



## Schools Funding Forum 2<sup>nd</sup> December 2021

## ITEM 5

**Subject Heading:**

**De-delegation of funding for the EAL and Attendance and Behaviour Services 2022-23**

**Report Author:**

**Nick Carter – Principal Finance Officer (Schools)**

**Eligibility to vote:**

**LA maintained primary school representatives**

**SUMMARY**

This item revisits the de-delegation of funding for The English as an Additional Language (EAL) Service and the Attendance and Behaviour Services .

**RECOMMENDATIONS**

For LA maintained school representatives to determine whether to de-delegate funding for the following services:

- (i) EAL
- (ii) Attendance & Behaviour

**REPORT DETAIL**

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

At the meeting of the Schools Funding Forum held on 23 September 2021 representatives from primary LA maintained schools voted to de-delegate the funding for a number of services. Members wished to consult with their clusters before making a decision on de-delegation for the EAL Service and the Attendance and Behaviour Services. De-delegation of these services is now brought back to the Forum for consideration.

The timetable for determining school funding would allow the decision to be deferred until the meeting of the School Forum on 2 December 2021, although this does create uncertainty for the services concerned as they plan for the next financial year.

## 1. Attendance & Behaviour

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

Formula factor	AWPU	FSM Ever 6	IDACI E	IDACI D	IDACI C	IDACI B	IDACI A	Low attainment	
Amount	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
Total	£86,400	£6,513	£30,492	£25,769	£6,511	£4,671	£1,310	£24,581	£186,247
2021-22 rates	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	

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	£1,815
Median	£3,855
Highest	£10,135

The supporting document provided at the meeting of the Forum on 23<sup>rd</sup> September 2021 is included at Appendix A.

## 2. EAL Service

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

2022-23	Primary
Formula factor	EAL 3
Amount	£38.00
Total	£93,000

2021-22 rate	£38.00
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The range in sums de-delegated from each school is shown below. The majority of schools would benefit financially from de-delegation compared to the cost of buying a similar level of service.

	De-delegated from individual schools
Lowest	£297
Median	£1,650
Highest	£4,740

The supporting document provided at the meeting of the Forum on 23<sup>rd</sup> September 2021 is included at Appendix B. Additional information about the service sent to schools is included in Appendix C.

The EAL Team have now secured the services of an experienced, independent consultant to meet the back fill requirements. This will help to ensure that EAL provision will not be compromised by the joint EAL & Safeguarding roles.

## **Havering Attendance, Behaviour and Traveller Support Services**

*We aim to support schools to manage the most challenging pupils with the human resources that they currently have, hence ensuring good value for money and crucially increase the confidence of our staff.*

### **Introduction**

The Attendance, Behaviour and Traveller Support Teams provides for a central bank of knowledge and support to be available to primary and secondary schools across Havering. Our teams work to support a range of school staff, including members of SMT, SENCOs, teachers and support staff. We also work closely with parents/carers, undertaking home visits where appropriate, with the aim of reducing barriers to good attendance/school engagement and reminding parents of their legal responsibilities where necessary.

A key part of our role and one which we believe sets us apart from other approaches, is our joint work with other key professionals in Health and Social Care. This year the team has continued to forge our partnership with the Early Help Service. This work has enabled us to continue to advocate for a more holistic and education focused approach. Our focus is to support pupils at risk of school disengagement and to intervene in schools where thresholds for early help/social care intervention are not being met.

The focus of our work over the past year has been:

- Supporting schools to improve attendance, particularly persistent absence
- Support and challenge of parents/carers where there are attendance and/or behavioural concerns, developing targeted interventions for pupils at wave 2, 3 and 4 thresholds.
- Linking with other key inclusion and wider council services to improve attendance and behaviour, including SEN, the AP Commissioner, Early Help and CAMHS services, as well as supporting pastoral support networks
- Further roll out of the Restorative Approaches training
- Support for schools in policy writing (such as Flexi School Guidance)
- Supporting staff with Staff Discussion Groups and working with key primary school leaders in particular through the Head programme.
- Inclusion consultations, working with CAD and providing a child centred approach to supporting children with a variety of SEMH needs.

