havering children and the quality of life and experiences for Havering families.

This early intervention provision is for children and young people aged between five and eleven years' old who have identified SEMH needs, and are not currently known to Early Help or Social Care.

SSFPs provide tailored support and interventions based on the identified needs of the family. For those families accessing individual intense support from the service, 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 and gain input from the child's school. This will 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 average time an SSFP supports an individual child, family and school is four months, with the option to extend in exceptional circumstances.

The SSFP will work directly with the parents and child offering support and interventions which will be tailored to the individual family needs. Various evidence based parenting programmes are currently being run by qualified facilitators which parents can access through a referral with the main focus being around managing SEMH needs in the home, as well as maintaining their mainstream school place and enjoying a positive school experience.

The Children and Parent groups are managed and organised by the Senior SSFP, in liaison with each school on an individual basis. Parent support groups are delivered in Clusters on a half-termly basis, one cluster per half term.

### **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. It is not possible at this time to provide more up-to-date data, as the new way of working began this financial year (2024-25), with the parent and children groups starting this academic year (September 2024). Anecdotal feedback from schools and parents involved so far has been very positive with excellent uptake from parents and engagement from children. We anticipate expanding the number of parent groups after Christmas (January 2025) to support more families, due to the feedback received so far.



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. 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 even asking when he will she be coming to his school. I feel without Carla, my situation with XXXXX and the school would never have improved. We have all come a long way since the beginning and it wouldn't have been able to do it without her."*

Parent B is the mother of a child with complex needs who had experienced multiple suspensions 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 son's behaviour and how to manage it. 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**

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

<b>Key Result Area</b>	<b>Expected End Result</b>
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	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

effecting the 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

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

## Appendix C - Trade Union facility time

### Introduction

There is a legal obligation on schools as employers to ensure they have in place arrangements to negotiate and consult with accredited Trade Union representatives and to afford their employees Trade Union representation, in compliance with legislation. Such arrangements include paid time off ('facilities time') for accredited trade union representatives to undertake these duties.

This service provides confidence to participating schools that they are fulfilling their legal obligations and ensuring their staff have access to employee representation from local Union representatives from across the County.

The support from Union representatives, available through de-delegation, also ensures that sensitive issues do not spiral out of control into situations involving formal procedures which can be extremely costly in both senior leadership time and money.

The scheme helps avoid the risk of operational disruption and the cost of schools having to release their own staff for specific training to fulfil this role and other functions linked to Trade Union facilities time.

By not having access to this local experienced resource there is an increased risk of lengthy and stressful processes that could impact on the running of schools and the health of all staff involved.

There are also increased risks around the following:

- Schools not fulfilling their legal duty.
- Schools not having access to a local Union rep resulting in delays in case management and resolution.
- Application of HR Policies impacted due to lack of availability of Union support.
- Lack of local mediation/discussion with regional reps who know the area.
- Escalation of grievances and cases (including sickness absence management) which might otherwise be avoided.
- Schools having to provide training for staff to the standard of local branch secretaries in order to fulfil legal duties.
- Schools unable to find staff who want to take on the Trade Union representative role.

### Trade union facility time and membership fees

There is also often confusion around individual member subscriptions to Unions and the facilities payments received from schools. There is a specific distinction between the two and what they cover:

- 1) **Individual membership fees** not only pay towards the overall running costs of unions, but members also receive a number of fringe benefits, from support and guidance, legal services, training, financial assistance, compensation, non-employment law and insurance.
- 2) **De-delegated Trade Union Facilities Time** from schools funds the release of local representatives within Havering. Unions work collaboratively with schools and the LA to enable a smooth and seamless service.

## **Service provision**

School leaders and governors are likely to only see a glimpse of the activity and support provided by Unions and what actually takes place in terms of casework.

A great deal of time is spent by local reps dealing with employees' concerns and grievances 'behind the scenes' in a way which prevents things ever escalating into confrontation and formal procedures.

Local Union reps help members work through conflict and change to the benefit of the members themselves and of school leaders.

The pooled arrangements allow facility time for branch secretaries to provide support to their members in a range of areas including:

### ***General Advice and Support***

1. Access for members to advice and support on employment issues from local representatives who understand Havering school issues because they work within them.
2. Prompt response to all requests for contact or support from Trade Union/professional association representatives.
3. Joint working between Trade Union representatives, LA Officers, members and school leaders, supporting staff whilst working collaboratively with management for best outcomes - to reduce escalation; maintaining open channels of communication to create resolution in challenging and difficult circumstances.
4. Schools and their staff are kept abreast of issues on the national Trade Union agenda and pertaining to collective agreements. All Unions work at a national level, campaigning and lobbying the government to reform key issues within education to support children and their learning with the best possible outcomes for everyone.

### ***Consultation, Compliance and Policies***

5. Availability of a pool of specialist Trade Union representatives able to consult meaningfully with the Local Authority on proposed changes to HR policies on behalf of all maintained schools. This saves individual schools having to consult with the Trade Unions independently.
6. Assurance that model employment policies issued by Havering LA have been through formal negotiation and consultation with Havering Division/Branch Trade Union officials

### ***Employee Relations***

7. Employees' concerns and grievances are addressed informally wherever possible, in a way which prevents sensitive issues escalating into confrontation involving contracted formal procedures. This can be extremely costly in both senior leadership time and money as well as emotionally for all involved.
8. Matters are often addressed without recourse to regional officials.
9. Where the involvement of regional or national officials is required, named contact details are provided promptly by local reps.
10. Genuine support for the well-being of staff, through positive and productive working relationships.

