

Worcestershire Schools Forum (WSF) Agenda 23rd May 2019

2.00pm

Kidderminster Room

County Hall

Worcester

WR5 2NP

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b) Updated Proposals for a NFF

c) Notes of Meeting with DfE 9th April 2019

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Date of Next Meeting: Thursday 4th July 2019 at 2pm, Kidderminster Room, County Hall

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MEETING OF THE WORCESTERSHIRE SCHOOLS FORUM (WSF)

Thursday 23rd May 2019
At 2.00pm in the
Kidderminster Room, County Hall, Worcester

A G E N D A

1. Apologies and Announcements
2. Declaration of Interests
3. Declaration of Potential Conflict of Interests
With Items on the Agenda
4. Minutes of the Last Meeting 16th January 2019 (attached)
5. Matters Arising
6. Any Other Business
7. Teacher Apprenticeships
(Representatives from University of Worcester – in attendance)
8. Cabinet Decisions 31st January 2019
for 2019-20 Budget (Paragraph 10) (verbal update)
<http://worcestershire.moderngov.co.uk/mgChooseDocPack.aspx?ID=2639>
9. Outcomes of the DfE Consultation for Reporting
Deficits of the Dedicated Schools Grant (DSG) (attached)

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10. High Needs Update
 - a) DfE Call for Evidence on the Provision for SEND and Alternative Provision (AP):
How the Financial Arrangements Work (attached)
 - b) Task and Finish Group Meetings (attached)

11. School Budget Issues 2019-20
 - a) Letter to Schools (attached)
 - b) Final Authority Proforma Tool (APT) (attached)

12. Required Changes to the Scheme for Financing Maintained Schools (attached)

13. F40 Group Issues
 - a) Campaign Sheet (attached)
 - b) Updated Proposals for a NFF (attached)
 - c) Notes of Meeting with DfE 9th April 2019 (attached)

14. Academies Update (attached)

Date of Next Meeting: Thursday 4th July 2019 at 2pm
Kidderminster Room, County Hall

Please pass apologies to Andy McHale who can be contacted on
Tel 01905 846285 or e-mail amchale@worcestershire.gov.uk

MINUTES OF THE MEETING OF THE
WORCESTERSHIRE SCHOOLS FORUM (WSF)

Wednesday 16th January 2019
Kidderminster Room, County Hall, Worcester

The meeting started at 2.00 pm

IN ATTENDANCE:

WSF Members

Adrian Ward (Chair)	-	HT Trinity High School
Paul Essenhigh	-	Executive HT Catshill Middle, Catshill First and Nursery Schools
Nathan Jones	-	HT Meadow Green Primary
Deb Rattley	-	HT Chadsgrove Special School
Lorraine Petersen	-	Governor, Bromsgrove
Greg McClarey	-	Archdiocese of Birmingham
Jeff Robinson	-	Governor, Malvern Hills
David McIntosh	-	Governor, Wyre Forest
John Bateman	-	Governor, Aspire Alternative Provision (AP) Free School
Stephen Baker	-	Union Representative
Tricia Wellings	-	PVI Sector

Local Authority (LA) Officers

Nick Wilson	-	Interim Assistant Director Education and Skills Children, Families and Communities
Andy McHale	-	Service Manager Funding and Policy Children, Families and Communities
Caroline Brand	-	Finance Manager Children, Families and Communities

1. APOLOGIES AND ANNOUNCEMENTS

1.1 Apologies

Malcolm Richards	-	Governor, Bromsgrove
Bryn Thomas	-	HT Wolverley CE Secondary School
Marie Pearce	-	HT Evesham Nursery School (Absent)
Vivienne Cranton	-	HT Hollymount Primary School
Chris King	-	CEO Severn Academies Educational Trust
Tim Reid	-	Church of England Board of Education
Denise Phelps	-	PVI Sector
Edward Senior	-	16-19 Providers
Councillor Marcus Hart	-	Cabinet Member with Responsibility for Education and Skills
Sue Alexander	-	Head of Financial Management Adults, Children, Families and Communities

1.2 Announcements

(a) In the absence of both the Chair and Vice Chair Adrian Ward HT Trinity High School took the Chair for the meeting.

(b) Andy advised the WSF that Denise Phelps PVI representative was unwell and would not be able to attend the WSF at the moment. The WSF requested their best wishes to past onto Denise for a speedy recovery and that a substitute WSF member be sought if required.

(c) Andy further advised that Sue Alexander had also been unwell and she was hoping to return to work in the near future. The WSF requested their best wishes be passed onto Sue.

2. DECLARATION OF INTERESTS

None.

3. DECLARATION OF POTENTIAL CONFLICT OF INTERESTS WITH ITEMS ON THE AGENDA

None.

4. MINUTES OF THE LAST MEETING (21st November 2018)

4.1 The minutes were agreed as a true record.

4.2 Matters Arising

(a) Under 2.9 the High Needs Task and Finish Group Nick advised that Terms of Reference had been drafted but so far only a small number of WSF members had come forward. Nick requested WSF members consider the request and the Chair suggested HT groups be asked to nominate colleagues not on the WSF if required.

(b) Under 6.2 Charging for Academy Conversions Nick agreed to send details of the LAs position to a member of the WSF.

(c) Under 8.2 Teachers Pension Scheme Employer Contributions Andy advised the DfE had launched a consultation, which is due to conclude on 12th February 2019.

5. ANY OTHER BUSINESS

None.

6. MATTERS ARISING

6.1 Cabinet Decisions made on 13th December 2018 for 2019-20 Draft Budget Proposals

(a) Andy tabled an extract from the Cabinet report detailing the current position on the DSG at that point and which reported on the details of the WSF meeting on 21st November 2018 including the WSF decisions made for any transfers between the DSG Blocks, de-delegations for maintained schools only and centrally retained services for all schools.

(b) Andy advised the Cabinet Budget Report for 31st January 2019 would include information on the School Funding Settlement 2019-20 and the WSF deliberations on the Local Schools funding Formula (LSFF) submission due to the Education and Skills Funding Agency (ESFA) on 21st January 2019.

7. PROVISIONAL SCHOOL FUNDING SETTLEMENT 2019-20

7.1 Dedicated Schools Grant (DSG)

(a) Andy advised the DSG settlement as follows: -

- Schools Block, Central School Services and High Needs Blocks all allocated on the basis of the new National Funding Formula (NFF) announced in September 2017.
- For the Schools Block this is based upon the schools block Primary Unit of Funding (PUF) and Secondary Unit of Funding (SUF) 2019-20 notified in July 2018.
- Continuation of the new national Early Years (EY) DSG arrangements introduced in 2017-18.
- The allocations are prior to the recoupment deduction for Academies and non-LA maintained specialist providers.

DSG Allocations	2018-19 Latest December 2018 £'m	2019-20 Provisional December 2018 £'m	Variance £'m
Schools Block	315.247	323.314	+8.067
Central School Services Block	3.766	3.793	+0.027
High Needs Block	49.852	51.965	+2.113
Early Years Block	32.424	32.433	+0.009
Total DSG Gross	401.289	411.505	+10.216

(b) For the **Schools Block**: -

- There is an overall increase in pupil numbers between October 2017 and October 2018, which shows an increase in both the primary and secondary as follows: -

Phase	2018-19 October 2017 Census	%	2019-20 October 2018 Census	%
Primary	44006	60.9	44012.5	60.4
Secondary	28211	39.1	28873	39.6
Total	72217	100.0	72885.5	100.0

- This is set by DfE as part of NFF policy September 2017 for Year 2 NFF based upon the October 2018 pupil census against the Primary and Secondary Units of Funding (PUF) and (SUF) confirmed in July 2018. It also includes historic premises related factors allocation of £7.488m and Pupil Growth Fund (PGF) £1.736m now on a national formulaic basis.

(c) For the **Central School Services Block** this is based upon NFF formulaic allocation for centrally retained statutory services £2.293m plus historic commitments £1.500m based on 2017-18.

(d) For the **High Needs Block** the allocation of £51.965m is made up as follows: -

DETAIL	£'m
2018-19 Original NFF	48.620
+ Additional HN One-Off DSG 2018-19	1.232
= 2018-19 Final	49.852
2018-19 Original NFF	48.620
+ Effect of NFF Year 2	2.113
+ Additional HN One-Off DSG 2019-20	1.232
2019-20 Provisional	51.965

- This is set by DfE as part of NFF policy September 2017. In both 2018-19 and 2019-20 WCC has been allocated £1.232m of one-off funding in each year as part of the national £250m additional DSG.

(e) For the **Early Years Block** this is provisional based upon Schools, Early Years and Alternative Provision censuses data for 2, 3 & 4 year olds from January 2018. The final allocations will be updated based on January 2018 and January 2019 census data.

(f) The WSF noted the details comparing 2018-19 and 2019-20 in **Appendices A and B** to the report. This showed for the Schools Block the effect of the increase in the PUF and SUF for the Year 2 NFF and the increased numbers in the October 2018 pupil census. In response to questions from the WSF Andy advised the Schools Block increase was expected due to the NFF and although the High Needs Block increase is welcomed it will not cover the significant existing cost pressures.

7.2 Pupil Premium Grant (PPG)

(a) Andy confirmed the PPG rates for 2019-20 as follows: -

Phase/Type	2018-19 £	2019-20 £
Primary	1,320	1,320
Secondary	935	935
LAC	1,900	2,300
Service Children	300	300
Early Years	300 Full Year (£0.53 per hour)	300 Full Year (£0.53 per hour)

7.3 The WSF noted the provisional school funding settlement for 2019-20.

8. THE SCHOOL AND EARLY YEARS FINANCE (ENGLAND) REGULATIONS 2018 AND DSG CONDITIONS OF GRANT 2019-20

8.1 Andy advised the DfE have published the Regulations and they have been laid before Parliament. Also the DSG conditions of grant 2019-20 were available. Andy further advised the only significant changes were issues relating to the Year 2 NFF.

8.2 The WSF noted the current position.

9. SCHOOL BLOCK ALLOCATIONS 2019-20 AUTHORITY PROFORMA TOOL (APT)

9.1 Initial APT Issues

(a) Andy introduced the report which detailed the early January 2018 position on the APT.

(b) Andy provided an analysis of the Schools Block funding, prior to de-delegation for mainstream schools and after adjusting for centrally retained services detailing the estimated amount to be included in the Local Schools Funding Formula (LSFF) as follows: -

DETAIL	£'000	£'000
Schools Block LSFF Provisional Allocation		
Primary Unit of Resource £3,872.463 x Pupil Numbers	170,436	
Secondary Unit of Resource £4,975.38 x Pupil Numbers	143,654	
+ Premises Costs Historic Costs Allocation	7,488	
= Total LSFF Quantum 2018-19		321,578
+ Pupil Growth Fund (PGF) DfE Formula Allocation		1,736
= Total Schools Block DSG		323,314
Central School Services Block		
Centrally Retained Budgets (Previously Approved by WSF and WCC Cabinet)		
Contributions to Combined Services – Early Intervention Family Support (EIFS)	1,500	
Co-ordinated School Admissions	696	
Servicing of the Schools Forum	55	
Education Services Grant (ESG) Retained Duties Transfer for All Schools	1,163	
<u>DfE Designated Centrally Retained Budgets</u>		
Licenses and Subscriptions – DfE Estimated	380	
= Total Centrally Retained		3,794
- Central Services Schools Block (CSSB) Allocated		(3,793)
= Surplus/(Deficit) on CSSB		(1)

(c) Andy advised this compares to the LSFF net amount in 2018-19 of £314.106m. A comparison of the changed position is as follows: -

DETAIL	£'000
LSFF 2018-19	314,106
Adjustments	
Under Allocated 2018-19 (Support to PGF and Other Issues)	441
Initial Effect of NFF for Schools Block July 2018 Additional DSG	3,465
Additional DSG for Increase in Pupil Numbers October 2018	3,325
Additional Historic Premises	241
= Estimated Amount for LSFF 2019-20	321,578

(d) Andy further advised although this seems a significant increase the additional NFF DSG allocation notified in July 2018 was expected. Also, the increase in pupil numbers of 668.5 (Primary 6.5; Secondary 662) will require funding in the LSFF 2019-20 together with the requirements of LSFF Option 2 i.e. to be based as far as is practicable and affordable upon the Year 2 NFF parameters.

(e) The WSF were reminded that the budgetary impact for each individual school will depend upon: -

- How their individual pupil numbers and all other data varies between October 2017 and October 2018.
- The Schools Block DSG increase between 2018-19 and 2019-20.
- The impact across all schools.
- The impact of the LSFF Option 2 for the NFF parameters i.e. the MFG requirement and associated capping level i.e. an MFG of a further +0.5% per pupil in 2019-20 and an associated affordability cap of a further 3% in 2019-20.
- The impact and affordability of the Minimum Funding Levels (MFL) per pupil for the total budget: –
 - Primary increasing from £3,300 2018-19 to £3,500 in 2019-20.
 - Secondary increasing from £4,600 2018-19 to £4,800 in 2019-20.
 - Middle new hybrid MFL rates of £3,500 for primary pupils and £4,600 for KS3 pupils.
 - All Through Schools a hybrid MFL rate based upon the sector year groups.
- The MFG no longer has to be applied only to the extent that it offsets the cost of the MFG, since that could prevent LAs from coming close to the NFF.

(f) Andy advised at its meeting on 14th December 2017, the Worcestershire County Council Cabinet: -

- *Approved the 2018-19 and 2019-20 Local Schools Funding Formula (LSFF) to be consultation Option 2 based as far as is practicable and affordable upon the National Funding Formula (NFF) parameters.*
- *Authorised the Director of Children, Families and Communities in consultation with the Cabinet Member with Responsibility for Education and Skills to make the required submission to the national executive body, the Education and Skills Funding Agency (ESFA) by 19th January 2018 for the approved Local Schools Funding Formula for 2018-19 taking account of any impact and change on the approved units of resource, MFG and capping arrangements as consequence of the October 2017 census and other 2017 data changes and the final 2018-19 Dedicated School Grant and similarly for 2019-20 when the timescales are known.*

9.3 Current APT Position

(a) The WSF were provided with further information in **Appendix A** to the agenda item which summarised the current position and a comparison of the APT formula factors between 2018-19 and 2019-20.

(b) Andy advised the LA has been working on the APT for final submission to the ESFA by 21st January 2019.

(c) Andy confirmed: -

- The estimated quantum for the LSFF in 2018-19 is £321.578m plus a further sum of £1.736m from the national Pupil Growth Fund.
- The current APT position using the approved units of resource, other data and the Year 2 NFF parameters for the MFG, Capping and the sector Minimum Funding Levels is £322.121m. This is an over allocation of £0.543m against the LSFF quantum **excluding** the PGF.
- The Option 2 parameters based on the NFF cannot be fully replicated through the APT due to the starting baselines used by the ESFA and their calculation of floors and ceilings.
- The draft APT uses the DfE quoted Year NFF units of resource, sector minimum funding levels, an applied local MFG at +0.5% per pupil and a local capping level of +3.09% per pupil.
- The overall amount obtained from is now less than the overall cost of the MFG, which is permitted by the ESFA.
- The new DfE data and Option 2 parameters will have to drive the allocations and so cannot be amended along with the units of resource as approved unless there is a Schools Block DSG quantum issue. Varying from this approach is not appropriate – as in previous years the data and local formula parameters run.

(d) The WSF were reminded: -

- The **MFG is a per pupil not a cash protection**, so the LSFF even when based on the NFF parameters, cannot protect schools from the effect of significant data changes between 2017 and 2018 e.g. reductions in pupil numbers and other data sets such as FSM, low prior attainment, etc. This data is controlled and supplied by the DfE in the APT and cannot be changed.
- As a consequence some schools will see reductions in funding due to these data changes. Nevertheless, all schools could be subject to at least a +0.5% per pupil increase as a consequence of the MFG in the LSFF being based upon the NFF parameters.
- The APT is draft only and it is not final until the ESFA have approved the APT following their detailed compliance checks – this will take some time following submission.
- School by school data is never shared at this time as is not available until all maintained schools and academies have had their allocations.

