

Communications With Schools		London Borough of Havering Children's Services	
Subject: School Funding Reforms 2013-14: de-delegation of services			
Action	URGENT		Function
	DISTRIBUTE TO STAFF		
	DISTRIBUTE TO GOVS		
	DISTRIBUTE TO PARENTS		
	REPLY BY:	12/10/12	
			Information
			Guidance
			Consultation
			Data Collection
			Bidding opportunity
			Courses
			Other
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The Government's school funding reforms will bring a number of changes to the current funding arrangements. Work is continuing on developing the new funding formula and other changes such as arrangements for SEN and further information will sent to you as the final position becomes clearer.

This communication is at the request of the Schools Funding Forum to seek your views on the de-delegation of budgets for some services.

In constructing school budgets for 2013-14, the requirement is that the budgets for some services currently held centrally are initially delegated to schools i.e. the total amount of funding that is distributed to schools through the formula is larger but schools then have responsibility for providing or buying in those services.

For the services affected (see Appendix A) the Schools Funding Forum can decide (on behalf of the maintained schools they represent) to de-delegate the funding so that services can continue to be provided to schools from centrally retained budgets. Where de-delegation is agreed it is likely that this will be on the grounds of economies of scale or pooled risk

De-delegation applies only to maintained primary and secondary schools. For academies and special schools, de-delegation is not permitted.

The Schools Funding Forum has made decisions on de-delegation of some services but wishes to seek the views of head teachers before making decisions on two areas:

Behaviour Support Services; and
Support to Minority Ethnic Pupils or Underachieving Groups



1. Behaviour Support Services

Prior to the transfer of funding to academies, the Behaviour Support Service had a central budget of £399,830 for the delivery of core services to schools. A buy back service is also offered to schools requiring additional support above the core provision. With the transfer of funding, core provision is no longer available to academies but a traded service is offered to cover some of the services that continue to be available to maintained schools.

Under the current modelling for 2013-14, the initial delegation of the budget to all schools would be distributed using the following factors:

- 25% Basic Entitlement (per pupil)
- 35% FSM (free school meals)
- 25% IDACI (income deprivation affecting children index)
- 15% Prior Attainment

Through these factors, the total amount that will be included in the funding of special schools and academies (for which de-delegation is not permitted) is £112,644 leaving for maintained schools:

Primary	£208,760
Secondary	£78,426

All figures are subject to further academy conversions between now and the start of the new financial year.

In considering proposals for de-delegation of the funding, the future of behaviour support services also needs to be taken in to account. In response to national level legislative and policy requirements, in addition to local needs, there is a requirement to integrate the work of the current Education Welfare and Behaviour Support Services, to become an integrated Attendance and Behaviour Support Service. Owing to the overlapping needs of vulnerable children, young people and families and schools in this area of focus, this more efficient and integrated approach will help to ensure a joined up approach to the meeting of needs at the foundational stages of concern for pupils and schools. There will be considerable benefits for service users from this approach in terms of efficiency and supporting further the concept of integrated teams of support around local children, young people, families and schools.

If these proposals for an integrated Attendance and Behaviour Support Service are agreed and maintained schools agree that funding may continue to be held centrally it would fund provision as set out at Appendix B.

2. Support for Minority Ethnic Pupils (EAL Service)

Prior to the transfer of funding to academies, the EAL Service had a central budget of £383,639 which included staff costs of £150,000 and a budget of £233,639 to target to schools with



identified need. With the transfer of funding, academies no longer receive targeted resources nor benefit from the central team other than through a traded service offer.

Under the current modelling for 2013-14, the initial delegation of the £383,639 budget to all schools would be distributed using the new EAL factor. The funding that this provides to schools is limited to 3 years after the pupil enters the compulsory school system. The DFE considers that: “3 years of additional funding should provide enough time for a school to support a pupil with EAL. Local authorities will be able to continue to provide funding to pupils with EAL but only for a maximum period of 3 years from when they entered the compulsory school system.”

The total amount included in the funding of special schools and academies (for which de-delegation is not permitted) is £63,687 leaving for maintained schools:

Primary	£231,825
Secondary	£88,127

The proposal is to retain this funding centrally to retain both a central team and a central budget to target resources to schools as at present rather than rely on the fair distribution of funding through the EAL factors. The targeting of resources from a central budget would be according to a range of criteria including the percentages and numbers of EAL learners in schools, mobility of EAL learners and analysis of attainment gaps.

If agreed that the funding may continue to be held centrally it would fund provision as set out at Appendix C.

Please let me know your views on the de-delegation of budgets for each of these services by 12th October so that responses can be collated for consideration by the Schools Funding Forum at their meeting on 18th October.

Please email responses to: andrea.stephenson@havering.gov.uk
or write to me c/o Andrea Stephenson at Schools Finance, 9th Floor, Scimitar House.