***Restructuring and Reorganisation***

11. Specific support for staff restructurings and budget saving options.
12. Discussion about alternative individual employment options, including settlement agreements.

***TUPE and Academy Conversion***

13. Meaningful consultation over academy conversion.

Branch secretaries, whose facility time is funded through de-delegation are senior and experienced Trade Union representatives with a good level of knowledge and expertise on employment matters.

## **Appendix D - Core school improvement activities - Havering Education Quality Assurance Process 2024-2025**

### **Quality Assurance Cycle**

A key objective of the Local Authority (LA) is that all children will attend a school that is judged to be “effective” by Ofsted.

To support the maintenance of high standards, all LA maintained schools will be included in the LA Quality Assurance (QA) cycle. Schools in Federations have individual URNs and will therefore be deemed to be separate schools for purposes of the QA cycle.

Schools which are stand-alone academies, or schools that are part of an academy trust are welcome to participate in all aspects of the cycle in the same way as maintained schools, however they are not required to participate in the way that LA schools are.

However, as a minimum, schools that are an academy will be strongly encouraged to participate in Keeping in Touch (KIT) visits. The KIT visits may focus, by negotiation on individual member schools within the cycle window, and an overview of the trust schools within Havering and trust quality assurance processes generally. The KIT will ensure that the LA has the necessary information to ensure that elected members are kept fully engaged in the local education system. We also encourage the sharing of good practice between all providers in our education community regardless of governance arrangements.

The LA proposes the following cycle of QA for “effective” schools:

#### **Timeline**

- Year 1 – Post Ofsted Inspection leaders attending to ‘Areas for Improvement’
- Year 2 - KIT visit or Peer Review Programme, if eligible
- Year 3 - Full QA (Ofsted Readiness) visit
- Year 4 - KIT visit
- Year 5 - Ofsted Inspection (possible KIT)

A school will join a point of the LA QA cycle according to when it was last inspected by Ofsted. This will be done by term as near as possible.

#### **KIT Visits**

A school judged to be “effective” will have a Keeping in Touch (KIT) visit 12 months after inspection.

A KIT visit of up to half a day, will include a discussion about:

- o the strengths of the school and evidence to support
- o area of improvement/focus, improvement planning, impact of actions taken and evidence to support this
- o pupil outcomes
- o concerns the school or the LA may have
- o brokerage of support

If a KIT visit suggests that one or more areas of the school's practice appears vulnerable, the school is strongly encouraged to engage with a specialist advisor to undertake a more in depth analysis of that area of practice in order to address any area of vulnerability.

If prior to September 2024 a school was graded Requires Improvement following a Graded Inspection or the evidence gathered during an Ungraded Inspection suggested that the grade may be lower than Good if a Graded Inspection was to be carried out, or post September 2024 a school is judged not to be "effective", then the school will be subject to 'Requiring Additional Intervention & Support' by the LA in the case of maintained schools. In academies, the LA will offer additional support and encourage engagement with the plans for improvement, or if necessary engage with the DfE Regional Director.

Where serious concern is identified the DfE will continue to intervene, including by issuing an academy order. From September 2024 the policy of government intervention for two or more consecutive judgements of "requires improvement" will be one of providing support.

In year 2 of the cycle, following inspection, schools not subject to 'Requiring Additional Intervention & Support' are encouraged to be involved in school-to-school improvement programmes, e.g. facilitated peer review, peer support and HSIS school improvement packages. Where an LA officer is a participant in the facilitated peer review, in some circumstances where the focus is suitable, this may replace the KIT visit.

It is envisaged that these programmes will support leaders to address the areas for improvement noted in the inspection report and others that are identified as well as identifying excellent practice that can be shared with other schools in order to support the agenda of self-improving schools.

In year 4, the school would again receive a KIT visit. A further KIT may be agreed in year 5 or later, where the inspection timetable becomes considerably overdue.

### **Full QA (Ofsted Readiness) Visit**

In year 3, the QA Ofsted Readiness visit will be a more in-depth school evaluation involving a team of relevant specialist advisors, and will include:

- A review of key information provided in advance of the visit e.g. School Self-Evaluation, School Development Plan, Safeguarding S175 audit (there is a requirement for the audit to have been externally validated either by the LA or an external provider within the previous 12 months.)
- A short pre-visit meeting for leaders to share their evaluation of improvements made in the areas for improvement identified during the last inspection, the Quality of Education, and to confirm visit arrangements and areas of focus. This meeting may be held virtually or in-person.
- The in-school visit will include discussions with the school's senior curriculum leader and leaders in subjects and other areas of focus, with an emphasis on their leadership and its impact. This will be led by the LA QA Link Officer supported by one or more LA Officers according to focus. The Leadership of Reading in school will always be an included area. There will also be discussions with pupils.
- Visits to lessons, looking at pupils' work and where possible discussion with teachers are also likely to be included.
- There will always be a focus on SEND.

The LA regularly maintains a risk register analysis of all educational establishments within the borough, in order to pre-empt difficulties and offer support, fulfil our statutory duties ([Schools Causing Concern, January 2024](#)) and engage with local elected members, Ofsted, safeguarding complaints, and the DfE Regional Directors.