(e) Andy advised although the allocation predicted is of £0.543m is only 0.17% of the LSFF quantum is has to be dealt with. Approximately half of this sum is the potential effect of the new North Worcester Primary Free School, which is a call on the DSG funded on estimated numbers not included in the October 2018 census. This will be an issue each year until the school is up to capacity in its 7 year groups.

- (f) The WSF were requested to consider the issues for dealing with this as follows: -
- Divert from the NFF Year 2 parameters due to affordability by: -
 - Adjusting the AWPU or other formula factor units.
 - Adjust the MFG and/or capping %.
 - Not introducing the full increase to the sector Minimum Funding Levels (MFLs).
 - Consider the use of the increased PGF from the DfE national formula on this to support the LSFF for: -
 - The cost of the New North Worcester Primary Free School.
 - The over allocation, which is the opposite position for 2018-19.
 - Allocate the LSFF using the NFF Year 2 parameters and carry forward the shortfall to be the first call on to the Schools Block in 2020-21.
- (g) In response to questions from the WSF Andy advised: -
- Any adjustment to formula factors cannot be disappplied from the MFG/Capping. So using this option would not lead to any significant change merely a recycling of the current quantum between schools.
 - Adjusting the MFG or capping % has no effect on other formula factors but the current model includes the DfE Year 2 MFG and Capping rates so this would require a deviation from this. Options for consideration include: -
 - 0% MFG and 2.59% Cap.
 - 0.5% MFG and 1.9% Cap.
 - 0.25% MFG and 2.25% Cap.
 - Any reduction to the MFLs would impact significantly on some schools and approximately a £40-£50 reduction would be required.
 - For using the PGF to support the LSFF: -
 - To support the costs of the new Free School would require a change to the approved PGF criteria.
 - A sum of £0.3m was added to the local PGF in 2018-19 as there was a £0.4m under allocation in 2018-19 but this was not reflected in the DfE PGF national formula starting baseline.
 - The LA gains from the DfEs new national formula for pupil growth which may not all be required for this issue but it is likely some of the additional PGF will also be required to support the increasing pressure on the County's basic need requirements.
 - This course of action could be challenged by the ESFA.
 - It is anticipated, based upon the DfE estimates in July 2018, a full NFF in Year 3 would allocate at least a further £0.6m of Schools Block DSG in 2020-21.
- (g) The WSF commented as follows: -
- Given the consultation and LSFF approvals, it was felt that there is a need to endeavour to replicate the Year 2 NFF parameters in 2019-20.
 - Given the unfairness of the DfE lagged funding system, the WSF concluded the use of the PGF to support the LSFF is wholly appropriate.
 - The WSF supported the draft wording for an addition to the PGF criteria to reflect this position.
 - Also given the additional PGF in 2019-20 from the DfE national formula, the WSF supported its use in the LSFF generally.
 - There was unanimous support to submitting the APT for 2019-20 using the Year 2 NFF parameters and funding any shortfall from a combination of using the pupil growth fund if permitted by the ESFA and a call on the Year 3 NFF in 2020-21.

(h) Andy advised if the ESFA do not support the submission there would need to be further discussions on how to deal with the shortfall. Andy further advised although the WSF do not approve the LSFF, endorsement of the APT for submission is requested and approval would be required on the proposed changes to the PGF criteria.

RESOLVED –

The WSF unanimously approved (For 11 votes; Against 0 votes; Abstention 0 votes) the changes proposed to the existing PGF criteria to reflect its use for the funding of new free schools.

The WSF unanimously endorsed (For 11 votes; Against 0 votes; Abstention 0 votes) the submission of the LSFF APT final Schools Block funding for 2019-20, using the Year 2 NFF parameters and taking account of the above issues, to the ESFA by 21st January 2019 as required.

10. F40 GROUP ISSUES

10.1 The WSF noted the current position on the correspondence between the new F40 Group and the Government. The F40 conclusion, that one unfair system from 0 to 25 had been replaced by another, was supported.

10.2 The WSF noted the LA continues to play a very active role in F40 matters and in particular on the Finance Managers Research Team.

11. ACADEMIES UPDATE

11.1 The WSF noted the current academies position as at 1st January 2019 and that the list needed to reflect the creation of new MATs.

11.2 Nick advised that deficit balances for schools converting under a sponsored arrangement remain with the LA, which has the potential to be a significant financial risk.

12. OTHER MATTER

12.1 The Chair advised information on the Chancellor's budget announcement on additional capital funding was on the DfE COLLECT system.

The meeting closed at 3.00pm

The date of the next WSF meetings is: -

Thursday 14th March 2019 at 2pm
Kidderminster Room
County Hall
Worcester

REPORT TO THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
OUTCOMES OF THE DfE CONSULTATION FOR REPORTING DEFICITS OF THE
DEDICATED SCHOOLS GRANT (DSG)

1. PURPOSE

1.1 To advise the WSF on the current position on the above consultation.

1.2 For the WSF to consider the required actions.

2. BACKGROUND

2.1 In July 2018, the Department for Education (DfE) announced that LAs would be required to submit a recovery plan if they have a cumulative deficit of 1% or more of their Dedicated Schools Grant (DSG) at the end of the 2018-19 financial year. The plan should explain in detail how the LA intends to bring its DSG account into balance.

2.2 On 12th November 2018 the DfE issued a consultation document on the above issue. The outcomes of the consultation and subsequent policy direction are contained in the attached link: -

<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-deficit-recovery-plans>

2.3 The documents include a DfE consultation response and policy guidance for LAs.

3. DfE CONSULTATION RESPONSE AND AGREED POLICY

3.1 Summary of Issues Raised By LAs

- LAs reported that the reason many already have a DSG deficit or are facing the imminent prospect of such a deficit is the ever-increasing HN funding pressures.
- A number of LAs requested that the DfE provide a template for the recovery plans.
- The supporting information needed to cover demand data, volume and activity (for example, numbers of EHCPs) so the template should not merely be a financial plan.
- LAs thought a 5-year rather than 3-year plan would allow them adequate time to bring their DSG deficits into balance whilst simultaneously budgeting within the resources available to them.
- LAs did not believe DfE was giving them enough time for their Schools Forums to agree to their recovery plans.
- LAs contend it would be very difficult to produce realistic recovery plans because they do not know how much DSG they will receive in future years. In order to plan to bring DSG spending in line with allocations, LAs need a greater level of certainty over a longer period of future allocations.
- A number of LAs suggested that the proposed deadline for submission of 30th June 2019 was too soon.
- The DSG deficits are separate from maintained school balances; so some LAs asked if they could net school balances off against the DSG deficit.

3.2 DfE Responses to LA Issues and National Policy

- DSG Grant
 - This is a ring-fenced specific grant, provided outside the Local Government Finance Settlement.
 - It should be used in support of the Schools Budget for the purposes defined in the School and Early Years Finance (England) Regulations.
 - There is no requirement for LAs to top-up the grant from general funding or from non-ring-fenced revenue reserves, but it is open to them to do so.
 - It is a requirement under the conditions of grant for 2019-20 that LAs which have a cumulative deficit on DSG of more than 1% provide a recovery plan.
 - The 1% deficit is calculated by reference to the DSG as a whole, before academy recoupment, not just the HN Block. For WCC the gross DSG in 2018-19 is £401.289m so £4.01m.
 - DSG reserves, positive or negative, should in future be reported as a separate ring-fenced reserve in revenue outturn (RO) returns.
 - DSG and school balances are classified by the Ministry of Housing, Communities & Local Government (MHCLG) as two separate ring-fenced reserves.
 - The net of with school balances is not possible because school balances are automatically carried forward at individual school level and are therefore not available to offset deficits on centrally retained funding.
 - Any kind of LA revenue reserve may be either negative or positive. Since ring-fenced reserves are not taken into account in assessing LAs ability to set a lawful balanced budget, DSG deficits will not need to be covered for that purpose by an equivalent amount in LAs general reserves.
 - Future DSG allocations are subject to the planned Comprehensive Spending Review (CSR) and the DfE are therefore asking LAs to make their own forecast of future allocations based on the information currently available, perhaps as a range, in order to inform the plan
- Timescales
 - Given the urgency of the situation, the DfE have decided to maintain the 3-year target.
 - Any LA that believes its recovery plan should extend over more than 3 years must provide detailed evidence explaining why this timescale is not achievable.
- Local Approvals
 - LAs must discuss their recovery plan with their Schools Forum and agree it if possible, but they do not need to obtain agreement before submitting the plan.
 - Recovery plans need to be signed off by the LAs Chief Finance Officer (CFO) before submission to the DfE.
- Recovery Plans
 - LAs requiring a recovery plan have until 30th June 2019 to write and submit this to the Education and Skills Funding Agency (ESFA).
 - The DfE not think it appropriate to extend the end of June as they expect LAs to be working on their own recovery plans as part of the budget planning process earlier in the year.
 - The DfE do not intend to publish the recovery plans but they should be available locally as the DfE are requiring that they should be discussed with Schools Forums.
 - Once submitted, the DfE will be reviewing plans year to year and between annual reviews, so the reviewing process will be rolling, and check to make

sure recovery plans are on track to bring deficits back into balance year by year.

- LAs will be expected to supply DfE with updates on any circumstances that will affect their recovery plans including if they wish to leave part or all of the accumulated deficit outstanding.
- Any LAs that propose to leave part or all of their accumulated DSG deficit outstanding will need to provide a clear explanation as to why their deficits could not be recovered in the short term and provide thorough evidence to support their proposals. They will also need agreement from their CFO.
- The agreement of recovery plans will give assurance that LAs will not be called upon to repay the DSG deficit faster than set out in the plan and where the DfE agree that an element of the deficit does not need to be repaid during the period of the recovery plan. That will give assurance that the LA will not be called upon to repay any part of that element for at least three years.
- Failure to provide a plan by the deadline will result in escalation to the Minister, the Chief Finance Officer, and the Director of Children's Services.
- If a plan is unsatisfactory, the DfE will work with LAs to ensure that it is improved as necessary.
- The DfE will be analysed these during July and August 2019, and in September 2019 the DfE will give feedback to LAs about the plans.

3.3 DSG Recovery Template

- The DfE have produced a template for LAs, which is included in the detailed guidance published reflecting the above LA comments.
- This is attached at **Appendix A** and details both narrative and financial summary sections.
- LAs will need to address whatever the main causes of overspending on the DSG have been.
- The DfE expect a range of evidence to support LA plans to include a full breakdown of specific budget pressures on DSG funded services locally that have led to the LA incurring a cumulative DSG deficit of over 1%.
- Where this has resulted from HN pressures information should include: -
 - Changes in demand for special provision over the last three years
 - How the LA has met that demand by commissioning places in different sectors (mainstream and special schools, further education and sixth form colleges, independent specialist provision and alternative provision)
 - If there have been any reductions in the provision for mainstream school pupils with HN.
 - An assessment and understanding of the specific local factors that have caused an increase in HN costs to a level that has exceeded the LAs HN funding allocations.
 - There should also be a plan to change the pattern of provision where this is necessary, as well as to achieve greater efficiency and better value for money in other ways, together with evidence of the extent to which the plan is supported by schools and other stakeholders.
- Evidence should include a detailed recovery plan showing how the LA intends to bring its DSG reserve into balance within three years, showing clearly how expenditure will be contained within future funding levels
- If the LA judges that it cannot recover the whole of its cumulative DSG deficit within three years, it should explain the reasons for this.
- If the LA wishes to defer recovery of some of the cumulative deficit, it should show in its recovery plan that it is able to at least contain its expected in year

expenditure within its expected in year DSG income by the end of the three-year period.

- Evidence on DSG transfers should include: -
 - Details of any previous movements between blocks.
 - What pressures those movements covered.
 - Why those transfers have not been adequate to counter the new cost pressures.
 - Assumptions on assumed future transfers between blocks of the DSG, if permitted in future years, and evidence of support from the schools forum and wider school community for these.

4. CURRENT POSITION

4.1 DfE Advice

- The LA has sought further advice from the DfE on the requirement on LAs to complete the template.
- Their definition of 'deficit' for LAs refers to the overall actual cumulative reserve position as at 31st March 2019.
- If this is more or less than the 1% tolerance of an individual LAs gross DSG will determine the requirement for a formal template submission by the end of June 2019.

4.2 Current Position in WCC

- The final accounts process is still subject to external audit scrutiny and has yet to be fully completed.
- However, current indications show by drawing down all of the current DSG Reserve and other DSG adjustments to support the current high needs overspend the deficit on the DSG Reserve as at 31st March 2019 will be within the 1% tolerance.
- Although some of the DSG Reserve was earmarked for other issues as there is a structural ongoing high needs deficit it will need to be allocated as such.
- So on this basis, there will be no need for a formal submission to the DfE this year but with the current HN position an internal recovery plan will still be required and potentially a formal submission at the end of June 2020.
- The actual final position on the DSG will be brought to the WSF to its meeting on 4th July 2019 as usual.

5. RECOMMENDATIONS

5.1 The WSF notes and discuss the consultation outcomes and impact of the DfE policy position.

5.2 The WSF discusses the required actions.

Andy McHale
Service Manager Funding and Policy
Children, Families and Communities

May 2019

Please complete this recovery plan template outlining how you will bring your DSG deficit back into balance within a 3 year time frame. Please complete all relevant fields and return the completed recovery plan to financial.management@education.gov.uk.

You may wish to include brief supporting attachments with your request such as forum minutes (if links not available) - these can be added towards the bottom of this page. Spreadsheet calculations should be included on the **Financial Summary** tab.

Local Authority	
Local Authority number	
Does schools forum agree with this recovery plan and when was it presented to them?	
If yes, please provide link(s) to the minutes and action plans from the schools forum agreement	

What plans have you put in place to reduce the deficit in increments over the next 3 years?

Word count: 0

Can you specify how continuous improvement has reduced the deficit/ is going to reduce the deficit? This could include sharing best practice, new contracts, efficiency savings

Word count: 0

Please provide details of any previous movements between blocks, what current cost pressures those movements covered, and why those transfers have not been adequate to counter the new cost pressures

Word count: 0

Please provide details of contributions coming from the health and social care budgets towards the cost of high needs provision

Word count: 0

Please explain how the LA has discharged its duties under the Equality Act 2019, C&F Act 2014 and common law to consult with those affected by the changes proposed

Word count: 0

Please include a summary of the savings/and or measure you propose to implement over the next three years which will reduce the overspend.

S1	S1 -
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Please discuss the local circumstances that have contributed to your deficit. Please provide a brief summary of the pressures in the box below and transfer the forecast spend in this area on the financial summary tab via the appropriate link. Local authorities should consider providing budget pressures in the following areas:
 A) mainstream schools; B) state-funded special schools,
 C) further education and sixth form colleges,
 D) independent specialist provision; E) alternative provision

P1	P1 -
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Please provide any further detail here if required, including any attachments that support your recovery plan and any disapplication reference number.

Contact Name	
Job Title	
Email address	
Date	

For Official use only

Recovery Plan number	
ID	
DfE Response to Plan	
Details of the Decision	

Name	
Date	
Type of Notification	

Further Information	
High Needs Funding Arrangements	Information for local authorities and institutions about high needs funding arrangements for 2019 to 2020.
High Needs Benchmarking Tool	Information for local authorities about strategic reviews, funding of high needs provision for children and young people with SEND and the High Needs benchmarking tool.