The Attendance and Behaviour Teams would like to request that Schools Funding Forum give a mandate for them to continue support for schools to help bring about further positive change, and to build on existing work to support a much needed multi agency approach with our most vulnerable pupils.

### **Our Core Offer to LA Maintained Schools. THIS OFFER IS AVAILABLE TO ACADEMIES VIA HES.**

#### **Behaviour Support**

Support for an average of four individual children per primary school per academic year at risk of disengagement/exclusion depending on the waves threshold. This may vary depending on the current need in the school and will be assessed by ABTSS team also in consideration with

school demographics / need. This is a useful benchmark around general levels of support and some cases may be supervised more intensely than others. This will be dynamically assessed on a case by case basis. Support is designed to meet the need of each individual child in each individual school and can be delivered in a variety of ways. This could include twilight training sessions, online consultations, intensive 5 P planning and teaching as well as in class support.

In the 2019/20 academic year, the service actively supported 243 students who are struggling in the classroom, disengaged from learning or undertaking a school transition move through the IYFAP process. The support offered works on a step up and down mechanism where our students at most risk of disengagement receive between 2-5 sessions per week of in school support overseen by a senior officer in the team.

School professionals can also be supported through our comprehensive professional development training programme (listed below). Schools are entitled to choose a one-day training per year as part of the core offer, we have also greatly appreciated in this academic year schools sharing trainings across sites as some trainings such as Team Teach have been in very high demand.

We recognise that school and life transitions are trigger points for stress; we offer a transition service via our Transition Coordinator. We support pupils, through group work and 1-1 support if we anticipate that attendance at secondary school will be potentially overwhelming. This year much of programme was online with demand for support for Year 7 transitions. The online transition week continues to be a popular feature of the support we provide via the Havering FIS website which has thousands of hits with support provided following enquires via that page.

### **Attendance Support:**

It is important to note that school attendance is coming under increasing scrutiny, with the persistent absence (PA) rate now defined as below 90% as opposed to 85%. We offer EVERY school an experienced named officer/s who will work flexibly with schools and visit regularly to monitor attendance, advise and work with schools and families to improve attendance.

The package of support provided to schools in the de-delegated arrangements includes bi-weekly or monthly visits to your school by a named officer to oversee patterns of non-attendance. This includes early intervention when patterns of poor attendance arise and multi-agency working to support the family and improve outcomes. Providing in-school training for school staff on attendance matters on SIMS plus templates, monitored late gate, presentations at new intake meetings, staff meetings and school assemblies. In addition:

- Advice and guidance when a parent wants to educate their child at home.
- Provision of advice and guidance on child protection issues.
- Regular support from a linked Attendance and Behaviour Support Officer (including absence cover when linked officer is unavailable due to ill health, etc.)
- Advice and guidance on promoting early intervention for pupils with poor attendance.
- Guidance on strategies for managing pupil absence.
- Detailed casework with pupils with low attendance that will reach the threshold for legal intervention, if required.
- Outreach work with pupils and families, including home visits and attendance at multi-agency meetings and case conferences for pupils causing serious concern.
- Meetings at school with staff and parents.
- Cross border liaison in relation to out-borough pupils.
- Pre- Ofsted 'health check'

**The above support is in addition to the statutory service provided to every Havering school as follows:**

- *Guidance for children on child protection plans and children missing from education*
- *Issuing and full administration of Fixed Penalty Notices including holiday fines*
- *Presentation of cases in court that meet the legal threshold for prosecution*

Primary schools have particularly appreciated our updated attendance leaflets for parents and the new fridge magnets and parents 'THINK TWICE' medical advice booklet.

### **Dedicated telephone service**

To cover any kind of query related to attendance, behaviour, traveller support or exclusion we offer a dedicated Mon-Fri 9am-5pm duty telephone system for every school in Havering, where a member of our team will be here to answer any questions and provide you with a quick and timely follow-up. Our telephone service is also located in the MASH team so that we are able to share and support your safeguarding and welfare concerns.