An email that simply states BSS - Yes, EAL - Yes (or “No” to either) will suffice with the Yeses taken as your agreement to de-delegation. Further explanation of your decision would, of course, be welcome.

If you would like to discuss this my contact details are above.



David Allen
Finance Manager



APPENDIX A

New delegation	De-delegation permitted?	Agreed by Funding Forum?
4-16 practical learning options	No	n/a
School meals (primary/special; secondary is already delegated)	No	n/a
Allocation of contingencies e.g. exceptional unforeseen costs support for schools in financial difficulties	Yes	Yes
Administration of free school meals eligibility	Yes	Yes
Insurance	Yes	Yes
Licences/subscriptions	Yes	Yes
Staff costs - supply cover (long-term sickness, maternity, trade union and public duties)	Yes	Yes for maternity –deferred for trade union facility time (see below)
Behaviour support services	Yes	Deferred
Support for minority ethnic pupils or underachieving groups	Yes	Deferred
Library and museum services	Yes	No - already delegated

Trade Union Facility Time

Under current funding arrangements, there is a budget of £200,000 held centrally to fund the facility time of trade union representatives from NUT, NASUWT, NAHT, ATL, PAT, ASCL and Unison. The central budget includes funding held back from academies.

From 2013/14 this budget must be delegated to academies and they are being asked if they would agree to pay the money back to maintain the central pool of trade union representatives. Until this is known, the Schools Funding Forum is unable to make a decision on de-delegation for maintained schools.



APPENDIX B

Integrated Attendance and Behaviour Support Service

Core provision.

1. A 'free' allocation for every LA maintained school, including PRUs to support and develop policy and practice for attendance, behaviour management, inclusion and safeguarding. This would target priority areas for individual schools' improvement and development and may include input to:
 - Enhance capacity of the school-based workforce to maximise the effectiveness and impact of strategies and interventions aimed at:
 - reducing the number of permanent and fixed term exclusions from schools and the number of young people who are receiving education otherwise than at school / alternative provision.
 - improving attendance and raising educational attainment
 - reduce number of young people who are or are at risk of becoming NEET
 - Discharging of special and statutory duties pertaining to Attendance, Behaviour and Education Otherwise Than At School.
 - Discharge duties in regard to Special Educational Needs and Equality by responding to identified needs and targeting:
 - support for schools in developing policies and strategies that identify and address causal factors of challenging behaviour linked to SEN
 - input for individuals where attendance and/ or behaviour difficulties are linked to SEN or Disability as part of the reasonable adjustments and support made for those children identified with Learning Difficulties and Disabilities (LDD)
 - Use specific data from schools to provide targeted support for vulnerable individuals and groups, including those identified as at risk of exclusion, with school attendance issues and groups who are disproportionately excluded, aimed at reducing the social exclusion gap in relation to targeted groups.
 - Support schools receiving students via Managed Move processes by ensuring appropriate short-term targeted support packages can be put in place for students making transitions through Alternative Needs Provision Partnership (ANPP) agreements.
 - Contribute to and operate within multi-agency teams that work with and for children, young people and their families, supporting schools by providing targeted individual support, e.g. for those students identified through CAF and Team Around The Child processes.
2. Targeted support to schools likely to be judged as 'Requires Improvement' or less by Ofsted with a focus on inclusion, behaviour and attendance.
3. Place emphasis on early intervention and prevention strategies across the LA, developing coherent systems within the Service to collect, collate, analyse and share key data intelligence to enable targeted support and training on early intervention strategies
4. Development and delivery of guidance and training on effective school policies and practices related to Attendance, Behaviour and Safety.



5. Development of core training and support packages for key school staff such as NQTs and those groups of staff in schools working closely with the most vulnerable and challenging students, such as Learning Mentors, HSSWs, LSAs etc.
6. Support staff and students placed PRUs and Alternative Providers during placement and transition:
 - support available within 2 weeks of placement within a PRU to be included in Personal Learning Plans which are specific to those young people in PRUs or Other Alternative Providers, meeting statutory duties in meeting the needs of children educated otherwise than at school.
 - support PRUs and Alternative Providers in the development of PSHE aspects of the Core Curriculum offered to students.
7. Contribution to strategic and operational strands of the LA's Anti-Bullying Strategy:
 - developing effective anti-bullying practice in schools aimed to reduce prevalence and perception of bullying.
 - developing and implementing new initiatives in the prevention of bullying which promote positive relationships between Children, Young People and Adults.
 - Supporting the development of strong partnership working within locality groups to ensure that knowledge is shared and that activity supports the anti-bullying agenda in schools
 - developing local arrangements with all partners and schools that are inclusive and flexible to be able to respond quickly to changing needs.
8. Support and contribute to Havering's strategic plans for Children and Young People and Local Safeguarding Children Board (LSCB) targets and objectives
9. Facilitate and contribute to regular forums for dissemination and sharing of good practice that support the operational aspects of Additional Needs and Provision Partnership, YISP and CAF etc.
10. Provide Confident Parenting groups and advice to parents



Ethnic Minority Achievement Service

Core provision.