REPORT TO THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
DfE CALL FOR EVIDENCE ON THE PROVISION FOR SEND AND ALTERNATIVE
PROVISION (AP): HOW THE FINANCIAL ARRANGEMENTS WORK

1. PURPOSE

1.1 To advise the WSF on the above DfE consultation.

1.2 For the WSF to consider the issues and any required actions.

2. BACKGROUND

2.1 On 3rd May 2019 the DfE issued a consultation document on the above issue. The details are contained in the attached link: -

<https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/>

2.3 There is an accompanying document detailing the issues for consideration together with an online survey for completion. Responses are required by **31st July 2019**.

3. DfE ACCOMPANYING DOCUMENT – KEY ASPECTS

3.1 Overall Issues

- The DfE have received many representations concerning the adequacy of funding for special needs and they understand that the overall amount of funding available is the most pressing concern for many schools and LAs.
- The DfE state that the total funding available for high needs will be carefully considered in the forthcoming spending review.
- This call for evidence is not directly about how much funding is needed or about the statutory processes for meeting complex needs.
- It is intended to focus on a related issue how the current available funding is distributed, and what improvements might be made in future.
- It seeks information about whether there are aspects of the funding system that are driving up costs without improving outcomes for the young people concerned and financial arrangements that may not be helping to get the most value from the resources available.
- It will look at factors in the current funding system that may be contributing to the escalation of costs, without necessarily securing better long-term outcomes for pupils and students.
- It will also explore aspects of the funding system for pupils who are excluded as well as the funding of alternative provision (AP) and the post-16 funding arrangements for SEND.

3.2 Mainstream Schools

- The DfE are seeking views on whether LAs schools funding formulae are directing funds appropriately to enable schools to support their pupils with SEND.
- In particular, could the Low Prior Attainment (LPA) factor be improved to: -

- Distinguish between pupils who are very close to national expectations.
- Consider for those who are working well below these, the possibility of tiering this element of funding to target pupils with lower attainment in mainstream assessments and, by proxy, pupils with more complex SEND.
- Exploring options for making this change from 2021-22.
- Obtain views on the expectation that schools pay for the costs of SEND support of up to £6,000 in the delegated budget before accessing extra funding.
- Obtain views on how helpful it is to continue with the current arrangements on the need to identify a notional SEND budget as part of the national funding formula for schools.
- Obtain views on whether the special education provision currently made – i.e. that is ordinarily available – is sufficiently clear for parents and how that is communicated.

3.3 Alternative Provision (AP) and Risk of Exclusion

- Seeking information on whether the current funding arrangements: -
 - Empower LAs, schools and providers to intervene early for children at risk of exclusion from school.
 - Provide high quality AP and to take collective responsibility for delivering best value from the funding available for AP from the high needs and schools' budgets.

3.4 Further Education

- Obtain views on whether there are other aspects of the financial arrangements that are acting as a barrier to young people accessing the support they need, regardless of the amount of funding available.
- Whether there are ways in which the operation of the funding system is inhibiting the achievement of good outcomes, adding to the cost pressures on LAs high needs budgets without preparing young people for adulthood.
- Obtain evidence that the funding or financial arrangements that currently apply to post-16 and post-19 provision are causing decisions to be made that are both unhelpful in securing the best outcomes for the young people concerned and adding to the costs of provision.

3.5 Early Intervention and Adulthood

- Obtain evidence on the extent to which: -
 - The financial and funding arrangements are driving the escalation of costs.
 - There is prevention to those making spending decisions from taking an 'invest-to-save' approach that leads to better outcomes and ultimately to reducing costs.

3.6 Partnership Working

- Consider how clinical commissioning groups in the NHS, budget holders within the same LA and schools – should be encouraged to work together to contribute to meeting children's medical needs while they are at school.
- Need to explore financial arrangements that would help to encourage budget holders to: -
 - Share their resources and use appropriate pooling arrangements to most effectively meet the complex needs
 - Improve the outcomes – of children and young people without arguments over who should pay for what.

- Avoid taking inappropriate action to pass costs on to others, where this simply moves the cost pressures elsewhere and does not help to address the problem.
- Strengthen joint leadership and strategic commissioning of services.
- Obtain views on what changes the DfE might consider, within the overall funding and financial system, and recognising the budgetary boundaries that exist, to encourage the collaborative working that is so important for meeting the complex needs of children and young people.

3.7 Other

- The DfE are interested to understand whether any aspects of the financial and funding arrangements, not covered in the previous sections of the document, are creating perverse incentives for decision-makers across the system.
- The DfE contend it would also be helpful to have views on those aspects of the current funding system that are actively helping the right decisions to be made, so that the DfE can make sure that they are not changed.

4. DfE ONLINE SURVEY

4.1 To see the actual questions respondents need to complete the on-line survey but they cover all the aspects in section 3 above.

4.2 The sections are as follows: -

- Questions 1 to 15 – Schools
 - The provision for most children and young people with SEND is made in mainstream schools is on how that provision is funded, including some technical aspects of the funding arrangements.
 - As there is a continuum of provision the DfE want to gather evidence from special schools making provision for pupils with more complex SEND.
- Questions 16 to 19 – Responses from those making Alternative Provision (AP).
- Questions 20 to 25 – Responses from those working with young people with SEND aged 16 and over.
- Questions 26 to 28 – Other system-wide aspects of the funding arrangements that may be working against the realisation of the ambition to achieve for young people with SEND, which is the same as for every other child and young person.

5. RECOMMENDATION

5.1 The WSF notes and discuss the consultation aspects and any required actions.

Andy McHale
 Service Manager Funding and Policy
 Children, Families and Communities

May 2019

REPORT TO THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
HIGH NEEDS UPDATE – TASK AND FINISH GROUP MEETINGS

1. PURPOSE

1.1 To advise the WSF on the current position on the work of the High Needs (HN) Task and Finish Group.

1.2 For the Interim Group Manager SEND to brief the WSF on the issues.

1.3 For the WSF to consider the group's continuing work programme.

2. BACKGROUND

2.1 The WSF commissioned the above task group to consider the significant operational and budgetary issues for the HN DSG.

2.2 Representation has been sought from all sectors and HN providers to be part of the group discussions, research and future planning. This has involved colleagues from within and outside of the WSF but not all sectors.

2.3 The group has been supported and advised by Penny Richardson the Interim Group Manager for SEND and David Monger an external SEND consultant who has specific expertise in HN operational and funding schemes.

3. TASK AND FINISH GROUP MEETINGS

3.1 Until now, the group has met 3 times to discuss a range of aspects relating to HN operational and funding matters.

3.2 The initial meeting was held on 11th March 2019 the notes of which are attached at **Appendix A**. The meeting considered: -

- Membership of the Group.
- Draft Terms of Reference.
- National Contexts for Consideration from ISOS, F40 Group and National Benchmarking.
- External Support Work Scope.
- Potential Reporting Arrangements and Timescales.

3.3 The second meeting was held on 9th April 2019 the notes of which are attached at **Appendix B**. The meeting considered: -

- National Developments: -
 - Outcomes of the DfE Consultation for Reporting Deficits of the DSG.
 - Judicial Review into Cuts to SEND Funding.
- Recovery Plan Issues Progress Report.

3.4 The third meeting was held on 14th May 2019 the draft notes of which are attached at **Appendix C**. The meeting considered: -

- Further Advice on the DfE Requirements for Reporting Deficits of the DSG.
- DfE Call for Evidence on the Provision for SEND and Alternative Provision: How the Financial Arrangements Work.
- Discussion Paper on the Principles for High Needs Funding Scheme.
- Recovery Plan Issues.
- Reporting to the WSF 23rd May 2019.

3.5 Worcestershire's financial position for the HN DSG is extremely acute and is a major budgetary issue for the DSG and County Council. Although the significant overspend in 2018-19 has been nearly fully contained by the drawdown of all the DSG reserves and other DSG adjustments a considerable structural deficit remains in 2019-20. This is mainly across the areas of all provider place and top up funding, out county placements and post 16/post 19 provision. Demand is continuing to increase in all these key areas.

3.6 The national profile and discussion on this area has grown and continues to have significant attention from all the key stakeholders. It is clear from the work and discussions so far there is insufficient funding in the HN system given the impact of the national policy changes since 2014. This national issue will require a long-term solution and fundamental changes in operational and financial practice by the DfE, LAs, schools and specialist providers as well as additional DSG funding.

4. RECOMMENDATIONS

4.1 The WSF notes and discusses the issues and work undertaken and completed so far.

4.2 The WSF considers the future work issues and timelines.

Andy McHale
Service Manager Funding and Policy
Children, Families and Communities

May 2019

NOTES OF THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
HIGH NEEDS TASK AND FINISH GROUP
11th MARCH 2019

IN ATTENDANCE

WCC

Nick Wilson (NW) (Chair) – Interim Assistant Director Education and Skills
Penny Richardson (PR) – Interim Group Manager SEND
Andy McHale (AMcH) – Service Manager Funding and Policy Education and Skills
Caroline Brand (CB) – Finance Manager Children, Families and Communities

External Support

David Monger (DM) – SEND Consultant

WSF

Nathan Jones (NJ) – HT Meadow Green Primary
Viv Cranton (VC) – CEO The Black Pear Trust
Jeff Robinson (JR) – Governor and Chair Hanley and Upton Educational Trust
Deb Rattley (DR) – HT Chadsgrove Special School
John Bateman (JB) – Governor and Chair Aspire AP

1. WELCOME AND INTRODUCTIONS

Group members introduced themselves.

2. APOLOGIES

Lorraine Petersen (LP) – WSF Governor SEND representative
John Lines (JL) – Heart of Worcestershire College SEND

3. MEMBERSHIP OF THE GROUP

3.1 Group discussed the need to widen the membership to include the Early Years and Secondary Sectors. WASH to be approached again and EY WSF representatives to be contacted.

ACTION – AMcH

3.2 Consideration of parental and provision planning/accommodation input later in the process supported.

4. DISCUSSION ON THE WSF TASK AND FINISH GROUP REMIT

4.1 General Issues

- Links to review of practice across the local area and outcomes of SEND inspection.
- Remit is to look at the contributing factors to the budget position and plans to mitigate the pressures.
- Is there enough system knowledge to change the current position?

4.2 Budget Position

- HN budget overspend projection in 2018-19 of at least £9m against an allocation of £40m.
- DSG reserves of £5.2m not all earmarked for HN and additional one-off grant in 2018-19 of £1.2m – so anticipating a DSG deficit at the end of 2018-19.
- There is not enough funding for LAs and their providers – this is a consequence of an underfunded national policy.
- There is no WCC recovery plan in place – DfE consultation on managing DSG deficits yet to report on the outcomes.
- Most LAs are overspending so position not unique to WCC – no real correlation to low funded LAs.
- Financial pressures on schools particularly for staffing costs impacting particularly on SEND.
- Impact on LA budget funded services for SEND Team and Transport.

4.3 Provider Issues

- Demand management and inclusivity issues in schools.
- Schools are not driving the direction of travel – system on EHCPs is 'broken'.
- Concern on the system as view is that current practice is not working.
- Disparity around the use of 'ordinarily available' replacing SA and SA+.
- Significant lack of EP support so no early intervention – more resource is required here and for prevention.
- More stability and predictability recently being experienced.

5. DRAFT TERMS OF REFERENCE

5.1 Considered by group and comments made: -

- Under 2.1 the right balance and amount of specialist support service not consistent across WCC.
- Under 2.2 aspects of costs to be made by partners is crucial e.g. health, specialist equipment and this varies significantly nationally.
- Under 2.3 details the requirement of WCCs Chief Financial Officer in bringing the budget into balance.
- Annex A objectives noted and supported.

6. NATIONAL CONTEXTS FOR CONSIDERATION

6.1 ISOS

- Level of deficits across LA areas noted – West Midlands -7%.
- Conclusions in reports pages 32-33 and 48-50 supported – no easy answers on the solutions for all LAs and most have not addressed the issues
- It is a national problem requiring a national government solution.
- Is the DSG picking up costs previously funded by Adult Social Care given the post 19 remit?
- HN Block has not been increased to pick up the post 19 agenda.

6.2 F40 Group

- Issues noted and analysis of current position across F40 LAs interesting and varied – some in a better position than WCC so much worse.

- Interesting variation across LAs on the Schools Block DSG transfer requests and the Secretary of State decision making.
- HN Block DSG although under the NFF 50% is still allocated using the historic allocation pre NFF baseline.

6.3 School Financial Success

- Issues noted.

6.4 Society of County Treasurers

- As with F40 group issues noted along with variances between LAs.

7. EXTERNAL SUPPORT WORK SCOPE

7.1 Work programme noted and supported.

7.2 Group discussed section 5 outline framework and indicated this was key with the need to look at: -

- Current position.
- Future demand and projections.
- Trends – ages and providers.
- Costs for all types of provider.
- High Needs Bandings – costs and descriptors.
- Variations between phases together with mainstream and special.

8. REPORTING ARRANGEMENTS, TIMESCALES AND FUTURE MEETINGS

8.1 This to be dependent on WCC and DfE requirements.

8.2 Following agreed: -

- Programmed meeting 9th April – current analysis and initial draft plan
ACTION DM
- Further meeting 14th May 1.30pm Kidderminster Room, County Hall – potential draft action plan
ACTION PR/DM
- Progress to WSF meetings already programmed on 23rd May for draft action plan and 4th July for any DfE submission required.
ACTION PR/DM

NOTES OF THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
HIGH NEEDS TASK AND FINISH GROUP
9th April 2019

IN ATTENDANCE

WCC

Penny Richardson (PR) (Chair)– Interim Group Manager SEND

External Support

David Monger (DM) – SEND Consultant

WSF

Nathan Jones (NJ) – HT Meadow Green Primary

Viv Cranton (VC) – CEO The Black Pear Trust

Jeff Robinson (JR) – Governor and Chair Hanley and Upton Educational Trust

Deb Rattley (DR) – HT Chadsgrove Special School

John Bateman (JB) – Governor and Chair Aspire AP

John Lines (JL)- SEND Heart of Worcestershire

Lorraine Petersen- WSF Governor SEND representative

APOLOGIES

Nick Wilson (NW) – Interim Assistant Director Education and Skills

Andy McHale (AMcH) – Service Manager Funding and Policy Education and Skills

Caroline Brand (CB) – Finance Manager Children, Families and Communities

1. Matters arising from the notes of the meeting held on 11th March 2019

1.1 The Group discussed the need to widen the membership to include the Secondary Sector. PR agreed that WASH should be approached again.

2. National Developments

2.1 The Group noted the DfE's recent announcement regarding High Needs Recovery Plans for those LAs exceeding their HNF by more than 1% of the DSG as a whole.

2.2 PR recommended the commentary on High Needs Funding available at <https://schoolfinancialsuccess.com/high-needs-funding-in-crisis/> . Members of the group also recommended a report by the Education Policy Institute available at <https://epi.org.uk/publications-and-research/high-needs-funding-overview/> .

3. Recovery Plan Issues Progress Report

3.1 The group considered the context and delivery plan for the High Needs Recovery Plan.

3.2. HNF was under increasing pressure nationally. Within four years the system has moved from a net surplus to a deficit of at least £314 million and more likely a deficit of between £400 and £500 million pounds. The majority of local authorities are in deficit on their high-needs block, believe high needs spending pressures will continue to rise, and have little confidence in their ability to balance budgets going forward. The significant additional investments that have been made in high needs spending, from schools' block money and by drawing down on reserves, have propped up the system, delayed the impact and masked the extent of the difficulty. But now more and more councils are reporting that their reserves have gone.