The Schools' Monitoring Group (SMG) meets each half-term to monitor progress in schools at risk of not sustaining an "effective" school judgement in their next inspection (Schools 'Requiring Additional Intervention & Support'), take decisions regarding the utilisation of Local Authority Powers of Intervention, engagement with the DfE Regional Directors, deploy School-to-School Support resources and broker HES support.)

All teams within LA Children's Services relating to schools contribute triggers which could be areas of concern, or suggest vulnerabilities in relation to their areas of work. These triggers are published in [Appendix 1](#). Triggers are not exclusive and other situations may arise from time to time. All service areas are represented at the SMG meeting, so that relevant information can be shared to identify any emerging vulnerabilities so that activity can be coordinated.

### **Schools 'Requiring Additional Intervention & Support':**

There are five trigger points for a school to be deemed to be 'Requiring Additional Intervention & Support':

1. Prior to September 2024 Ofsted grading less than "Good" /suggestion less than "Good" following an Ungraded Inspection.
2. LA year 3 Ofsted readiness QA suggests the school may not be judged to be "effective" at its next inspection.
3. Information gained during an LA KIT visit suggests significant risk.
4. LA identification following an SMG periodic risk register analysis e.g. attendance, behaviour, complaints, pupil outcomes suggests significant risk.
5. Self-identification by a school to generate additional support through strategic link officer.

### **Progress Review Meetings (PRMs)**

For maintained schools (and academies by agreement), 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 if trigger 1 or 2 occurs and if required depending on outcomes of findings for trigger 3 or 4.
- Points 3, 4 and 5 will lead to a full school or area review and if deemed that the school is a vulnerable school, will be subject to regular PRMs.
- PRMs are meetings chaired by a senior LA Officer and are attended by the Headteacher, the Chair or Vice Chair of Governors and others by invitation of the LA Officer.
- PRMs will include an element of first-hand evidence validation undertaken with school leaders.

Their purpose is for the LA to:

- oversee the implementation of agreed 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.

For maintained schools, PRMs and further in-school support such as a full school review, or review of an area of the school's practice, would be funded from the de-delegated 'School Improvement Monitoring and Brokering Grant', and spend will be reported to Schools' Funding Forum. However, this is subject to Schools' Funding Forum approval.

PRMs are not mandatory for academies but can be offered if requested, but would be chargeable to cover direct costs of LA officer resource, as would any in-school support, such as a full school review or review of an area of the school's practice.



## Appendix 1 – LA Children’s Services School Vulnerability Triggers

### Admissions, attendance and behaviour

- High number of deletions from school registers – parents transferring schools
- High number of Permanent Exclusions being issued
- High levels of attendance absence
- High levels of referrals from schools requesting pupils directed ‘off site’
- High levels of suspensions / exclusions of pupils with undiagnosed SEND needs – where schools have not dealt with the basics
- A high number, significant increase in parents wishing to Electively Home Education as pupils unhappy with school
- A significantly high number of bullying incidents, reports and reasons pupils are not in a specific school

### Asset Management

If schools chose **not to**

- Carry out their statutory tests and inspections on their school buildings i.e. building compliance
- Keep their school buildings safe and in good working order by tackling poor building condition and or health and safety issues.
- Use their devolved formula capital budget appropriately

### Finance

- **Deficit Balances:** Schools with a deficit balance of more than £10,000 at the end of the previous financial year which they have not budgeted to recover within this financial year and there is no agreed recovery plan.
- **Deficit budget:** Schools setting a budget with an in year deficit ***in excess of £100,000 or 50% of their total balances at the end of the previous financial year***, with projections indicating this deficit will *increase over the next three years*.
- **High Surplus:** Schools carrying a budget surplus in excess of ***8% of their total income at the end of the previous financial year*** where the school has excess surplus balances and no agreed plan to use these.
- **Audit Outcomes:** Schools that received a ***‘limited assurance’ or ‘no assurance’ rating*** in their most recent internal audit or financial health check, highlighting significant weaknesses in financial controls, governance, and risk management practices.
- **Leadership and Financial Oversight:** Schools with a combination of an ***inexperienced or interim School Business Manager (SBM) and a newly appointed or interim Head Teacher***, indicating potential financial vulnerabilities due to a lack of experienced oversight in budget management.
- **Non-Compliance with Financial Reporting:**

- (i) **Failure to submit** the school budget, three-year financial plan, or the Schools Financial Value Standard (SFVS) by the required deadlines.
- (ii) **Non-submission of monthly financial reconciliations for three consecutive months**, without a valid justification, despite repeated reminders from the local authority.
- (iii) **Failure to submit year end returns and backing documents by required deadlines or significant errors**
- (iv) **Poor quality forecasting and budgeting** – a pattern of significant unforecast variances to budget

## Governor Services

- High governor turnover
- Governor vacancies and lack of engagement by GB to fill vacancies
- Chair – new or lack of engagement
- Parental complaints
- Relationship between governors and SLT
- Meetings being re-arranged or not planned effectively
- Indications of lack of governor effectiveness
  - Gaps in skills / experience across the GB (evidenced by skills audit)
  - Evidence of lack of challenge (evidenced by meeting observation, feedback from clerks and minutes)
  - Lack of strategic working and/or over involvement in operational issues
  - Lack of clarity of roles and responsibilities by GB collectively or by individual governors and/or HT
- Non-compliance with GB Code of Conduct