### **Dedicated Traveller Education Support**

We have a wealth of experience of dealing with traveller families. With the dedicated support of our specialist Traveller Education Support Officer and our knowledge of the traveller community, we aim to improve the attendance, educational outcomes and school engagement of all pupils from a traveller background. We maintain close and regular contact with parents. We visit families living on privately owned sites, fairgrounds and circuses as well as those in private and council accommodation, by building trust and confidence. This has led to an increase in school attendance, and a wider participation in the life and activities in Havering schools.

Our commitment:

- Support positive relationship building between Traveller families and schools
- Liaise with other agencies within the Borough to improve the quality of services available to traveller families.
- Provide intensive support packages and initial integration support for pupils who demonstrate great need.
- Share information with other agencies, schools, out of borough authorities by developing systems and protocols where necessary, and develop and maintain effective joint working relationships.
- School presentations, parent meetings and trainings according to need.

### **Training/CPD offer to all schools and Academies on a BUYBACK offer.**

The core-training offer is flexible in terms of venue, full-day/half day and twilight options. **LA maintained schools** are entitled to **one whole day** training inclusive, selected from the list below. We offer a wide training menu to schools depending on the needs of the school in consultation and partnership with the Head teacher. We will deliver training packages that will improve the implementation of policy into practice and enhance the confidence of school staff. Our packages are approved and recommended by the DfE, NICE and OFSTED. **Much of the future training offer will be online or compliant with staffing 'bubbles'**.

Trainings available to you are:

- Positive Classroom Behaviour Management for teachers, including NQT's and support staff support via CPD programme to assist teaching staff in developing understanding of the motivations behind children's challenging behaviour. Key stage 1-4
- NQT Behaviour Classroom Management Key Stage 1-2
- Positive Lunchtimes! – a specific half day training for SMSAs in-line with the new OFSTED framework Key stage 1-2
- Accredited 1 and 2 day Team Teach Training: de-escalation and positive handling Key stage 1-4 (with staff groups of more than 24 staff at any one time there may be a minimal extra cost for extra tutors for this course only in line with accreditation specifications)

- Restorative Approaches –a whole school approach to behaviour management. We are able to offer whole school or part school training across key stages 1-4. (Please note this training requires more than one training day commitment and some parts of the training require additional purchase).
- Problem solving and circle time. Programmes/workshops to promote better social skills and related to the PSHE curriculum using the 'Dina Dinosaur' programme, building capacity and developing a school culture. Key stage 1-2
- Engaging Traveller Families Workshop Key stage 1-4
- Teacher and staff reflective problem solving sessions Key stage 1-4
- Training for Governors and schools on the attendance legal framework Key stage 1-4

***Our training packages are well researched and received, providing enormous value when compared to the price charged by private providers for similar training programme for example if a whole school one day Team Teach Positive Handling Training was booked through Team Teach Ltd would cost in excess of £2,600!. On average, we train over 1700 staff each year.***

### **Why continue with us?**

As well as always taking a professional and flexible approach. We pride ourselves on our customer service and we value excellent communication with all our customers.

Our service is backed by educational and therapeutic specialists who work with you to achieve and maintain student well-being and direct access into a multi-disciplinary service of excellence.

For quality assurance, all of our staff members are suitably qualified and highly skilled within their job role. All staff attend regular training and our casework is closely supervised by senior staff members. We also keep schools informed and staff trained on new and emerging initiatives to help promote and maintain good attendance and behaviour in school; we provide guidance that is both purposeful and practical.

## **English as an Additional Language - Proposal to maintain a central EAL team**

To retain a central EAL Team to maintain the high levels of support and response to Havering's maintained primary schools, it is proposed that £38 per EAL pupil be de-delegated in the financial year 2022-23. This would provide funding of £93,000 towards the costs of the team which would otherwise be put at risk should an insufficient number of schools decide not to buy into the service. The level of funding requested in 2022/23 remains unchanged from 2021-22 despite an increase in the numbers of pupils with EAL.

Through the national funding formula, primary schools receive £612.51 per EAL3 pupil so would retain nearly 94% of their funding to provide support to their EAL pupils. The percentage retained by schools would therefore continue to increase for the period 2022-23.