3.3 WCC is in line with national, regional and statistical neighbour averages with regard to the percentage of its pupil population with EHCPs. However, there is a clear disparity in the pattern of placements: WCC places substantially more pupils in specialist settings than any of the benchmark averages, 47.4% compared to an English average of 39.8%. WCC places fewer pupils in mainstream schools, 22.5% compared to an English average of 34.5%. Members of the group felt that the issue of levels of inclusion were particularly marked in the secondary sector and there were challenges to be addressed in terms of management behaviour and curriculum offers if the current situation were to be improved.

3.4. The LA struggled to provide the required level of challenge as it lacked the specialist professional services to intervene, as EPs and specialist teachers were fully traded services.

3.4. Members noted that Worcestershire has a high proportion of EHCPs in the post-16 sectors, i.e FE and Sixth Form Colleges: 16.1% compared to a national average of 13.2%. The group asked whether this was affected by the level of Health and Social Care services available, particularly post-19.

3.5. The group accepted that the HNF needs redesign to improve cost efficiency, monitoring and accountability, and forward planning. The draft delivery plan was agreed and it was recognised that this was a challenging task and timescale.

4. Date of next meeting

4.1. The next meeting has been set for 1.30pm on Tuesday 14th May in the Kidderminster Room, County Hall.

**DRAFT NOTES OF THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
HIGH NEEDS TASK AND FINISH GROUP - 14th MAY 2019**

IN ATTENDANCE

WCC

Penny Richardson (PR) (Chair) – Interim Group Manager SEND
Andy McHale (AMcH) – Service Manager Funding and Policy Education and Skills
Fran Kelsey – Adult Services Lead Commissioner LD

External Support

David Monger (DM) – SEND Consultant

WSF

Nathan Jones (NJ) – HT Meadow Green Primary
Viv Cranton (VC) – CEO The Black Pear Trust
John Bateman (JB) – Governor Aspire AP
John Lines (JL) – SEND Heart of Worcestershire College

APOLOGIES

Nick Wilson (NW) – Interim Assistant Director Education and Skills
Caroline Brand (CB) – Finance Manager Children, Families and Communities
Jeff Robinson (JR) – Governor and Chair Hanley and Upton Educational Trust
Deb Rattley (DR) – HT Chadsgrove Special School
Lorraine Petersen – WSF Governor SEND representative

1. Matters arising from the notes of the meeting held on 14th May 2019

1.1 Secondary sector representation still to be followed up.

2. Further Advice on the DfE Requirements for Reporting Deficits of the DSG

2.1 AMcH advised the DfE "deficit" terminology refers to the overall cumulative reserve position as at 31st March 2019, which for WCC is likely to be less than the 1% tolerance of the gross DSG.

2.2 On this basis there will be no need for a formal submission to the DfE this year but with the current HN structural deficit an internal recovery plan will still be required and potentially a submission next year.

3. DfE Call for Evidence on the Provision for SEND and Alternative Provision: How the Financial Arrangements Work

3.1 PR advised on the issue which has a response date by 31st July 2019.

3.2 This would be discussed further at the WSF on 23rd May 2019 including how a response could be made.

3.3 AMcH advised the consultation is a series of on-line questions relevant to different groups e.g. LAs, different types of provider, etc so a collective response could be difficult. The group felt it was crucial to say something on inadequate resources.

3.4 The group noted the Chief Secretary to the Treasury comments on the CSR would prioritise SEND, so responses to the call for evidence from a range of key stakeholders was crucial.

4. Recovery Plan Issues

4.1 PR tabled an example of recovery plan issues for reducing the reliance on Out County places. It was clear there was a need to break the link of this type of provision becoming a 'school of choice'.

4.2 Issues for consideration included a 'field force' to de-escalate places from such providers and management of cases for potential return to LA provision. The group noted the lack of LA provision, education picking up care, health and sometimes adult costs together with the need for looking at pupils 2/3 years away from FE to see what can be provided at the most effective cost.

4.3 It was noted there needs to be a rationale for the future particularly if the LA is looking to move resource from the Schools Block DSG as all schools are under significant pressure financially. The group noted the constraints on DSG block transfers. The group discussed concerns that pressure on school budgets generally is meaning reductions to schools supporting SEND.

4.4 The group noted the requirement to devise a recovery plan in terms of operational and resource management, doing things differently, etc and that the DfE template would be a useful tool to complete for discussion at the WSF.

4.5 DM advised that funding for HN in WCC is historically low and the DfE are not making any declarations of HN policy change at this stage.

5. Draft Paper for Discussion: Principles for a HN Funding Scheme

5.1 DM introduced the draft and advised it was the first part of a paper for discussion with the group with a view to extend this to representative groups. There was a need to discuss the underlying issues including a banding system, SEND operational and administrative, financial impact, potential for resource drift, etc.

5.2 The group noted there was a need in particular, to enhance the band descriptors and consideration of this on the 'ordinarily available' graduated response.

5.3 The group supported engaging the wider audience as discussed.

6. Reporting to the WSF

6.1 AMcH to write a brief summary of the group meetings so far to share with the WSF at its meeting on 23rd May 2019.

6.2 PR/DM to produce a draft recovery plan using the DfE template and other backing papers for consideration by the WSF at its meeting on 4th July 2019.

Date of Next meeting - 11.30am on Tuesday 18th June 2019,
Bromsgrove Room, County Hall.



The Headteacher
All Maintained Mainstream Schools

28 February 2019

Dear Colleague,

SCHOOLS BLOCK FUNDING ALLOCATIONS FOR THE FINANCIAL YEAR 2019-2020

The Schools Block funding allocations and estimated Pupil Premium Grant allocations for the financial year 2019-20 have today been uploaded to the Children's Services Portal.

Schools Block - Actual Allocation

The Schools Block allocations are based on a single pupil count using data collected from the October 2018 Schools Census and other prescribed DfE data sets from 2018. There may be minimal changes to pupil numbers as a result of the DfE's audit process, with adjustments made if the changes affect your school. **This allocation will not be subject to any further in-year adjustments.**

The Schools Block units of resource for the local schools funding formula were approved by the County Council Cabinet on 14 December 2017. These are based upon the revised local schools funding formula approved following the Autumn Term 2017 local funding consultation to reflect as far as is affordable and practicable the National Funding Parameters (NFF) set by the DfE.

Compared to 2018-19, schools will see changes to their allocations for the following:

- A revised Dedicated Schools Grant (DSG) allocation and local funding formula for 2019-20 now being based upon the DfE NFF year 2 methodology.
- Changes in DfE data sets and pupil numbers between the October 2017 and October 2018 figures which have to be used for the actual 2019-20 Schools Block allocation.

The Minimum Funding Guarantee (MFG) is set at the +0.5% per pupil and the cap at +3.0% per pupil on the 2018-19 baseline to reflect the NFF year 2 parameters. The DfE no longer restrict the use of a cap on gainers so it can only be set at a level which is sufficient to fund the cash requirement of the MFG. As such it is set in line with the NFF parameters. However, schools will see changes to the DfE NFF illustrations issued in September 2018 as these were based upon the October 2017 data.

Please note the MFG continues to be a per pupil **NOT** a cash protection. In line with the NFF parameters all schools will see an increase in **PER PUPIL FUNDING** of at least 0.5%. However, some will be capped at +3.0% per pupil and others will be between the two limits. As in previous years even with the local formula being based upon the DfE NFF parameters the MFG **WILL NOT** provide protection for schools from significant data changes. So schools experiencing reductions in pupil numbers from 2018-19 or other significant data changes such as reductions in deprivation (FSM and IDACI), low prior attainment, etc. will see a corresponding budget reduction; the LA is unable to include a local factor to protect for falling rolls and other such data changes. Conversely schools with increasing pupil numbers and other data requirements will see a budget increase.

Caroline Brand
Finance Manager
Children, Families
and Communities

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WR5 2YA

The LA has to include all the DfE prescribed data sets from October 2018 in the local schools funding formula for 2019-20. At its meeting on 16 January 2019 the Worcestershire Schools Forum (WSF) requested that the LA use as required the new prescribed data sets for allocating the Schools Block DSG 2019-20. This has confirmed the Schools Block DSG 2019-20, using the local schools funding formula units of resource, based upon the DfE NFF parameters, approved by County Council Cabinet on 14 December 2017, is now fully committed in the local schools funding formula 2019-20 and in the Central Services Schools Block. As a consequence, there is **no unallocated** Schools Block DSG remaining.

High Needs Funding Allocations

Initial allocations for those pupils entitled to High Needs funding will be made, as required by the DfE, by the 28 February 2019. For those schools with autism bases or resource units this will include either the £6,000 or £10,000 per commissioned place depending on if the pupils is registered within your school or not and the number of places agreed by the LA.

Funding for High Needs Top up Element 3 will be allocated as required to those schools with such pupils. Schools are reminded that funding for High Needs top up will be adjusted and vary during the year depending upon the movement of such pupils. Indicative allocations will be provided for budget purposes only based upon information as at 22 February 2019.

Schools with Early Years Settings

Funding for the free nursery education entitlement is determined by the Early Years Single Funding Formula (EYSFF) approved in March 2017. By the 31 March 2019 you will receive an indicative budget allocation for the financial year 2019-20 based upon the EYSFF. This allocation will continue to be amended termly to reflect actual numbers on roll and hours of attendance throughout the financial year.

Pupil Premium Grants

Each Primary Free School Meal (FSM) Ever 6 pupil will continue to attract funding of £1,320, with each Secondary FSM Ever 6 pupil still attracting funding of £935. In addition, a child recorded as a Service Child or with a parent receiving a war pension on any January census from 2014 (Ever 3) will attract £300.

These indicative grant allocations are based on your actual funding for financial year 2018-19. The actual allocations will not be confirmed until the January 2019 School Census data has been audited and agreed by the DfE later in the summer term. The actual allocations will then be paid over in four instalments, when the LA receives the grant from the DfE. We anticipate that the first instalment will be paid in June 2019, with the remaining instalments being paid in September 2019, December 2019 and at the end of the financial year.

Children Looked After within the County will attract £2,300 of Pupil Premium funding in 2019-20. Responsibility for allocating this funding still remains with the Local Authority's Virtual School Headteacher. Schools operating with maintained and non-maintained early years provision will also continue to receive up to £300 Pupil Premium for eligible children in 2019-20.

Key Budget Planning Considerations

Inflationary pressures continue to be experienced particularly in relation to pay costs. We would recommend you budget for anticipated future teachers' pay awards from September 2019 and for the pay award for support staff from 1 April 2019.

Schools will also need to budget for the increased cost for employer contributions for the TPS from September 2019. The DfE have recently consulted upon supporting the increased cost. However, there are no further details at this stage so for budget planning no income assumptions can be made.

All staffing projections provided by the Liberata Schools Finance Team will include these anticipated awards and increased employers' contributions for NIC and pension contributions. Details of the pension back funding charges for 2019-20 will be sent in a separate letter within the next two weeks.

Budget Setting

All schools are required to complete an actual budget plan for the coming financial year. This must be submitted by 1 May 2019. Please ensure that your Governors' meeting is scheduled so that this deadline can be achieved.

The 2019-20 budget plan can be submitted via Collaborative Planning. Training has been made available to all schools and those who are yet to undertake training should contact Liberata Schools Finance Team urgently. Details of remaining sessions have been communicated via email, the weekly newsletter and are available on ConnectEd. Alternatively, schools can submit their budget plan by using the budget planning booklet, you will be able to get support for staffing projections from Liberata if you are using the booklet.

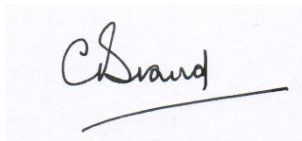
Budget plans must be approved by the Full Governing Body unless this action is delegated to the Finance Sub-committee. It is important to stress that any decision to delegate the budget plan approval to the Finance Sub-committee must be evident in your Finance Policy and Governors' minutes.

If your 2019-20 actual budget plan indicates a deficit balance, please email Statutory Schools Finance Team on SFT@worcestershire.gov.uk for a Deficit Budget Approval form.

If you buy back support through Liberata's Service Specification and would like to arrange a budget meeting or to discuss your budget plan, please contact Liberata's Schools Finance Team on WCCSchoolsFinance@Liberata.com. Please share the details of this letter with your Governors.

If you would like to discuss any of the items raised in this letter in more detail, please do not hesitate to email me.

Yours sincerely

A handwritten signature in black ink, appearing to read 'C Brand', with a horizontal line underneath it.

Caroline Brand
Finance Manager – Children, Families and Communities

Local Authority Funding Reform Proforma

LA Name:	Worcestershire
LA Number:	885

Total DSG schools block allocation	£23,314,000.00
Total Funding For Schools Block Formula as a percentage of DSG schools block allocation	100.00%
Total funding allocated to schools as a percentage of DSG schools block allocation	99.61%
Total funding allocated to growth and falling rolls as a percentage of DSG schools block allocation	0.39%

Premises costs to exclude from allocation when calculating the minimum funding level	Mobility	Rates	PFI	Split Sites
	No	Yes	Yes	Yes
Primary minimum per pupil funding level	Secondary (KS3 only) minimum per pupil funding level		Secondary (KS4 only) minimum per pupil funding level	Secondary (KS3 and KS4) minimum per pupil funding level
£3,500.00	£4,600.00		£5,100.00	£4,800.00

Pupil Led Factors

Description	Reception uplift	Pupil Units				Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
	No	0.00								
1) Basic Entitlement Age Weighted Pupil Unit (AWPU)		Amount per pupil	Pupil Units							
Primary (Years R-6)		£2,746.99	44,048.00		£120,999,416	£238,309,522	37.64%	5.00%	5.00%	
Key Stage 3 (Years 7-9)		£3,862.65	17,851.00		£68,952,165					
Key Stage 4 (Years 10-11)		£4,385.81	11,026.00		£48,357,941					
2) Deprivation		Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
FSM		£440.00	£440.00	5,228.94	3,041.00	£3,638,774	£21,546,027	6.70%	50.00%	50.00%
FSM6		£540.00	£785.00	8,299.87	6,371.32	£9,483,412			50.00%	50.00%
IDACI Band F		£200.00	£290.00	3,625.37	2,271.58	£1,383,832			100.00%	100.00%
IDACI Band E		£240.00	£390.00	2,135.28	1,389.94	£1,054,544			100.00%	100.00%
IDACI Band D		£360.00	£515.00	2,579.47	1,627.57	£1,766,807			100.00%	100.00%
IDACI Band C		£390.00	£560.00	2,061.10	1,204.55	£1,478,379			100.00%	100.00%
IDACI Band B		£420.00	£600.00	2,275.27	1,388.18	£1,788,523			100.00%	100.00%
IDACI Band A		£575.00	£810.00	908.46	530.11	£951,755	100.00%	100.00%		
3) Looked After Children (LAC)	LAC X March 17	£0.00		546.59		£0		0.00%	0.00%	
4) English as an Additional Language (EAL)	EAL 3 Primary	£515.00		2,320.38		£1,194,994	£1,532,531	0.48%	0.00%	
EAL 3 Secondary		£1,385.00		243.71		£337,538			0.00%	0.00%
5) Mobility	Pupils starting school outside of normal entry dates	£0.00	£0.00	275.00	14.60	£0		0.00%	0.00%	0.00%
6) Prior attainment	Description	Weighting	Amount per pupil (primary or secondary respectively)	Percentage of eligible pupils	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
Primary Low Attainment			£1,022.00	34.55%	15,216.92	£15,551,693	£25,912,523	8.06%	100.00%	
Secondary low attainment (year 7)	63.59%	£1,550.00	24.19%	6,684.41	£10,360,830					
Secondary low attainment (year 8)	58.05%		24.09%							
Secondary low attainment (year 9)	48.02%		24.40%							
Secondary low attainment (years 10 to 11)			21.41%							

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)
7) Lump Sum	£110,000.00	£110,000.00			£24,924,167	7.75%	10.00%
8) Sparsity factor	£25,000.00	£65,000.00	£65,000.00	£65,000.00	£181,988	0.06%	0.00%

Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum or the NFF weighting for any of the phases.