## Havering School Improvement Services (Hsis)

### Leadership:

- Inexperienced Head Teacher –in first year of headship.
- New Head Teacher, not new to Headship
- Interim Head Teacher arrangements in place
- Lack of capacity of leadership team, including vacancies
- Substantial concerns raised following a S175 audit

### Quality of Education:

- Leadership of overall Curriculum
- Leadership of a significant curriculum area or a number of areas
- Inappropriate use of alternative provisions
- Outcomes for pupils
  - Academic achievement
  - Other – PD/Well-being, support for mental health/Gatsby principles, benchmarking/Destinations/NEET/wider curriculum

### Other:

- Concern re pupil behaviour/conduct
- Concern re low attendance/high persistent absence
- School recently amalgamated/become part of a federation
- Complaints, including from Ofsted
- Staffing: Absences/vacancies/turnover/recurrent HR issues

- Lack of engagement with staff development opportunities
- Website –intelligence gathering pre a school visit e.g. PP, SEND, Reading... not compliant or out of date

## **Health & Safety**

Management Audit Scores:

- Overall score <=50%
- Specific sections scores:
- Risk assessment <80%
- Maintenance <80%
- Inspection <80%

## **Human Resources**

HR monitors Employee Relations casework and how schools perform in their duty under relevant school employment policies and procedures.

- Effective use of employment policies and procedures across the whole school that demonstrates best practice in the management and motivation of all school staff. Unlikely to have any active casework.
- Any active casework completed in line with policies/procedures with effective use of HR support/guidance provided.
- Employee Relations casework complex, requiring regular HR support/guidance, likely to lead to potential collective disputes (up to and including dismissal), and where the school is not effectively following HR advice and guidance.
- Significant Employee Relations casework (high number of cases or complex casework) requiring significant leadership input and requiring regular HR support/guidance and where the school is not effectively following HR advice and guidance. One or more of these cases is likely to lead to collective disputes, dismissal(s), settlement agreement(s) or possible Employment Tribunal claim(s).

## **SEND**

- A high number or significant increase in parental complaints (either formal or informal) to the SEND Service
- A high number, significant increase in, or inappropriate or illegal use of reduced timetables, alternative provision, suspensions/exclusions
- A high number or significant increase in placement breakdowns or requests for change of placements for pupils with SEND
- Failure to comply with statutory requirements relating to SEND processes (e.g., consultation responses, annual reviews)
- Evidence of poor, exclusionary, or potentially illegal/discriminatory practice in regards to pupils with SEND
- Resistance or a lack of openness to external services and to support from external teams to develop SEND processes, practice, and promote inclusion



## Schools Funding Forum 28th October 2024

## ITEM 4

**Subject Heading:**

**Schools Funding 2025-26**

**Report Author:**

**Hany Moussa – Principal Education  
Finance Officer**

**Eligibility to vote:**

**All school and academy members**

### SUMMARY

This report offers information to the Schools Funding Forum representatives on the DfE's 2025-26 Policy Note and the draft Schools and High Needs consultation. It invites LA maintained schools to review the consultation outcomes and consider voting on the proposed service de-delegation.

### RECOMMENDATIONS

1. That Schools Funding Forum notes the update on DfE Funding Policy Note Guidance 2025-26
2. All school and academy members to consider the draft consultation document for the Schools and High Needs Funding 2025-26.
3. LA maintained primary school representatives to review consultation responses and vote on continuing 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
4. LA maintained primary and special school representatives to review consultation responses and vote on continuing the de-delegation of funding for the following services:
  - (i) Statutory and regulatory duties
  - (ii) Core school improvement activities

## REPORT DETAIL

### 1. DfE Funding Policy Note Guidance 2025-26 update – November 2024

Due to the general election that took place in July and the change of government, the much anticipated release of the funding levels for education was announced in the Autumn 2024 Budget Statement, with a total core school funding of £63.9 billion in 2025-26, which is £2.3 billion more than 2024-25. The total includes funding through the Schools NFF, High Needs funding, CSSB and Pupil Premium Grants.

Following previous years' principles, the Government has rolled in the Teachers' Pay Additional Grant (TPAG), the Teachers' Pension Employer Contribution Grant (TPECG) 2024 and the Core Schools Budget Grant (CSBG). The CSBG has been annualised and an uplift has been applied to reflect the financial year equivalent of this additional grant. Appropriate adjustments have been made to the NFF factor values and baselines to reflect this.

The DfE have published the guidance on 8 November 2024 of "**Summary policy note for schools and high needs national funding formula 2025 to 2026**", which outlined the updates for 2025-26 with full details of the announcement in **Appendix A**.

Following the provisional rates provided at the October meeting, please note the updated indicative rates for financial year 2025-26, that includes the uplift to the rates taking for inflation and CSBG.

These updated indicative amounts are shown on **Appendix B** in the minimum NFF funding rates to be used in 2025-26 formula and those used for 2024-25.

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.

The key updates for 2025-26 in the Schools Block is as follows:

- The overall structure of the NFF remains largely unchanged, ensuring stability and predictability.
- Teachers' Pay Additional Grant (TPAG) and Teachers' Pensions Employer Contribution Grant (TPECG) are rolled into the NFF, through adjustments to factor values of the lump sums, basic per-pupil rates, and FSM6 allocations associated with these grants.
- Core Schools Budget Grant (CSBG) rates for 2024-2025 recalculated and rolled in to fund the 2024 pay award fully.
- Updated minimum per-pupil funding levels (MPPL) for primary schools of £4,715 per pupil, and for secondary schools, the level is increased to £5,865 per pupil.
- MFG range set between -0.5% and 0%, with rolled in grants (TPAG, TPECG and CSBG) are included in baseline funding, ensuring all schools receive an uplift.
- Growth Fund arrangements remaining unchanged.