### **Rationale for maintaining a central team with EAL expertise in Havering**

- Havering's demographic is continuing to change. Over the last 3 years, the EAL population in Havering primary schools has risen from 21.6% (Jan 2018) to 25.0% (Jan 2021) with increasing numbers of children entering mid-phase with little or no English.
- The need for a service can be evidenced by how well it is used by schools. From April to March 2020-2021, 37 LA-maintained primaries accessed the service for consultancy support and/or CPD. In addition, the team has maintained repeat buy-in from academies with 21 (13 primary and 8 secondary) buying into the service through the year.
- Unlike other service areas which generate a more consistent level of need, EAL needs fluctuate across schools making it more difficult for the EAL team to project a guaranteed income to fund salaries. Without collective buy-in from schools, EAL support could cease to exist within Havering and schools would have to source support from elsewhere.
- The central team plays a crucial role in managing school-to-school support networks and ensuring the sharing of best practice, both within and beyond Havering.
- The team also carries out important back office work, liaising with a range of LA services to ensure effective transitions, to facilitate SEND diagnoses and to safeguard children with EAL.
- Liaison with a number of commercial providers ensures that the EAL team is able to negotiate resources at a reduced rate for schools.

### **The offer for LA-maintained primaries:**

- Termly consultancy visits (more available on request, depending on the needs of individual schools – may be virtual or face-to-face)
- Full-day EAL reviews, on request
- Twice-termly networks for EAL co-ordinators and EAL TAs (may be virtual or face-to-face)
- Unlimited access to centrally-held EAL CPD (may be virtual or face-to-face)
- Telephone, email support and resources

### **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 ARE or close the gap towards this. Many EAL learners are likely to have been disproportionately affected by the Covid-19 crisis due to lack of access to models of spoken English during lockdowns; central EAL funding will ensure ongoing support continues into the next financial year to help schools close these gaps.

## **De-delegation of EAL3 funds to maintain a central EAL team / core safeguarding support**

Following the September Funding Forum meeting, the decision regarding whether or not to proceed with the proposed de-delegation of EAL3 funds for the purpose of maintaining a central EAL team for the period April 2022 – March 2023 has been passed to clusters for further discussion (please see attachment).

As you are aware, the EAL Team now have a split role that includes strategic safeguarding support for schools and we thought that, in order to support you with your decision regarding EAL de-delegation, it would be helpful to outline how this split role works in practice.

Our core safeguarding support for schools will continue to consist of: liaison with key partners from HSCP and relevant professionals across the LA; provision of updates through regular DSL networks/email communications; updates to policies/key documentation; and ongoing advice/support/signposting by email and telephone. Safeguarding CPD and S175 audits are available as a traded element.

In terms of EAL, we continue to be able to provide the following for LA-maintained primaries via the current de-delegation agreement and the proposal would extend this service throughout the financial year 2022-23: on-site (or virtual) consultancy support/CPD (termly visits are available if requested); access to half-termly networks; access to all centrally-held EAL CPD courses; and ongoing advice/support by email and telephone. We also provide access to a wealth of digital resources and maintain relationships with commercial partners leading to preferential rates for schools.

In terms of capacity and contact with schools, we have emailed all LA-maintained primaries to request that they contact us to arrange their autumn-term consultancy visits – in most cases, these emails have been sent to your EAL co-ordinator or EAL TA (if your EAL co-ordinator/TA has not received an email, please let us know so that we can add their details to our database). Where we have received requests for consultancy time/CPD over the current term, these have been met with all schools receiving the support they have requested.

Please be assured, therefore, that we will continue to offer a full EAL service and are also looking to expand capacity, by commissioning additional specialist EAL CPD/consultancy. This would be fully quality-assured and overseen by the Havering EAL team.

In light of the above, we would like to assure all school leaders that, by continuing to approve the de-delegation of EAL3 funds to retain a central team, you will continue to receive a full, high quality service, tailored to the needs of your school.

Please note that the de-delegation of EAL3 funds will be used solely for the purpose of funding a central provision for EAL support. Safeguarding support will continue to be available through core funding and is not part of the de-delegation decision.