Distance threshold (miles)	Primary pupil number average year group threshold	Secondary pupil number average year group threshold	Middle school pupil number average year group threshold	All-through pupil number average year group threshold	Fixed, tapered or NFF sparsity primary lump sum?	Fixed, tapered or NFF sparsity secondary lump sum?	Fixed, tapered or NFF sparsity middle school lump sum?	Fixed, tapered or NFF sparsity all-through lump sum?
2.00	21.40	120.00	69.20	62.50	Fixed, tapered or NFF sparsity primary lump sum?	Tapered		
3.00						Tapered		
2.00							Tapered	
2.00								Tapered

9) Fringe Payments					£0	0.00%	
10) Split Sites					£565,300	0.18%	0.00%
11) Rates					£3,955,948	1.23%	0.00%
12) PFI funding					£2,472,739	0.77%	0.00%

13) Exceptional circumstances (can only be used with prior agreement of ESFA)

Circumstance	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)
Additional lump sum for schools amalgamated during FY18-19	£0	0.00%	10.00%
Additional sparsity lump sum for small schools	£0	0.00%	0.00%
Exceptional Premises	£369,441	0.11%	0.00%
Exceptional Circumstance4	£0	0.00%	0.00%
Exceptional Circumstance5	£0	0.00%	0.00%
Exceptional Circumstance6	£0	0.00%	0.00%
Exceptional Circumstance7	£0	0.00%	0.00%

Total Funding for Schools Block Formula (excluding minimum per pupil funding level, funding floor protection and MFG Funding Total)	£319,770,185	99.47%	
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14) Additional funding to meet minimum per pupil funding level	£1,698,537	0.53%	0.00%
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Total Funding for Schools Block Formula (excluding funding floor protection and MFG Funding Total)	£321,468,723	100.00%	
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15) Funding floor protection (select Yes if applying this protection)	No	£0	0.00%
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Total Funding for Schools Block Formula (excluding MFG Funding Total)	£321,468,723		
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16) Minimum Funding Guarantee	0.50%	£1,537,882	
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Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)	Yes		
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Apply alternative gains cap for schools gaining more than 15%?	No		
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Capping Factor (%)	2.59%	Scaling Factor (%)	100.00%
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As you have set your MFG at 0.5% the capping factor entered will cap gains above 3.09%

Total deduction if capping and scaling factors are applied	-£967,664		
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	Total (£)	Proportion of Total funding (%)	Notional SEN (%)
MFG Net Total Funding (MFG + deduction from capping and scaling)	£570,218	0.18%	0.00%
Total Funding for Schools Block Formula	£322,038,941		£55,305,349

High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)	£0.00
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Additional funding from the high needs budget	£200,000.00
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Growth fund (if applicable)	£1,275,059.39
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Falling rolls fund (if applicable)	£0.00
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Other Adjustment to 18-19 Budget Shares	£0
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Total Funding For Schools Block Formula (including growth and falling rolls funding)	£323,314,000
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% Distributed through Basic Entitlement	74.13%
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% Pupil Led Funding	89.37%
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Primary: Secondary Ratio	1 : 1.29
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Total funding for schools block formula contains funding from outside of the 2019-20 Schools Block allocation?	No
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REPORT TO THE WORCESTERSHIRE SCHOOLS FORUM (WSF)
REQUIRED CHANGES TO THE SCHEME FOR FINANCING MAINTAINED SCHOOLS

1. PURPOSE

1.1 To advise the WSF on the current position on the required changes to the above scheme for maintained schools.

1.2 For the WSF maintained school members to approve a revised version of the scheme.

2. BACKGROUND

2.1 The DfE issue from time to time changes to their Statutory Guidance for Schemes for Financing Maintained Schools.

2.2 The latest was issued on 5th February 2019 the details are contained in the attached link: -

<https://www.gov.uk/government/publications/schemes-for-financing-schools/schemes-for-financing-local-authority-maintained-schools>

2.3 LAs are required to incorporate any changes into their local schemes.

3. CHANGES FOR INCORPRATION INTO THE CURRENT SCHEME

3.1 These are detailed as follows: -

Note – the references below are to the section number in Issue 9 (March 2018) of this guidance and are made to reflect current DfE policy positions and changes in legislation.

- *Paragraph 1.4: added “It is also possible for the Secretary of State to make directed revisions to schemes after consultation. Such revisions become part of the scheme from the date of the direction”.*
- *Paragraph 2.1.4: added “The scheme should encourage schools to register anything that is portable and attractive, such as a camera”.*
- *Paragraph 2.4: changed title from “Efficiency and Value for Money” to “School Resource Management”.*
- *Paragraph 2.4: changed wording, including a change from “achieve efficiencies” to “effective management of resources”.*
- *Paragraph 2.10: removed “A scheme may invite schools to nominate suppliers for inclusion on lists of approved suppliers. The intention is to ensure that schools do not have to be subjected to unreasonable requirements as to authority counter-signature or use of an approved list, but also ensures that they should obtain at least three tenders or quotations for orders above a certain threshold”.*
- *Paragraph 2.10: removed “Authorities may issue lists of approved suppliers; but schools must not be compelled either directly or indirectly to use them. Authorities*

may wish to point out the advantages of using lists of approved suppliers, e.g. assurance on health and safety issues”.

- *Paragraph 2.10: added “Schools may seek advice on a range of compliant deals via Buying for schools”.*
- *Paragraph 2.14: removed generic references to legislation “School Premises Regulations and DfE Construction Standards, and health and safety legislation”, added references to specific legislation.*
- *Paragraph 2.16: removed advice that all local authorities with a delegated budget must submit the schools financial value standard form before 31 March 2013 and annually thereafter; replaced with advice that the form should be submitted before the end of the financial year.*
- *Paragraph 3.6: added “Schemes may also wish to permit the use of credit or charge cards. However, no interest charges should be incurred by the school, with balances fully cleared on a monthly basis”.*
- *Paragraph 5.1: added “However, where land is held by a charitable trust, it will be for the school’s trustees to determine the use of any income generated by the land”.*
- *Paragraph 6.2.2: changed “Other expenditure incurred to secure resignations where the school had not followed authority advice” to “Other expenditure incurred to secure resignations where there is good reason to charge this to the school (see Annex B)”.*
- *Paragraph 8.1: changed to explain the scheme should contain a provision barring the authority from discriminating in its provision of services on the basis of categories of schools, except in cases where this would be allowable under the school and early years finance regulations or the dedicated schools grant (DSG) conditions of grant.*
- *Paragraph 8.2: clarification provided on provisions to limit the term of agreement with a school to buy services or facilities from the authority.*
- *Paragraph 8.4: revised quoted legislation and updated expectation of monthly not annual returns.*
- *Paragraph 10.1: added “The evidence required to demonstrate the parity of cover should be reasonable, not place an undue burden upon the school, nor act as a barrier to the school exercising their choice of supplier”.*
- *Paragraph 11.11: clarification on how to fund early retirement and redundancy costs; changed “If the authority proposes to depart from this, then the scheme should contain a provision setting out the circumstances in which exceptions will be made” to “If the authority proposes to make local arrangements in accordance with the act, then the scheme should contain a provision setting out how this will work”.*
- *Section 13: updated to reflect changes to the Children and Families Act 2014; a school is no longer required to consult before establishing community facilities, and there is no longer a need for a school to be mindful of a local authority’s advice, under section 27 of the Education Act 2002.*
- *Paragraph 13.15: changed “Criminal Records Bureau” to “Disclosure Barring service”.*
- *Annex A: removed advice that an authority must publish a statement showing outturn expenditure “at both central level and for each school, and balances held in respect of each school”.*
- *Annex A: removed advice that each school must receive a copy of each year’s budget and outturn statements so far as they relate to that school or central expenditure.*

- *Annex C: updated in line with section 13.*

3.2 The LA has reviewed the current scheme and has incorporated the above changes as required and necessary as well as updating the list of maintained schools now covered by the scheme as at 1st May 2019.

4. RECOMMENDATIONS

4.1 The WSF notes and discuss the above changes.

4.2 The WSF maintained school members approves the required changes and for the posting of the revised version on the WSF website as required.

Andy McHale
Service Manager Funding and Policy
Children, Families and Communities

May 2019



Campaign for fair funding for schools

The f40 campaign group was launched more than 20 years ago with the central aim of influencing significant change in the way Government allocates funding to local authorities and schools. The group is made up of 42 local authorities who are among the lowest funded for education in England.

f40 seeks fairness and equal opportunities in education for all children, regardless of where they live, and wishes to see schools properly funded and equipped to enable them to provide a quality education to meet the future needs of Britain.

Under the current system, schools are not funded equitably. We recognise that those schools with pupils with higher additional needs should receive more funding, but the way this is applied across the country is inconsistent and unfair. Historically some schools are getting additional funding through a range of add-ons and protections and we believe that this is fundamentally wrong. All schools should receive the same core funding to allow them to operate successfully and to offer the best education possible to their pupils.

Following consultations in 2016 and 2017, f40 hoped that the case for fair funding for schools had been won as the Government agreed that the funding allocation system was unjustifiable and unfair. The introduction of a National Funding Formula and additional funding of £1.3billion for 2018-19 and 2019-20 were welcomed and f40 viewed the overall outcome as another step towards fairer funding.

However, regrettably, the group continues to have fundamental concerns about the new formula as some of the historic unfairness has been locked into the new formula. We believe the Government has replaced one unfair system with another.

The National Funding Formula falls short of what was expected, does not deliver true fairness and is, therefore, in need of fundamental change. Particular concerns are that the formula does not give enough basic entitlement to schools and allows too much for add-ons, enabling big differences in funding to occur between different local authorities and schools.

We are campaigning for:

Urgent changes to the National Funding Formula to make it fairer, more easily understood and transparent so that it meets the aspirations for equity set out in early consultations. We seek the removal of the historic inequalities and funding protections in the system, and the raising of basic entitlement to ensure the core cost of running a school are met.

An immediate increase of £2.3billion in the amount invested in schools to ensure there is sufficient to meet the cost pressures facing all schools and to allow them to operate successfully and provide quality education for all children, regardless of where they live. This must be index-linked.

An immediate injection of £1.4billion of additional funding to deal with a crisis in High Needs provision across the country. We also seek legislation to allow structural change in the way High Needs is managed by local authorities.



f40's Updated Proposal for a National Funding Formula for Schools - April 2019

1. Introduction

1.1. This document builds upon and updates the proposals for a fair funding formula that f40 first published in March 2016 and reflects the national discussion and the changing landscape of school funding. The f40 formula is a bottom up calculation of the costs of running a school in any part of the country. This version updates the values of the formula factors to 2018-19 (with estimates for 2019-20).

1.2. Since f40's initial proposals were published there has been an extensive consultation on the details of the government's proposed National Funding Formula and this updated paper deals with the impacts raised. It also takes account of the situation stemming from the general election held in June 2017.

2. Summary of Allocations

2.1. The National Funding Formula (referred to in this document as the NFF formula) has now been in existence for two years. The NFF is used to distribute funding to local authorities' subject to capping and floors, but each local authority (LA) is then free to distribute the funding to schools through a local formula. There is, however, the broad expectation that LAs will move their schools towards the NFF and that the NFF will become 'hard' at some point i.e. that the discretion for LAs will be removed. The NFF includes a floor of 3% on the baseline of 2017-18 below which no school can fall, and to help to pay for this a cap is applied which in the first year was 3%, with an additional 3% (making 6.09% in total) in the second year. The Department for Education (DfE) has stated that their 'end point' is that schools should never fall below the floor, but that the cap will be removed over time.

2.2. Following the general election of June 2017, the NFF also introduced 'minimum per pupil' funding levels (MppFL) of £3,500 for primary schools and £4,800 for secondary schools (with KS4 pupils), and latterly £4,600 for secondary schools without KS4 pupils (middle schools receiving a composite value from these). The funding within the calculation of the MppFL includes the total funding prior to funding for the floor, or MFG, and optionally less PFI, rates and split sites and with permission, mobility divided by the number on roll compared to the MppFL value for the phase.

Figure 1: Summary of DSG allocations from 2015-16 to 2019-20

	2015-16	2016-17	yr on yr increase	2017-18	yr on yr increase	2018-19	yr on yr increase	2018-19 to 2015-16	2019-20	yr on yr increase	2019-20 to 2015-16
Dedicated Schools Grant Allocations											
Schools Block	32,168,067,703	32,647,543,557		32,976,595,993		33,683,974,148			34,501,566,949		
Teachers Pay Grant (mainstream schools)	n/a	n/a				178,069,120			305,261,349		
Central Schools Services Block (inc growth fund)	included above	included above		117,000,000	some inc above	468,611,604			467,509,572		
Pupils in year	6,800,683	7,041,526		7,165,246		7,275,277			7,357,476		
Epp (exc CSSB where possible)	4,730.12	4,636.43	-1.98%	4,602.30	-0.74%	4,654.40	1.13%	-1.60%	4,730.81	1.64%	0.01%
	<i>(but central costs need to be found from this figure too)</i>										
comparative with central costs	4,730.12	4,636.43	-1.98%	4,618.63	-0.38%	4,718.81	2.17%	-0.24%	4,794.35	1.60%	1.36%

3. The case for a National Funding Formula

3.1 To briefly re-state the initial case for fundamental reform:

- The model prior to the NFF model had no rationale and was clearly unfair. Mainstream school funding had become more and more of a ‘mess’ with a tangle of funding caught up in the MFG and capping. There is no rationale for the funding of High Needs or Early Years either. A new start was needed.
- The inconsistencies in funding for individual schools with similar characteristics across the country were too great.
- A national formula for schools funding would minimise the problem of a child with similar needs attracting very different levels of funding if they attend a school on one side of a local authority boundary rather than another whilst recognising the different regional costs.
- Schools in low funded areas have inevitably had to prioritise meeting their core costs and have struggled to improve outcomes for vulnerable pupils as a consequence. Fair funding will enable schools to be judged fairly on the outcomes their pupils achieve.

3.2 Consideration of the implementation of the NFF between 2016 and 2019-20.

- Protection of better funded schools leaves the gap between the lowest funded and highest funded too great and constrains the true effect of the NFF.
- Schools and local authorities at the lower funding levels are still capped, meaning that LAs are not able to fund schools using the NFF.
- The application of Minimum per pupil Funding Levels is unfair, meaning that schools with medium levels of deprivation are being funded at the same levels as schools with little deprivation. MppFL is unnecessary if the NFF is properly funded and applied.
- Proper consideration needs to be given to aligning sparsity funding and the additional costs of essential rural schools (especially where the presumption against the closure of rural schools exists).
- The NFF is not clear what it is trying to achieve? There is not a clear understanding of what the government expects of schools compared to social care, mental healthcare and other SEND needs. The f40 formula provides funding for teaching and low level SEND but does not include funding to replace social care (e.g. working with families to support a child’s learning in schools). Children who come to school with problems at home are not and will not be ready to learn. Schools are not able to support all these needs but are being asked to solve them by the pressures and cuts that have taken place elsewhere in the whole system.

- There is no consideration in the NFF on fairly funding the cost of inclusiveness in schools so that schools with excellent high needs provision are not disadvantaged by the high cost of significant numbers of £6,000 high needs thresholds. This is an important factor in the emerging high needs funding crisis.