- Local authorities are required to move their formulae 10% closer to the NFF if not already mirroring it, the threshold for mirroring remains at  $\pm 2.5\%$  of NFF factor values (accounting for Area Cost Adjustments).

Although the DfE have set the top of the range for MFG to be 0.0%, the DfE have ensured that schools now receive the amounts for TPAG, TPECG and CSBG within their regular funding allocations, and this ensures that these grants are embedded in the baseline funding for future years.

The DfE have indicated that they will release further details on the funding allocations and guidance documents at the end of November and in December, and these updates will be shared with Schools Funding Forum members at the January 2025 meeting.

## **2. Consultation on Schools and High Needs Funding 2025-26**

Following the School Funding Forum meeting and the DfE policy note announcement, the LA has prepared the consultation for Schools Funding Forum members to review and approve for issuing for schools to respond to.

The LA has used the principles of previous years, and the LA is proposing to consult on two options, in line with the previous year.

The options to consult are as follows:

- Option A - 0.5% transfer from Schools Block to High Needs
- Option B – no pre-set transfer from the Schools Block to High Needs. Any transfer would be restricted to unallocated funds available

Further details on the consultation document is in **Appendix C**, and School Funding Forum members are asked to consider the document and to review and propose any changes to the draft document provided.

## **3. De-delegation and Education Services consultation (Maintained Schools)**

At the meeting held on 17th October 2024, the Schools Funding Forum received a report on the de-delegated and Education Services proposals for financial year 2025-26. Following discussion at the meeting, the LA has consulted with Maintained Schools for de-delegation and Education Services.

The Local Authority presented a consultation document for review by the Maintained Schools for the services for 2025-26. The funding consultation was issued on 12th November 2024 with a closing date of 22nd November 2024. The consultation document is shown at **Appendix D**.

## Responses received

The result was as follows:

Ref	Service proposed	Agree	Disagree
A	Insurance	93%	7%
B	Free school meals eligibility checking	100%	0%
C	Maternity Leave insurance	96%	4%
D	EAL Service	75%	25%
E	Social Emotional and Mental Health (SEMH) Team	57%	43%
F	Trade Union Facility Time	89%	11%
G	Statutory and Regulatory Duties (Maintained Schools)	89%	11%
H	Core school improvement activities (SIMB)	71%	29%

Responses were received covering 28 out of 40 maintained schools, 70% of the total number.

A more detailed analysis of the responses, together with any comments submitted, is shown at **Appendix E**.

Maintained schools School Forum members are to note the consultation responses and to agree the recommendation of de-delegation for the following services:

- Insurance
- Free school meals eligibility checking
- Maternity Leave insurance
- EAL Service
- Social Emotional and Mental Health (SEMH) Team
- Trade Union Facility Time
- Statutory and Regulatory Duties (Maintained Schools)
- Core school improvement activities (SIMB)

**Baseline Calculation for Financial Year 2025-26**

Region	2023-24 Historic spend factor [a]	2023-24 Other proxy factor funding [b]	2023-24 Funding floor factor [c]	2023-24 Gains limit adjustment [d]	Additional funding for special free schools which are no longer new and growing [e]	Additional funding [f]	Adjusted 2023-24 baseline: to be used for the funding floor and gains calculation [g]=[a]+[b]+[c]+[d]+[e]+[f]
2024-25	£11,194,567	£27,154,954	£0	£0	£0	£1,760,760	<b>£40,110,281</b>
2025-26 projected	£11,194,567	£31,239,063	£0	£0	£0	£936,140	<b>£43,369,770</b>
Change in Baseline	£0	£4,084,109	£0	£0	£0	-£824,620	<b>£3,259,489</b>