1. Training and consultancy advice for schools:

- Provision of ethnic minority achievement health-check audits using RAISEonline data and directed questions, related to Ofsted 2012, to support schools in identifying and addressing achievement gaps and strengthening their provision
- Unlimited access to a range of central CPD and networking meetings with a focus on EAL, provision for minority ethnic learners and Social, Moral, Spiritual and Cultural development
- Training in high-quality EAL interventions, including Talking Partners and Talking Maths
- Strategic support for HTs and SLTs
- Operational support for Inclusions Managers, Class Teachers and TAs
- Prompt contingency support for schools, e.g. school visits to discuss admissions and induction arrangements for newly-arrived learners
- Support with the assessment and tracking of learners whose starting points are different from other learners
- Direct access to telephone and email support
- Tailor-made school-based CPD available on request
- Free access to a comprehensive range of resources on Fronter MLE site and access to dual-language books and dictionaries
- Advice and training in the use of key publications, including those produced by the team and archived National Strategies materials

2. Strategic work with LA-based services on behalf of all LA schools, and Academies buying back services, through liaison with:

- the Pupil Services team to facilitate the admission of vulnerable learners
- Childrens' Centres to develop provision available for schools such as ESOL classes and parenting courses
- other education teams (e.g. Learning Support) to facilitate transitions for vulnerable pupils
- the LMS team to adapt the SIMS system to incorporate EAL assessment

For all maintained schools in Havering, access to the services of the team is available at no additional charge and school requests are always met within agreed time schedules.

3. Rationale for maintaining a central team with EAL and EMA expertise in Havering

- The demographic of Havering is changing rapidly. In a period of just over 3 years, the percentage of learners in Havering schools from minority ethnic backgrounds has risen from 17% (Oct 08) to 24% (Jan 12) whilst the percentage of those with EAL has risen from 6% (Oct 08) to 10% (Jan 11). One school's EAL population has risen from 27% to 49% over this period whilst other schools have seen their EAL population double over the past year.
- Children with EAL and from certain minority ethnic backgrounds are potentially vulnerable groups who may underachieve if their ongoing needs are not recognised or addressed. Ofsted 2012 places an increased focus on narrowing attainment gaps and highlights the need to provide effectively for learners whose starting points are different from other learners.



- Unlike many other Local Authorities, we have no dedicated EAL teacher-expertise in schools as the relatively small amount of devolved EAL funding has been used to fund TA support where schools fulfil certain criteria. It is recognised that there is growing expertise at both EAL Co-ordinator and TA level, but there is also an ongoing need for such work to be supported and developed through high quality CPD and mentoring. The central EMA team can help schools manage this operational support whilst also providing the strategic support that would otherwise be missing.
- The need for EAL support is unpredictable so we need to ensure a mechanism that can provide a prompt response to changing demand, without the requirement for individual maintained schools having to buy into a pre-determined service level agreement.
- The use of de-delegated budget will bring economies of scale to all schools and allow them to pool resources to maintain an established, quality service.
- The capacity to meet learners' needs is increasing in a number of our schools; however, there are still schools that have very little experience of meeting the needs of learners of EAL. The new co-ordinated admissions policy is impacting on such schools that are now starting to receive early-stage EAL learners for the first time. Without a central service, such schools would need to buy in support from external providers.
- Over 110 different first languages are spoken by pupils in Havering schools and we still have "isolated" speakers of particular languages. This makes it hard for schools to target resources accordingly but the EMA team have the knowledge and experience to signpost schools to organisations and publications to address the needs of such learners.
- The central team has a crucial role to play in managing school-to-school support networks and ensuring the sharing of best practice. Our established networks of EMA co-ordinators and EAL TAs could be at risk if these functions were not managed centrally.

4. Rationale for de-delegation of EAL funding and applying a LA local distribution formula

In principle, the limitation of funding for 3 years from the point a child enters the compulsory school system would seem to be *responsive to genuine need* for early intervention. However, research shows that it can take children under the age of 8 as long as 7 – 10 years to fully catch up with their peers.

The revised funding system therefore favours funding for infant schools, neglecting the fact that children in junior schools have ongoing EAL needs. In addition, it does not take into account how the increased demands of the secondary curriculum at times necessitate specialist intervention for intermediate-stage EAL learners. For example, a child starting at a UK school in Y4 would, on average, be working at a best-fit level of between L2B and L3C in English by the end of Y6, but would not attract any additional funding on transfer to Y7.

If schools were to agree to the de-delegation of EAL funds for targeted resources, this would allow EAL needs to be included within a localised, rather than a national, formula for distributing funding to schools based on the percentages and actual numbers of learners in all schools. This would allow for a combination of both early intervention and ongoing support of learners whilst also reflecting the government's drive towards a *simpler and more transparent* system.