4 Key Principles

4.1 The f40 model is based on the following principles/features:

- It offers a formula for distributing the national schools' budget to local authorities based on a clear rationale: from 2020-21 education funding can be geared towards improving educational standards across the country rather than perpetuating an inequitable distribution of the national budget based on average funding values.
- The f40 national funding formula has, as its main building block, a core entitlement at pupil level. The formula enables a school to have access to similar resource levels for a child's basic classroom costs i.e. the share of a teacher and teaching assistant. The core entitlement reflects different needs and costs at the various Key Stages.
- The formula contains factors to reflect pupil level needs beyond the core entitlement (e.g. deprivation and high incidence SEN) and factors to reflect the needs of small schools that are necessary in a local authority's structure. The DfE will need to provide clarity about what needs and outcomes each factor is seeking to address.
- The formula does not contain funding to address social or health needs for pupils other than at the lowest, occasional counselling for a pupil, level. It is assumed that pupils are at school and ready and able to learn.

4.2 All funding formula factors used in the proposed model allocate the same flat rate per pupil across all regions and appropriate area cost adjustment will be applied accordingly.

4.3 f40 would ideally include all current grant funding streams (i.e. Pupil Premium (PP)) in the overall proposed model. However, for the purposes of this proposal, the current PP funding allocated nationally has been excluded. There is no doubt that if the current cost of PP was to be mainstreamed it would provide a significant contribution to the increasing employment costs on schools and still allow for some support for deprivation within the formula. Inclusion of PP within the total quantum must be a current PP levels.

4.4 Local authorities, following discussion with their local Schools Forum, would be free to move funding between Schools, High Needs, Centrally retained and Early Years blocks.

5 The National Funding Formula: A Framework

5.1 In considering the NFF, f40 concluded that it favoured a proposal which resulted in a core formula to produce a local authority level total, with each local authority then having discretion on how the total is allocated within the area. This option would ensure consistency in the overall level of funding whilst offering the local flexibility needed, together with very sharp local accountability. We propose the following arrangements for the Schools Block:

- The Schools Block should be distributed between local authorities on six formula factors:
 - Basic entitlement (formerly age weighted pupil unit)
 - Deprivation (based on Ever 6 FSM data only)
 - Low prior attainment
 - English as an Additional Language (EAL)
 - Lump sum
 - Sparsity

(Attached as an Appendix is a technical note which provides further information on each of the six formula factors).

- Area costs to be added, on the 'hybrid' model. This will be applied to all pupil-led factors to reflect regional differences in costs.
- The Schools Block should include a fund to take account of exceptional pupil growth (i.e. exceptional pupil growth as defined by the DfE).

5.2 f40 agrees that, in the interests of transparency, local authorities should use common criteria and data for deprivation, low prior attainment and EAL.

5.3 The formula for distribution from DfE to LA level will need to be sufficient to cover the needs of the premises related factors such as rates, split sites, joint use or other exceptional circumstances that a national formula cannot hope to cover in the long term other than by reference to actual costs. There needs to be consistency in the way the rates are applied to schools and in the way that rates are reimbursed to maintained schools and academies. As a minimum charitable rates relief should be granted to all schools regardless of organisation structure because all state funded schools provide exactly the same service to tax-payers, parents and pupils.

5.4 It must be remembered that the basic entitlement and lump sum are simple to distribute, but that schools are not generic and that there are significant numbers of extraordinary circumstances which account for small sums nationally, but which are significant sums to the schools concerned. The position of these exceptional items is not static and LAs put considerable effort into managing these arrangements annually. Joint Use arrangements, for example, are mostly based on individual contractual agreements which need to be managed in the context of the funding formula to ensure that the contract can be adhered to by the school or academy concerned. Similarly, split sites will vary from school to school, but will equally impact on the funding formula. If LAs are not to be involved in overall school funding they must be able to pass full costs to schools and the school must be funded to afford these costs otherwise schools with exceptional circumstances will remain disadvantaged as far as teaching is concerned compared to similar schools.

5.5 Local Authorities/Schools Forums should be free to:

- add additional factors e.g. split sites and leases
- shift funding between the three blocks
- agree any de-delegations from all LA maintained schools.

5.6 We see no need for restrictions or regulation given the level of accountability.

6 The High Needs Block

6.1 In line with the government's proposals, this paper primarily reviews the Schools Block, but as f40 has stated on previous occasions, the relationship between the Schools Block and the High Needs Block is not as discrete as the original proposals suggested. Children and young people in schools are not defined by whether they are a 'typical child' or 'high cost child' – they are all children and the majority are educated in the same school. There are different views regarding whether children with SEN should be educated in mainstream schools or special schools and around the country there are differences in the way that schools are set up to support pupils with SEN and these views alter around the country too. The relationship between the High Needs Block and the Schools Block needs to have the ability to ebb and flow with these views and ways of supporting children and young people change. This is the only way that schools can support pupils with SEN and schools can challenge or support each other.

6.2 It has become clear over the last 2-3 years, that as cost pressures rise in schools, schools make decisions that lead to less inclusion. There are no incentives¹ to keep pupils with difficult behaviour or with SEND in school and therefore greater numbers of pupils are being 'pushed out' with the costs being borne by the High Needs Block.

6.3 f40 response to the High Needs consultation question 6 about local budget flexibility stated our belief that Schools Forums should have the power to transfer funding between the blocks (if only to enable innovative ways to support inclusion in all schools).

6.4 It is incongruous that at a time when additional funding is being provided to mainstream schools to cover the cost of pay and pension increases that the £10,000 per place for special schools remains unaltered since 2014. At the very least it must be increased for inflation; many special schools regard the lack of a comparable lump sum to cover similar fixed costs to mainstream schools is unfair. f40 would like to see an independent post-implementation review of these and similar questions about the NFF and regards it as best practice that the DfE should adopt in the interests of improving the implementation of the NFF.

7 The f40 formula

7.1 Since f40's initial formula development work was undertaken in March 2016 the NFF consultation has been held. f40 was extremely disappointed that the government's proposals demonstrated a lack of evidence and understanding of the costs of running schools and the need to be able to operate effectively before it is possible to adequately address the needs of vulnerable pupils properly. Headteachers concerned that they don't have enough teachers or funds for heating the buildings for everyone in the school, cannot concentrate properly on those pupils that are failing to thrive.

7.2 The initial version of the f40 formula used 2014-15 economic datum. We have updated the funding each year in line with costs using nationally published teacher pay

¹ See paragraph 8 of the Executive Summary of the ISOS Partnership report "Have we reached a 'tipping point'? Trends in spending for children and young people with SEND in England".
<http://www.isospartnership.com/uploads/files/LGA%20HN%20report%20published%202012.12.18.pdf>

scales, aggregate local authority pay scales for specific job roles (Teaching Assistants etc) and RPI. In our revised version, we have used April 2018 economic datum, although there are estimates for 2019 too. The values are shown in the table at Figure 2 below.

7.3 These formula values were then applied to the national 2018-19 NFF dataset to understand the impact that they could have on schools, local authorities and on the quantum of funding available and how it should be distributed.

7.4 The result of f40's modelling demonstrates that there is a shortfall in 2018-19 of £2.3 billion. This calculation can be seen in Figure 4 on page 9 and 10

Note: One small adjustment to the formula originally proposed by f40 has been made, and that is to split the free school meals funding to provide the cost of a meal for those currently eligible for a meal in addition to an amount for all pupils that have been eligible for free school meals for income reasons in the last six years in the way that the DfE has proposed in its NFF.

8 Values

Figure 3: Calculation of the Basic Entitlement and Lump Sum

		2%					
		2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Basic Entitlement (AWPU)		Key Stage 1/2	Key Stage 1/2	Key Stage 3	Key Stage 3	Key Stage 4	Key Stage 4
		Cost £	Cost £	Cost £	Cost £	Cost £	Cost £
Teaching	Standard teacher cost (U1) (April 15)	36,346	37,074	36,346	37,074	36,346	37,074
	On cost percentage	27.08%	30.95%	27.08%	30.95%	27.08%	30.95%
	Standard teacher cost (U1) with on costs	46,190	48,547	46,190	48,547	46,190	48,547
	Allowance for non-contact time <i>PPA min 10%, secondary also includes allowance for setting, practical classes and subject inefficiencies</i>	10%	10%	22%	22%	22%	22%
		4,619	4,855	10,162	10,680	10,162	10,680
Teaching Assistants	Teaching assistant (mid-point grade F) <i>includes movement for national minimum wage</i>	18,277	19,037	18,277	19,037	18,277	19,037
	Term Time Only 30 hrs pw, 43.6 wks per yr	13,217	13,767	13,217	13,767	13,217	13,767
		31.18%	31.71%	31.18%	31.71%	31.18%	31.71%
		17,338	18,133	17,338	18,133	17,338	18,133
	Proportion per class	0.50	0.50	0.25	0.25	0.25	0.25
		8,669	9,066	4,334	4,533	4,334	4,533
	Sickness Maternity etc cover	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
		1,487	1,562	1,517	1,594	1,517	1,594
	Direct employee cost	60,964	64,030	62,203	65,354	62,203	65,354
Per Pupil	Standard no. of learners per teaching group	29	29	22	22	19	19
	Direct employee costs per pupil	2,102	2,208	2,827	2,971	3,274	3,440
	Responsibility points	1.5%	1.5%	3.0%	3.0%	3.0%	3.0%
	Responsibility points per pupil	32	33	85	89	98	103
	Exam fees					211	216
	Proportion for other staff	20%	20%	15%	15%	15%	15%
	Other staff - finance, mid day, technician, premises	427	448	437	459	506	531
	Proportion for other costs	30%	30%	30%	30%	30%	30%
	Other costs - resources, premises, library, ICT etc	640	672	874	918	1,012	1,063
	Age weighted pupil unit (AWPU)	3,200.64	3,361.58	4,222.72	4,436.68	5,100.18	5,353.18
National Funding Formula Basic Entitlement	2,747.00	2,747.00	3,862.25	3,862.25	4,385.81	4,385.81	
Difference to NFF	453.64	614.58	360.47	574.43	714.37	967.37	
	2.13%	5.03%	1.83%	5.07%	1.86%	4.96%	
Proportions							
	Teaching	57%		64%		62%	
	Class staff	10%	80%	5%	79%	5%	76%
	Non Class staff	13%		10%		10%	
	Other costs	20%		21%		24%	
		100%		100%		100%	
LUMP SUM		2018-19	2019-20	2018-19	2019-20		
based on 60 pupil primary & 600 pupil secondary			2%		2%		
Headteacher (L10 Primary) (L25 Secondary)		49,629	50,520	71,675	72,960		
Teaching On costs		27.08%	30.95%	27.08%	30.95%		
Headteacher with on-costs		63,069	66,154	91,085	95,540		
Non teaching time		0.50	0.50	0.50	0.50		
Head teacher for leadership		31,534	33,077	45,543	47,770		
other leadership costs							
1@0.1 Assistant Head / 1@0.6 Deputy Head		0.10	0.10	0.60	0.60		
pay%		75%	75%	85%	85%		
multiplier		0.075	0.075	0.51	0.51		
Other leadership		4,730	4,962	46,453	48,725		
Total Leadership Contribution		36,265	38,039	91,996	96,495		
Plus Allowance for fixed elements of with RPI		2.60%	2.50%	2.60%	2.50%		
Administration and Finance		15,927	16,325	31,854	32,651		
Premises Supplies and Services		5,309	5,442	10,618	10,884		
Insurance		10,618	10,884	21,236	21,767		
Office/Medical supplies		5,309	5,442	10,618	10,884		
Minimum ICT Provision		5,309	5,442	10,618	10,884		
Primary: 0.5 additional class to allow for numbers not fitting standard class structure		29,739	31,234				
Lump Sum Total		108,476	112,807	176,941	183,564		

Figure 4 – f40 and NFF calculations using 2018-19 data

Using 2018-19 school/pupil data	f40			f40			NFF		NFF	
	2018-19	yr on yr increase	2018-19 to 2015-16	2019-20	yr on yr increase	2019-20 to 2015-16	2018-19	F40 2018-19 to NFF 2018-19	2019-20	F40 2019-20 to NFF 2019-20
Primary Pupil funding	14,452,354,294	2.04%	4.51%	15,191,149,907	5.11%	9.85%	12,413,797,633	2,038,556,660	12,413,797,633	2,777,352,274
Secondary Pupil Funding	12,776,570,287	1.80%	4.09%	13,423,161,079	5.06%	9.36%	11,391,734,050	1,384,836,236	11,391,734,050	2,031,427,029
Primary Deprivation	1,493,333,172	1.66%	3.63%	1,555,378,250	4.15%	7.94%	1,877,359,517	(384,026,346)	1,877,359,517	(321,981,268)
Secondary Deprivation	1,052,501,622	1.50%	3.39%	1,097,729,573	4.30%	7.84%	1,281,775,429	(229,273,806)	1,280,972,506	(183,242,934)
Primary LPA	1,545,937,801	2.04%	4.51%	1,624,965,207	5.11%	9.85%	1,553,256,730	(7,318,929)	1,511,836,550	113,128,656
Secondary LPA	609,625,940	1.79%	4.06%	640,758,725	5.11%	9.37%	908,076,178	(298,450,238)	908,076,178	(267,317,453)
Primary EAL	271,054,102	2.04%	4.51%	284,910,224	5.11%	9.85%	286,641,604	(15,587,502)	286,641,604	(1,731,380)
Secondary EAL	86,663,652	1.79%	4.06%	91,089,450	5.11%	9.37%	102,078,778	(15,415,126)	102,078,778	(10,989,329)
Total Primary	17,762,679,369	2.01%	4.43%	18,656,403,588	5.03%	9.69%	16,131,055,485	1,631,623,884	16,089,635,305	2,566,768,283
Total Secondary	14,525,361,502	1.78%	4.04%	15,252,738,827	5.01%	9.25%	13,683,664,436	841,697,066	13,682,861,513	1,569,877,313
TOTAL PUPIL LED	32,288,040,871	1.91%	4.25%	33,909,142,415	5.02%	9.49%	29,814,719,920	2,473,320,950	29,772,496,818	4,136,645,596
Primary Premises Led	1,858,176,662	1.97%	4.70%	1,931,962,493	3.97%	8.86%	1,714,966,427	143,210,235	1,714,966,427	216,996,066
Secondary Premises Led	580,517,735	1.88%	4.64%	602,072,479	3.71%	8.52%	330,104,204	250,413,531	330,104,204	271,968,275
TOTAL PREMISES LED	2,438,694,397	1.95%	4.68%	2,534,034,972	3.91%	8.78%	2,045,070,631	393,623,766	2,045,070,631	488,964,341
Total Primary formula	19,620,856,031	2.01%	4.46%	20,588,366,081	4.93%	9.61%	17,846,021,912	1,774,834,119	17,804,601,733	2,783,764,349
Total Secondary formula	15,105,879,237	1.79%	4.06%	15,854,811,306	4.96%	9.22%	14,013,768,640	1,092,110,597	14,012,965,717	1,841,845,589
TOTAL FORMULA	34,726,735,268	1.91%	4.28%	36,443,177,387	4.94%	9.44%	31,859,790,552	2,866,944,716	31,817,567,450	4,625,609,937
Plus ACA	904,368,954	1.91%	4.28%	949,169,729	4.95%	9.45%	838,240,889	66,128,065	837,176,527	111,993,202
Part year adjustments (14,719,732)	(14,719,732)	1.86%	4.25%	(15,424,388)	4.79%	9.24%	(13,213,400)	(1,506,332)	(13,207,802)	(2,216,586)
Other Premises incl PFI & Mobility	557,227,487	0.00%	0.00%	557,227,487	0.00%	0.00%	549,147,393	8,080,094	549,147,393	8,080,094
TOTAL OTHER	1,446,876,709	1.17%	2.59%	1,490,972,828	3.05%	5.72%	1,374,174,881	72,701,827	1,373,116,117	117,856,711
FORMULA Plus OTHER (excludes MFG, MPPFL, floor)	36,173,611,977	1.88%	4.22%	37,934,150,215	4.87%	9.29%	33,233,965,433	2,939,646,544	33,190,683,567	4,743,466,648
	F40 end point						DSG 33,862,043,268	2,311,568,709		
							628,077,835			
Pupil Numbers in exemplar				5,180.15	<i>effect of T19% increase to stand still</i>					
Primary	4,519,055			4,519,055			4,519,055		4,519,055	
Secondary	2,803,930			2,803,930			2,803,930		2,803,930	
	7,322,984	<i>inc growth</i>		7,322,984			7,322,984		7,322,984	
Pupil Led funding pp Primary	3,930.62	2.01%	4.43%	4,128.39	5.03%	9.69%	3,569.56		3,560.40	
Pupil Led funding pp Secondary	5,180.36	1.78%	4.04%	5,439.77	5.01%	9.25%	4,880.17		4,879.89	
Pupil Led funding pp All	4,409.14	1.91%	4.25%	4,630.51	5.02%	9.49%	4,071.39		4,065.62	
Premises pp Primary	411.19	1.97%	4.70%	427.51	3.97%	8.86%	379.50		379.50	
Premises pp Secondary	207.04	1.88%	4.64%	214.72	3.71%	8.52%	117.73		117.73	
Total Formula pp Primary	4,341.81	2.01%	4.46%	4,555.90	4.93%	9.61%	3,949.06		3,939.90	
Total Formula pp Secondary	5,387.40	1.79%	4.06%	5,654.50	4.96%	9.22%	4,997.90		4,997.62	
Total Formula pp All	4,742.16	1.91%	4.28%	4,976.55	4.94%	9.44%	4,350.66		4,344.89	
Total Formula plus other pp	4,939.74	1.88%	4.22%	5,180.15	4.87%	9.29%	4,538.31		4,532.40	