# Agenda Item 10

Schools Funding Forum 28th November 2024

NFF Calculation for Financial Year 2025-26 - Indicative

	Financial Year	2024-25	2025-26 Projected	Change
	<b>ACA</b>	<b>1.08911</b>	<b>1.08911</b>	<b>0</b>
(A) Basic entitlement factor	ACA-weighted basic entitlement unit rate (£4,660 per pupil)	£5,075	£5,075	£0
	Number of pupils in special schools/academies	430	430	0
	<b>Basic entitlement factor</b>	<b>£2,182,364</b>	<b>£2,182,364</b>	<b>£0</b>
(B) Historic spend factor	<b>(B) Historic spend factor</b>	<b>£11,194,567</b>	<b>£11,194,567</b>	<b>£0</b>
(C) Population factor	Mid-2024 age 2-18 ONS population projection	57,838	58,200	362
	ACA-weighted population	62,992	63,386	394
	<b>Population factor</b>	<b>£16,844,191</b>	<b>£16,949,545</b>	<b>£105,353</b>
(D) FSM factor	Number of FSM pupils resident in LA	8,993	8,993	0
	ACA-weighted FSM pupils	9,794	9,794	0
	<b>FSM factor</b>	<b>£2,855,486</b>	<b>£2,855,486</b>	<b>£0</b>
IDACI band F factor	IDACI band F population	9,419	9,419	0
	ACA-weighted IDACI band F population	10,258	10,258	0
	<b>IDACI band F factor</b>	<b>£825,148</b>	<b>£825,148</b>	<b>£0</b>
IDACI band E factor	IDACI band E population	7,055	7,055	0
	ACA-weighted IDACI band E population	7,684	7,684	0
	<b>IDACI band E factor</b>	<b>£816,769</b>	<b>£816,769</b>	<b>£0</b>
IDACI band D factor	IDACI band D population	3,822	3,822	0
	ACA-weighted IDACI band D population	4,163	4,163	0
	<b>IDACI band D factor</b>	<b>£606,616</b>	<b>£606,616</b>	<b>£0</b>
IDACI band C factor	IDACI band C population	1,674	1,674	0
	ACA-weighted IDACI band C population	1,823	1,823	0
	<b>IDACI band C factor</b>	<b>£281,513</b>	<b>£281,513</b>	<b>£0</b>
IDACI band B factor	IDACI band B population	1,804	1,804	0
	ACA-weighted IDACI band B population	1,965	1,965	0
	<b>IDACI band B factor</b>	<b>£336,937</b>	<b>£336,937</b>	<b>£0</b>
IDACI band A factor	IDACI band A population	550	550	0
	ACA-weighted IDACI band A population	599	599	0
	<b>IDACI band A factor</b>	<b>£135,276</b>	<b>£135,276</b>	<b>£0</b>
(E) IDACI factor	<b>IDACI factor</b>	<b>£3,002,258</b>	<b>£3,002,258</b>	<b>£0</b>
(F) Bad health factor	Number of children in bad health resident in LA	278	278	0
	ACA-weighted number of children in bad health	303	303	0
	<b>Bad health factor</b>	<b>£2,378,191</b>	<b>£2,378,191</b>	<b>£0</b>
(G) Disability factor	Number of children entitled to DLA resident in LA	2,341	2,341	0
	ACA-weighted number of children entitled to DLA	2,550	2,550	0
	<b>Disability factor</b>	<b>£2,114,552</b>	<b>£2,114,552</b>	<b>£0</b>
(H) KS2 low attainment factor	Number of pupils resident in LA with low attainment in KS2 reading (5 year total) resident in LA	395	395	0
	ACA-weighted number of pupils resident in LA with low attainment in KS2 reading (5 year total)	430	430	0
	<b>KS2 factor</b>	<b>£1,954,795</b>	<b>£1,954,795</b>	<b>£0</b>
(I) KS4 low attainment factor	Number of pupils resident in LA with low attainment at KS4 (5 year total) resident in LA	580	580	0
	ACA-weighted number of pupils with low attainment at KS4 (5 year total)	632	632	0
	<b>KS4 factor</b>	<b>£2,119,261</b>	<b>£2,119,261</b>	<b>£0</b>
Total historic spend and other proxy factor allocation	<b>(sum of factors (B) to (I))</b>	<b>£42,463,301</b>	<b>£42,568,655</b>	<b>£105,353</b>
(J) Funding floor factor	Funding baseline (from column [g] in '2023-24 Baseline')	£40,110,281	£43,369,770	£3,259,489
	Mid-2023 age 2-18 ONS population projection	57,405	57,838	433
	Funding baseline per head	£698.72	£749.85	£51.12
	Funding per head before application of floor and gains limit	£734.17	£731.42	-£2.75
	Funding per head after application of floor	£734.17	£802.34	£68.16
	Percentage protection funding floor factor	£0	£4,127,247	£4,127,247
	Absolute funding floor factor	£0	£0	£0
	<b>Total funding floor factor</b>	<b>£0</b>	<b>£4,127,247</b>	<b>£4,127,247</b>
(K) Gains limit factor	Funding per head after application of gains limit	£733.66	£802.34	£68.67
	<b>Total funding limit factor</b>	<b>-£29,672</b>	<b>£0</b>	<b>£29,672</b>
Percentage change in elements included in the funding floor and gains limit calculations (per head of 2-18 population)		5.0%	7.0%	2.0%
Elements of the HN NFF 2024-25 allocations included in the funding floor and	<b>gains limit calculations (total cash and excluding the basic entitlement factor, the import/export adjustment and AP factor)</b>	<b>£42,433,630</b>	<b>£46,695,902</b>	<b>£4,262,272</b>
(L) AP factor (from column [e] in 'AP Factor')	<b>(L) AP factor (from column [e] in 'AP Factor')</b>	<b>£143,850</b>	<b>£143,850</b>	<b>£0</b>
(M) Import/export adjustment	Net number of imported (+) or exported (-) pupils/students (from column [m] in 'Import/Export Adjustments Data')	-305	-305	0
	Additional funding for new and growing special free schools	£24,000	£24,000	£0
	<b>Import/export adjustments (£6,000 per pupil/student), including adjustments in relation to new and growing special free schools</b>	<b>-£1,806,000</b>	<b>-£1,806,000</b>	<b>£0</b>
Provisional HN NFF 2024-25 allocations excluding additional	<b>funding for new and growing special free schools and import/export adjustments</b>	<b>£44,759,843</b>	<b>£49,022,116</b>	<b>£4,262,272</b>
Provisional HN NFF allocations for 2024-25 (total cash, including	<b>funding for import/export adjustments and adjustments in relation to new and growing special free schools)</b>	<b>£42,953,843</b>	<b>£47,216,116</b>	<b>£4,262,272</b>