	DSG			DSG			DSG			DSG		
Dedicated Schools Grant Allocations	2018-19	yr on yr increase	2018-19 to 2015-16	2019-20	yr on yr increase	2019-20 to 2015-16						
Schools Block	33,683,974,148			34,501,566,949			33,862,043,268			35,654,828,298		
Teachers Pay Grant (mainstream schools)	178,069,120			305,261,349								
Teachers Pension Grant (from Sept 2019)				848,000,000								
Central Schools Services Block (inc growth fund)	468,611,604			467,509,572								
Pupils in year	7,275,277			7,357,476								
£pp (exc CSSB where possible)	4,654.40	1.13%	-1.60%	4,730.81	1.64%	0.01%						
comparative with central costs	4,718.81	2.17%	-0.24%	4,909.61	4.04%	3.79%						
Difference f40 formula (inc other) less Schools Block/TPG DSG in £ (row 34 - rows 58 & 59)	2,311,568,709			2,279,321,917			(628,077,835)	<i>Is this for growth? Or protections? Or both?</i>		(2,464,144,731)	<i>Is this for growth? Or protections? Or both?</i>	
												<p>Pupil numbers will have increased between Oct 2017 and Oct 2018 censuses using some of this available funding. As yet we do not have national figures to calculate it.</p> <p>Impact of change of value for primary low prior attainment in 2019 (£1,050 to £1,022 pp) = £43.281m</p>

9 Other School Funding Issues

9.1 We recommend that the allocations for EAL, deprivation and low prior attainment are 'smoothed' by averaging data over three years.

9.2 We proposed last year that rates be removed from school funding, or as a minimum all schools, not just Voluntary Aided, Foundation Schools and Academies, should be entitled to an 80% rebate. That remains f40's position. However, this is a complex issue and beyond our remit to make detailed recommendations. As an interim step we propose that rates (and rents where these concern land or buildings that are intrinsic to the running of the school) be funded at the LA level for all schools and academies.

9.3 We feel it is vital that the formula should apply to all maintained mainstream schools and academies in exactly the same way and on the same funding year. Our preference would be for the academic year.

9.4 All school funding should be through a single stream i.e. no specific grants and incorporating the Pupil Premium. We acknowledge that there has been a strong political commitment to maintaining the Pupil Premium as a separate funding stream, but it remains f40's view that it should be incorporated within the main funding for schools.

9.5 The school funding system should be cost-effective to administer. All allocations to schools and academies should be administered by the LA as this would remove the costly and bureaucratic formula replication (i.e. recoupment) undertaken by the Education Funding Agency. LAs must manage the whole system to enable the required flexibilities to take account of all the individual circumstances that exist. If LAs are left to 'manage' the difficult elements of school funding such as premises, high needs costs and pupil growth, they will need to have complete oversight of the funding system to utilise flexibilities to support schools in their area. It will not be possible to reduce every element of school funding to a formula and it is highly unlikely to be possible for LAs to commit to maintaining small elements of the system that the DfE considers too difficult – the losers will be schools that are already managing different arrangements for a variety of reasons and this will make those arrangements even more difficult to manage.

10 Implementation

10.1 Our very strong view is that the changes we propose here for the Schools Block should be implemented for 2020-21. f40 is happy to work with the DfE on a post-implementation review of the NFF to help achieve the fairness both DfE and f40 are looking to achieve.

10.2 It continues to be f40's position that in order to rectify the historic unfairness in school funding, a new formula-based approach to allocating the DSG should be phased in over a three to five-year period. We appreciate the need for year-on-year changes to be manageable for individual schools but contend that, should ministers wish to continue some form of MFG, greater flexibility will be needed in order to:

- Manage the position where budget allocations through MFG are clearly excessive for some schools.
- Avoid a lengthy transition period which then perpetuates unfair funding.

11 Minimum Pupil Funding and Summary

11.1 f40 considers that the funding formula should be strong enough to stand on its own without the need for minimum per pupil funding. This does of course rely upon the formula values being provided! Where these are not provided the minimum per pupil funding values should be based upon basic entitlement, and lump sum only, leaving the additional needs funding to be used for additional needs.

12 In Conclusion

12.1 We remain strongly committed to the introduction of an NFF for the Schools Block and to a formula approach to the other DSG blocks. This is the only way to address the historic unfairness and inconsistency in school funding. However, the formula must be free from historic protection and based upon the requirements of a modern education system for the future for a post-Brexit economy and not averages from the past.

Appendix

Technical Note – f40 Formula Factors for the Schools Block

The following notes set out how the formula has been derived.

1. **The Basic Entitlement, formerly known as the AWPU (Age weighted pupil unit – an amount per pupil in the school)**

The basic pupil entitlement is constructed for Key Stage 1/2, Key Stage 3 and Key Stage 4 using assumptions on:

- Teaching group sizes
- Teacher contact time, including an allowance for planning, performance and assessment (PPA)
- Teaching assistant time
- Absence through sickness, maternity etc.
- Leadership costs
- Non class staff costs
- Resources
- Exam fees (Key Stage 4 only)

Pupils are funded by their key stage and not the type of school they attend. So primary-aged pupils in middle schools will be funded for using primary factors, and secondary-aged pupils will be funded using Key Stage three factors. The same applies for pupils in all-through schools.

We calculated a basic entitlement value for each key stage of education (KS1-4) based upon known or estimated costs using published teachers' pay scales, benchmarking data or professional experience.

Perhaps the biggest assumption in this was assumed class sizes of 29 in primary phase, 22 in Key Stage 3 (years 7-9) and 19 in Key Stage 4 (years 10-11). These numbers are based upon the average class size needed at each age. It might be suggested that for the primary sector we should be using 30 to match the infant class size legislation which states that no infant may be taught in a class of more than 30 where the majority of pupils in the class are age 6 or under. But there are occasions in a school life where it is necessary to teach children in smaller classes for some of the time and 29 is a reasonable average.

For secondary schools whilst a cohort entering the school is likely to be a multiple of 30, it is not possible to teach all lessons in groups of thirty. At Key Stage 3 schools often need to stream pupils for some academic lessons and create smaller classes, many schools don't have science or DT (design and technology) spaces that are capable of taking a group of 30 pupils at once (either physically or safely). When you average out the amount of time pupils spend in smaller classes across the whole curriculum an average class size of 22 is the norm.

At Key Stage 4 we have all the same issues that are there at Key Stage 3, but with the added complication of subject options for GCSEs. Schools need to offer a breadth of choice to cover the likely life paths of pupils in the future and this brings the average class size down to 19.

The class size and education in England evidence report² shows that in 2011 primary classes were on average smaller at about 26.5 and for secondary schools (i.e. both Key Stages 3 and 4) were about 20.5. There is KS1, KS2 and whole school data from the 2014 census³ which shows that the England Averages are KS1 26.8, KS2 26.9 and secondary schools 20.5

Class sizes in the years between 2014 and 2019 have tended to increase, but this is a consequence of the funding pressures and should not be replicated in the f40 formula. The values prior to 2015 are more reasonable for effective class teaching.

2. The Lump Sum

The model aims to meet the basic costs of a 'normal minimum' school size – defined as 60 pupils for a primary school and 600 pupils for a secondary school. We acknowledge that there are schools of below these sizes in many authorities; our expectation is that the additional cost of such schools in rural areas is covered by sparsity. Where sparsity is not an issue, our view is that the funding model should not subsidise uneconomic provision.

The elements of the lump sum are:

- The cost of a head teacher (Leadership Scale 10 for a 60-pupil primary school and Leadership Scale 25 for a 600 pupil secondary school).
- An allowance for the fixed costs of administrative staff, premises, ICT and supplies.
- In the case of primary schools, the cost of an additional half class. This reflects the difficulties that small schools routinely face in organising 7-year groups into a standard class structure. Very small primary school with age ranges mixed over more than two years, for example where year 3 pupils are being taught with year 6 pupils, will need this flexibility to ensure that the curriculum can be effectively taught to appropriate age ranges for some of the time.
- The lump sum for middle schools and all-through schools will be determined by the 'deemed' status of the school. In the majority of cases this will be as secondary schools. How those schools are actually funded will be for local discretion.

3. Sparsity

The majority of sparsely-populated rural areas incur additional costs due to the requirement to fund small necessary schools across all sectors. As such f40 is of the view that any national funding formula should include an allocation to recognise these costs. The f40 model would ideally distribute an initial allocation to local authorities based on population density, allocating funding to those with the lowest number of pupils per square kilometre. However, when comparing to the NFF, sparsity is allocated by the same method (the average distance to the next nearest school and size method).

We recognise that no single model can fully reflect the range of circumstances across local authority areas and as such there should be no restrictions on how a sparsity factor should be applied locally.

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183364/DFE-RR169.pdf

³ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014>

4. Deprivation

The deprivation factor seeks to reflect the additional needs of pupils from deprived backgrounds and uses free school meals (on the 'Ever 6' model) as a proxy indicator. As is proposed in the NFF the cost of a meal is paid to all pupils on FSM and a separate amount is paid for pupils currently eligible for FSM or who are ever 6. The proposal is based on an assumption that the Pupil Premium will continue as a separate funding stream and at the 2014-15 level.

The above figure is in line with and in addition to the current Pupil Premium allocations and is broadly calculated on the following basis:

- £440 for the provision of a free school meal; and
- £1,060 for additional associated support costs (2015-16 economic datum)

The declared aim of the Pupil Premium is to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The government has been clear that Pupil Premium should supplement rather than replace existing deprivation funding. Values since 2015-16 have been increased by the same proportions as staffing in the Basic Entitlement as most costs for additional needs are staff based.

5. Low Prior Attainment

The allocation aims to meet the cost of support for pupils with lower level SEN not covered by the Pupil Premium. The model allocates a flat rate sum for each eligible pupil. Eligibility is determined for low prior attainment as children who do not meet certain expected levels in the Early Years Foundation Stage (age 5) or at the end of Key Stage 2 (age 11) and is used as an indicator of high incidence SEN. This is not reflected in the 2014 MFL⁴ averages, but it was felt that having a similar rate for both phases was an investment in early intervention.

We are very concerned about the reliability and consistency of data being used to determine funding allocations under the current system in this area.

Values since 2015-16 have been increased by the same proportions as staffing in the Basic Entitlement as most costs for additional needs are staff based.

6. English as an Additional Language

The model replicates the existing DfE allocation through the 2014 MFL mechanism. This simply reflects current national averages. Whilst not being strictly needs-based we feel relying on current spending is acceptable in this instance - circumstances experienced by schools across the country vary widely.

⁴ A mechanism used by DfE for allocation of funding to local authorities. It takes the national average of funding historically allocated by local authorities through their formula for a selection of the allowable factors and uses this to fund all local authorities – this has the effect of bringing some local authority funding up to a minimum level. However not all factors used by LAs are included in the funding mechanism and so local authorities must have the discretion to not pay the exact level that they have received directly to schools. LAs must use some of the funding to pay for the additional factors that are allowable and have the discretion to use values as they and their Schools' Forum see fit in the local context.

School Funding Briefing – April 2019

f40's central aim over more than 20 years has been to influence a significant change in the way the government allocates funding to local authorities and schools. We seek fairness and equal opportunities in education for all children regardless of where they live, and to equip schools to provide a quality education for all children to meet the future needs of Britain.

The allocations for primary and secondary pupils in the authorities in the f40 group are among the lowest in the country. Following the government's consultations in 2016 and 2017, f40 hoped that the case for fair funding for schools had been won as the government agreed that the funding allocation system was unjustifiable and unfair. The introduction of a National Funding Formula (NFF) and additional funding for 2018-19 and 2019-20 were welcomed and f40 viewed the overall outcome as another step towards fairer funding.

However, regrettably the group continues to have fundamental concerns about the new formula. We believe that the government has replaced one unfair system with another. The NFF falls short of what was expected, does not deliver true fairness and is, therefore, in need of fundamental change. Particular concerns are that the formula does not give enough to basic entitlement, allows too much for add-ons and that the arrangements lock in existing inequalities.

In the table below we have summarised our main concerns along with how these could be resolved. This list does not include all of our detailed and sometimes technical concerns and if you would like more information please contact us.

MAINSTREAM SCHOOLS

	WHAT?	WHY?	HOW?
1.	f40 seeks a National Fair Funding Formula (NFFF).	One of the key principles set out in the early NFF consultations, supported by f40, was that pupils of similar characteristics should attract similar levels of funding wherever they are in the country (allowing for the area cost adjustment). A National Fair Funding Formula (with the emphasis on fair) should be applied to all schools on a consistent basis. The current NFF fails to achieve this as significant variations between local authorities remain and look set to continue for some years to come.	The government must continue to develop the national formula so that it is fit for the future i.e. is fairer, more easily understood, transparent and adjustable and meets its own aspirations for equity as set out in early consultations. Transition to the new formula is sensible but locking in past inequalities is not.
2.	f40 seeks a significant increase in the amount invested in education funding to ensure it is sufficient to meet the cost pressures facing all schools.	Cost pressures are significant for all schools, but those in the lowest funded areas have been forced to prioritise funding to meet core costs at the expense of improving outcomes for vulnerable pupils. Pay and inflationary cost pressures, such as teachers pay increases (which are only partially funded) are significant. Cuts in local government have pushed cost burdens to schools for aspects of youth work, parental support and social care. Equally, low funding for post-16 courses in	The government must take account of f40's index linked activity-led formula which sets out the true costs of running a school to Ofsted standards. f40 believes the funding shortfall in schools for 2018-19 financial year is £2.3billion per annum and for 2019-20 financial

		schools have created additional pressures.	year will be £3.4billion per annum.
	WHAT?	WHY?	HOW?
3.	f40 continues to argue for an index-linked activity-led formula to ensure sufficient funding in the system, which is correctly balanced to meet needs.	<p>Funding allocations are being made on the basis of historic decisions made by national and local government, despite the fact that these have been discredited and are no longer valid in an NFF. There is no rationale: there is no understanding of the needs of schools or the needs of children.</p> <p>Providing an activity-based formula allows for future changes of policy direction and allows the government to create a world class system of education to allow our pupils to compete in the post-Brexit age with the rest of the world. Index linking this means that the activity-led formula can keep pace with the cost changes occurring around them.</p>	f40 believes funding should be appropriately and correctly targeted to specific needs or ages with reference to an activity-led formula, such as the well regarded f40 model.
4.	f40 seeks a review of the amount of funding for basic entitlement relative to the educational additional needs.	Schools cannot provide appropriate support for pupils with additional needs, from deprived backgrounds or with special educational needs if they cannot afford to run a core education for all. The basic entitlement funds the core cost of schools (e.g. teachers and heating) and must be sufficient to run the school before the costs of additional support are added to school budgets.	The NFF should be underpinned by f40's index-linked activity-led formula to set out the basic entitlement funding to meet the core cost of running a school and the extra cost of additional services for SEN and deprivation.
5.	Protections (such as the Minimum Per Pupil Funding Level (MPPFL) and funding floor) should not form part of the funding system in the long-term.	The NFF should be applied to all schools on a consistent basis. However, the protections applied, such as the 0.5% funding floor and MPPFL, 'lock in' some of the historical differences for those schools which have been comparatively well funded for several decades. The MPPFL and funding floor are unnecessary. An activity-led NFF should undertake this role. The MPPFL is applied to bring schools up to an artificial minimum level, but schools with pupils with few additional needs are being funded at the same level of funding as a school with a greater number of additional needs pupils. This is not fair.	Ultimately, we wish to see the removal of the MPPFL, or in the short-term it should be modified to take account of varying levels of additional education needs in the calculation. The floor also needs to be removed.