Financial Year 2024-25 High Needs NFF - London LAs

Region	LA name	ACA	Mid-2024 age 2-18 ONS population projection.	Mid-2024 age 2-18 Population Rank - London.	Mid-2024 age 2-18 Population Rank - National.	(MAXIMUM PER PUPIL AMOUNT BASED ON 5.0% CAP)	Funding per head after application of gains limit	Funding per head Rank - National.	Funding per head Rank - London.	Percentage change in elements included in the funding floor and gains limit calculations (per head of 2-18 population)	Percentage protection funding floor factor (TOTAL COST FOR PROTECTION)	Total funding limit factor (TOTAL ADJUSTMENT TO NFF FORMULA ALLOCATION TO CAP INCREASE TO 5.0%)
<b>INNER LONDON</b>	Camden	1.212	53,050	24	93	£917.29		31	18	3.00%	£3,477,461	£0
	Hackney	1.212	59,878	17	75	£1,060.06		9	8	3.00%	£1,915,728	£0
	Hammersmith and Fulham	1.212	36,888	31	129	£855.97		60	24	4.09%	£0	£0
	Haringey	1.127	54,903	23	91	£976.64		18	13	3.00%	£1,659,350	£0
	Islington	1.212	41,383	29	119	£1,059.66		10	9	3.00%	£646,054	£0
	Kensington and Chelsea	1.212	26,557	32	146	£815.00		78	28	3.00%	£28,644	£0
	Lambeth	1.212	57,698	20	81	£1,083.09		7	7	3.00%	£2,062,437	£0
	Lewisham	1.212	63,051	12	66	£1,188.72		1	1	3.00%	£7,015,060	£0
	Newham	1.127	80,272	3	41	£939.30		25	16	3.00%	£666,983	£0
	Southwark	1.212	62,346	13	68	£1,083.42		6	6	4.19%	£0	£0
	Tower Hamlets	1.212	73,196	8	51	£1,055.14		11	10	3.00%	£1,640,619	£0
	Wandsworth	1.212	60,310	16	74	£960.76		22	15	3.00%	£5,521,608	£0
	Westminster	1.212	49,780	25	102	£792.16		90	29	3.00%	£1,622,812	£0
<b>INNER LONDON Total</b>			<b>719,312</b>								<b>£26,256,757</b>	<b>£0</b>
<b>OUTER LONDON</b>	Barking and Dagenham	1.127	59,503	18	78	£895.67		41	20	5.00%	£0	<b>-£1,797,624</b>
	Barnet	1.115	90,774	1	36	£779.90		92	30	3.00%	£2,845,214	£0
	Bexley	1.089	55,109	22	90	£876.53		51	22	3.00%	£1,984,092	£0
	Brent	1.153	73,729	7	49	£1,112.59		3	3	3.00%	£13,180,634	£0
	Bromley	1.089	73,942	6	48	£920.84		29	17	3.00%	£10,321,080	£0
	Croydon	1.089	88,189	2	38	£974.42		19	14	3.00%	£3,687,911	£0
	Ealing	1.153	74,484	5	47	£1,007.52		14	12	3.00%	£4,653,252	£0
	Enfield	1.089	79,412	4	44	£909.83		33	19	3.47%	£0	£0
	Greenwich	1.212	66,115	11	59	£1,027.38		13	11	3.00%	£1,482,061	£0
	Harrow	1.115	55,172	21	89	£844.27		67	25	3.00%	£2,099,687	£0
	Havering	1.089	57,838	19	79	£733.66		119	32	5.00%	£0	<b>-£29,672</b>
	Hillingdon	1.115	71,064	9	52	£815.87		77	27	4.66%	£0	£0
	Hounslow	1.115	61,686	15	72	£1,103.45		5	5	3.00%	£10,829,131	£0
	Kingston upon Thames	1.115	38,115	30	126	£777.59		94	31	3.00%	£803,191	£0
	Merton	1.153	43,342	27	111	£1,104.18		4	4	3.00%	£7,634,624	£0
	Redbridge	1.089	69,438	10	53	£892.08		44	21	3.00%	£5,349,927	£0
	Richmond upon Thames	1.115	43,213	28	112	£818.67		76	26	3.00%	£4,301,998	£0
	Sutton	1.115	47,318	26	108	£1,170.98		2	2	3.00%	£14,145,621	£0
	Waltham Forest	1.089	61,953	14	69	£859.45		56	23	3.00%	£849,923	£0
<b>OUTER LONDON Total</b>			<b>1,210,399</b>								<b>£84,168,345</b>	<b>-£1,827,296</b>

# Agenda Item 12



## Schools Funding Forum 28th November 2024

**ITEM 5**

**Subject Heading:**

**High Needs Funding**

**Report Author:**

**Hany Moussa – Principal Education  
Finance Officer**

**Eligibility to vote:**

**All members**

### **SUMMARY**

This report outlines the main features of the DfE's Policy Note announcement, focussing on funding levels, allocation methods, and implications for local authorities and special schools. Also, the progress from the High Needs Task and Finish group.

### **RECOMMENDATIONS**

That the Schools Funding Forum:

- (i) notes the DfE Policy Note update
- (ii) notes the projected financial year 2025-26 allocations
- (iii) notes the High Needs Task and Finish Group meeting to discuss present and next financial year funding levels and arrangements

## **1. DfE's High Needs Funding Update for 2025-2026**

The DfE has released details of the High Needs National Funding Formula (NFF) for the academic year 2025-2026, emphasizing its commitment to supporting schools and addressing the rising costs associated with high needs education. The announced changes include substantial increases in funding levels and refinements in allocation methodologies.

### **1.1 Overview**

For 2025-2026, the high needs budget will see an almost £1 billion increase, bringing the total allocation to £11.9 billion. This represents a 9% increase compared to the baseline established for 2024-2025. The funding boost is part of a larger £2.3 billion increase in overall school funding.

The DfE's intentions for the increase is to support local authorities manage the rising costs of SEND provisions and other high needs services. The DfE recognises the pressures on LAs and the increasing deficit balances that LAs have, and the DfE's aim is to provide stability while considering future reforms to improve the fairness and effectiveness of the NFF.

### **1.2 Additional Allocations for 2025-2026**

Out of the total high needs budget, £480 million will be allocated through the CSBG. This grant consolidates several funding streams from 2024-2025, including the TPAG, the TPECG, and the full-year equivalent of the CSBG. The methodology for distributing this grant will be published before the end of 2024.

In addition to the CSBG, £145 million will be set aside for high needs funding allocations that are not calculated through the NFF. This includes adjustments based on updated data from the October 2024 school census, which reflects changes in the number of special school places. These adjustments will be incorporated into the Dedicated Schools Grant (DSG) allocations, scheduled for publication in late December 2024.

### **1.2 NFF Allocations for 2025-2026**

The NFF will distribute £11.3 billion of the total high needs budget for 2025-2026. While the overall structure of the formula remains consistent with previous years. However the government has indicated that it's long-term goal is to review the present arrangements, and will strive to create an effective system of education funding that aligns with SEND reforms.

The historic spend factor, which reflects past spending levels of local authorities, will remain fixed at its 2024-2025 cash value. For 2025-2026, this accounts for 25% of local authorities' total allocations, a reduction from

the 27% used in the previous year's formula. This adjustment reflects the government's gradual shift away from reliance on historic spending patterns.

To ensure a minimum level of funding for each local authority, the formula includes a funding floor guaranteeing at least a 7% per head increase for the 2-18-year-old population. Conversely, gains under the formula are capped at 10% per head, preventing disproportionate increases. Both these mechanisms exclude certain formula factors, consistent with previous years, to ensure equitable distribution.

Based on the DfE Policy Note, via the NFF formula, Havering is projected to increase its per pupil level for High Needs to at the 7% increase. Although due to the additional grants received in 2024-25, the baseline change is anticipated to be 9%, as shown in Appendix A.

Financial Year	Funding baseline per head	Change	% increase
23-24	£668.05		
24-25	£734.17	£66.12	9.90%
25-26 indicative	£802.34	£68.16	9.28%

The additional funding that is anticipated to be included in financial year 2025-26 is £3.8m.

Financial Year	High Needs Funding	Change	% increase
24-25*	£43,369,770		
25-26 indicative	£47,216,116	£3,846,345.64	8.87%

\*24-25 comparator includes TPAG, TPECG and CSBG.

Although this additional funding is welcomed, Havering is the lowest per head funded LA in London, and 119<sup>th</sup> nationally in financial 2024-25, and with the 7% guaranteed for every LA in 2025-26, the gap between Havering and other LAs will widen.

## 2. High Needs Task and Finish group

A task and finish group was re-established in Summer 2024 to examine high needs funding for schools for the present and future financial years, to review the current arrangements for a long term sustainable model of support for those children with additional needs in attendance in educational provisions across the borough.

The group are due to meet after the Forum meeting has concluded.

## 3. High Needs Task and Finish Group Funding Proposals Update

This section of the report provides an update on the ongoing discussions and proposals related to the High Needs funding for mainstream schools, specialist units, and alternative provision.

### **3.1 Financial Year 2024-25 - Mainstream Schools Top-Up Funding, Specialist Units Funding and EHCP Assessment funding (20 weeks)**

Following the meeting held in October, the LA was seeking to table a paper for the Cabinet to consider. However due to the timeframe to produce the necessary documentation and the absence of central government confirming funding levels, this has now been deferred to the January Cabinet meeting.

The proposals that will be tabled will be:

- An increase of the top-up rates for mainstream schools from the current £17 per hour to £19 per hour, effective from the start of the Autumn 2024 term.
- Specialist Unit funding from £22,184 to £30,000 per place in SEND Units, effective from the start of the Autumn 2024 term.
- New banding system to be used by finance for the final budgets for schools for financial year 2025-26.

### **3.2 Financial Year 2025-26**

The group will be reviewing the funding priorities for financial year 2025-26, taking into account the DfE Policy Note update.

The group will be considering the following:

- Mainstream schools' top-up/band increase
- Special Schools
- Specialist Units
- Alternative Provision

### **3.3 Financial Implications**

The Local Authority is currently in a deficit of £15.3m in DSG, with projections indicating that this could rise to £35.1m.

Given these significant financial pressures, any proposals that are recommended for adoption will require approval by the Cabinet through a formal report. It is crucial to ensure that all measures provide targeted support and deliver value for money, reflecting the financial constraints faced by the Local Authority and other councils.

Schools Forum members are asked to note the progress made by the High Needs Task and Finish Group and to support the continued development of these proposals. The final recommendations will be presented for approval, alongside a Cabinet report, ensuring all proposed changes are carefully reviewed in light of the current financial challenges.

The group are due to meet after the Forum meeting has concluded and will feedback at the next Forum meeting.