6.	The NFF needs to cover all the funding for mainstream schools, not just the pupil-led elements.	Within the NFF there will always be elements that are individual to each school, such as property-related costs, e.g. business rates and sparsity. Funding for these cannot continue to be based upon historical costs.	The government must introduce mechanisms to deal with exceptional premises funding. Exceptional premises should be funded at realistic, not historical, levels. f40 believes that all schools should be exempted from business rates with a one-off compensating cost adjustment nationally for local government.
	WHAT?	WHY?	HOW?
7	The funding formula needs to be clear about the level of low-level SEN that schools are expected to support?	All SEN in schools has increased dramatically in recent years, including the low levels of SEN in all schools, which schools are expected to support from within their budgets. The funding for schools has seen small increases, but not enough to keep pace with real terms increases in costs <u>and</u> SEN support and the first £6,000 support of each EHCP. The identified needs of the cohort of 2013 are totally different from the identified needs of the cohort of 2018, but the formula is not matching this. The NFF doesn't have a national notional SEN amount explicitly stated. This needs to be identified, costed and added in to the NFF as a separate amount to give schools confidence that the funding received does cover these pupils too.	A national formula for underlying SEN should be identified and costed. Some funding can be moved to this budget and then topped up, where the DfE can show that they have identified the amount needed for the school without SEN and then the additional amount needed.
8.	f40 seeks continued funding flexibility to support specific local issues or organisational requirements.	No two schools in the country are exactly the same, but the formula assumes all schools are almost identical. There are good local reasons why some schools have costs that others do not, and an inflexible national system cannot support these schools equitably. Some local flexibility is essential in achieving a fair formula that works and stands the test of time.	The government should allow an element/percentage of the formula to be targeted using local discretion (via the Schools Forum or similar representative group).
9.	f40 seeks to see plans for the funding formula beyond 2020 and the establishment of rolling 3-4 year budget settlements for schools which are inflation-proofed, including funding for cost-of-living increases.	We understand what the final values of the NFF may be, though these are not yet achievable because of the funding shortfall. There is no information about funding for 2021-22, yet schools are expected to plan 3-5 years ahead. If there are changes to be made, schools need time to plan and achieve that change. School funding is dependent on Comprehensive Spending Reviews, but the education of children doesn't stop in the interim. The reality is that the vast majority of school budgeting is pre-determined. Why then is it necessary to hold back the whole school funding announcement in such	Whilst the CSR is an important government control, there is enough known about the system to make an educated estimate of future pupil numbers and future funding requirements. A 3-4 year rolling settlement could be achieved for the vast majority of funding without Parliament losing control of what it wants to achieve.

	circumstances?	
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PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN) OR OTHER ADDITIONAL EDUCATIONAL NEEDS

10	f40 seeks an appropriate quantum of funding be made available for the High Needs Block (which should be index-linked).	<p>The demand for high needs funding is out-stripping the budgets available to local authorities across the country, resulting in serious deficits in the High Needs Block in the majority of all local authorities. Many are finding it extremely difficult to recover these deficits and cuts to existing high needs services and pupil top-up funding makes what provision is available simply unsustainable.</p> <p>The additional funding provided in the 2019-20 settlement is welcomed but woefully inadequate. The LGA-commissioned ISOS Partnership report 'Have We Reached a Tipping Point in SEND Funding' provides a clear analysis of the situation and the funding issues along with the legislative changes that are needed to bring high needs funding back to appropriate levels.</p> <p>The complexity of the High Needs services demanded by more and more children (and their parents) is far greater than was the case just a few years ago, more accurate medical assessment and improved methods of treatment increase demand still further. The additional responsibilities for pupils age 19-25 are insufficiently funded in the High Needs Block. Such increasing needs requires recognition through a revised national High Needs formula.</p>	<p>f40 is calling for a further immediate injection of new funding estimated on increased costs and demand since 2015 as at least £1.4billion per annum, and the introduction of an annual index-linked review for this block.</p> <p>This is the block of funding that supports the most vulnerable pupils in our schools: those with complex SEN, those who are excluded or at risk of exclusion and those that cannot access education for medical reasons.</p> <p>A review of SEN policy and guidance is also required to help manage down demand more effectively.</p>
11.	F40 seeks a review of the formula for high needs and an end to the historical aspects of it.	f40 considers that the historical aspects of the High Needs formula should be removed as soon as possible. We recognise the impact this could have on some f40 LAs but cannot argue to keep this protection as we argue for the removal of other protections. HOWEVER, paragraph 9 is a pre-requisite to this task.	

OTHER

12.	f40 seeks clarity on the way that the Central Schools Services Block will work and be increased in future.	Not all funding to support education is directed via the NFF. Funding that is directed by the Central Schools Services Block for services, such as combined budgets, are being funded at historic levels and not keeping pace with the requirements that are made on them.	The Central Services Block should be index linked to meet increasing costs.
13.	f40 wants to see parity with Multi Academy Trusts	f40 understands that MATs are different to maintained schools and are part of the future landscape for schools, but we would like to see MATs being held more accountable for some of the decisions that they make, especially with regard to pay and distribution of funding between individual academies in the MAT. A national funding formula means equality for all schools, including those in MATS. .	Through appropriate legislation.

14.	f40 seeks a review of the way that Home to School Transport is funded and used.	We recognise that Home to School Transport is not part of the Dedicated Schools Grant. However, it is an ongoing problem for rural authorities, particularly as more schools become academies. Costs are rising faster than funding, leading to significant restrictions on school transport locally. Local authorities have lost strategic control but are required to provide services in accordance with the legislation, but with declining funding. SEN Transport is also a growing problem with costs continuing to rise as a result of the growing SEN population and the challenge in finding available appropriate placements.	Through legislative change and additional funding. Government needs to recognise the real impact of reducing school transport on pupil choices.
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The f40 group represents 42 English local authorities with historically low funding for education, representing nearly 3 million pupils in over 9,000 schools. We have been campaigning for a fairer system for the allocation of funding for schools for over two decades. f40 is a cross-party group which has the support of MPs, councillors, education directors, governors, headteachers, parents and teaching union representatives. A full list of member authorities is available on our website at www.f40.org.uk



Note of meeting with DfE held Wednesday, 9 April 2019

DfE:

- Tony Foot, Director, Funding and Analysis Directorate, Early Years and Schools Group
- Tom Goldman, Deputy Director, Funding Policy Unit
- Helen Alderton, Funding Policy Unit
- Eva Sharma, Funding Policy Unit
- Russell Ewans, High Needs team

F40:

- Cllr James McInnes, Chair of f40 and Cabinet Member for Childrens and Schools, Devon County Council
- Cllr Michael Appleyard, Cabinet Member for Education and Skills, Buckinghamshire County Council
- Margaret Judd, f40 Executive Committee Member/Chair f40's Finance Managers Research Team (FMRT) and Sufficiency & Funding Team Manager, Dorset Council
- Andrew Minall, Head of Education Financial Services, Hampshire County Council
- Doug Allan, Secretary of f40

1. Introductions

2. Discussion

JMcl thanked the DfE team for the opportunity to continue the discussion about school funding and the NFF. Maintaining a good working relationship continues to be very important.

TF acknowledged that f40 statements/documents tend to welcome NFF but he encouraged f40 to present this strongly enough. JMcl suggested that f40 aims for a balance and does welcome the NFF but also believes it needs further work. MJ stated that the group didn't want to sound critical but raising issues around the edges and trying to alleviate tensions in the system is critical to the group's campaign.

F40 had circulated its **campaign strategy statement**. This is prominent on the group's website and will be used at campaign events in the coming months. It makes use of figures on School Funding and High Needs shortfalls stemming from f40 modelling. TG asked how the High Needs figure had been arrived at and MJ acknowledged that it was a figure agreed with NEU, which closely mirrored the figure in the Isos Tipping Point report.

MA and JMcl took the opportunity to reference the very real issues relating to High Needs in their LAs. TF said that the department is very aware of the problems and is looking at High Needs overspends across the country and stated they are set against DSG rather than council tax/ central spend.

MA said that special needs in his LA is in real crisis and it is proving very difficult to manage. Creating special units is an expensive activity and transporting pupils to them is problematic and costly. The LA is quite definitely "trailing the need" and it is a pressure on central resources. SEN is 75% of education spend centrally. Can't get the right level of professional staff and employing fewer in SEN. The knock-on effect is horrendous.

JMcl said that High Needs is in crisis and LAs are approaching breaking point. There is a need for more special schools, but LAs appear to be 'locked out' of access to necessary

resources and answers, meaning that outstanding or good maintained special schools are not able to support the new provision as it is only open to academy trusts to set up and there may not be enough academy special schools to support all the potential new schools. Using private sector facilities is very expensive.

MA asked if the DfE is monitoring increased reporting of autism. TF said yes.

RE asked if the legislation is at fault or the way it is interpreted by individual LAs. Various f40 representatives suggested the legislation had had an impact by enabling more children to be in the mix – which in itself was not a fault – but expectations had been increased but resources to deal with the extra demand were not available.

Briefing paper: f40 had previously provided a copy of the group's latest Briefing Paper (April 2019) and updated Narrative in support of the f40 modelling. MJ refreshed memories about the intellectual basis of the modelling and explained f40's approach to various elements:

TG wondered about the £3.4 billion figure for 2019/20 shortfall and MJ explained how it had been reached. He also asked several other questions and MJ agreed that some adjustments would be made to reflect the points raised.

ES referred to MFL and NFF being a top-down approach. She asked if f40 had a view on the routes to get additional resources to the poorest funded schools/LAs. MJ and AM suggested that the minimum figure should be the basic entitlement: if there's a lot of cash in the system then you don't need MFL, but when there is a shortage, you may. ES suggested that f40's approach is unclear about whether MFL is delivering. TG suggested that the MFL was positive for f40 areas and f40's response was that it was at best a sticking plaster that meant that there were a group of schools just above the thresholds that were relatively disadvantaged by it and it was at best a temporary measure whilst the basic entitlement increased as this should ultimately be sufficient and would negate the need for the MFL.

Modelling and Narrative: The DfE team indicated that they had examined the revised modelling and could see where it had been updated and adjusted since the last meeting. It is clear and easily understood, and is a valid, intellectual approach. F40 reps said it is the only bottom-up calculation available and it provides a useful basis for real school costs

TG raised two particular issues that need checking – whether Key stage 5 values are embedded within secondary class sizes; and whether the approach to non-staff costs is right given the pensions increase. MJ agreed to look at this.

TF said that the modelling provides much valuable information that informs the ongoing debate within the department. MJ suggested that the year on year cost changes information must be useful and TF agreed that it is.

Next Steps: JMcl asked if there was anything else specifically that the DfE would like f40's help on and TG said not in terms of the modelling, but perhaps in terms of High Needs pressures on schools.

RE explained that the DfE was about to issue a Call for Evidence in relation to the High Needs situation in schools and LAs. TF suggested that it would be very useful if f40 could undertake some research among its members to try and identify a list of suggestions that LAs and schools might put forward – not just on funding levels, but positive suggestions about the legislation, its application and practical ideas that could help to reduce pressures.

DA handed over a document containing evidence of pressures experienced by headteachers in a range of schools in a range of f40 LAs.

JMcl indicated that the **CSR** would be the group's main focus for the next six months. TF suggested that the Chancellor had indicated a three-year CSR with discussion starting in the summer and concluding in the autumn. The Chancellor also caveated this on the assumption that there was an orderly Brexit.

There will be an Executive Committee and MPs' Briefing in Parliament on 14 May and f40 would be collaborating with other school funding organisations throughout the summer, including a "Together for Education" event in Westminster Central Hall on 22 June.

TF said that again he had found the meeting very useful and constructive. He thanked f40's representatives for taking the time to meet and discuss school funding and looked forward to a further meeting, probably in the summer.

End
DA/9 April 2019

**AGENDA ITEM 14
WORCESTERSHIRE SCHOOLS FORUM
23rd MAY 2019**

Converted schools As At 1st May 2019	Count of Schools	Type	Type	Count of Schools
Grand Total	109		Grand Total	109
Advance Trust	4		First	23
Newbridge Secondary Short Stay School	1	AP	Primary	42
Riversides	1	Special	MDP	2
The Knofisher	1	Special	MDS	9
Vale of Evesham	1	Special	Secondary	25
Bishop Anthony Trust	1		All Through	1
Tenbury CE Primary	1	Primary	Special	4
Oasis Community Learning	1		AP	3
Oasis Academy Wamond	1	Primary		
Avonreach MAT	4			
Pershore High School	1	Secondary		
Cherry Orchard First	1	First		
Norton Juxta Kempsey First School	1	First		
Indersrow First	1	First		
Orminster Academies Trust	1			
Tenbury High School	1	Secondary		
Our Lady of Lourdes MAC	4			
Our Lady of Mount Carmel Catholic First	1	First		
St Augustine's Catholic High	1	Secondary		
St Bede's Catholic Middle	1	MDS		
St Peter's Catholic First	1	First		
RSA Academies	4			
Abbeywood First	1	First		
Arrow Vale	1	Secondary		
Church Hill Middle	1	MDS		
Isley CE Middle	1	MDS		
Saint Nicholas Owen Catholic MAC	3			
Hadley Catholic High	1	Secondary		
St Ambrose Catholic Primary	1	Primary		
St Wulstan's Catholic Primary	1	Primary		
The Griffin Schools Trust	1	Primary		
Perry Wood Primary	1	Primary		
The Rivers CofE MAT	9			
Burlish Park Primary	1	Primary		
Cranham Primary	1	Primary		
Cutnall Green CE First	1	First		
Great Witley CE Primary	1	Primary		
Heronwood Primary	1	Primary		
Northwick Manor Primary	1	Primary		
St Clement's CE Primary	1	Primary		
St Peter's CE First, Droitwich	1	First		
Wyebald First	1	First		
The Severn Academies Educational Trust	7			
Baxter College	1	Secondary		
Stourport Primary	1	Primary		
The Stourport High School & Sixth Form Centre	1	Secondary		
Hartlebury Primary	1	Primary		
St Bartholomew's CE Primary	1	Primary		
Wilden All Saints Primary	1	Primary		
Wolverley Seabright Primary	1	Primary		
The Vaynor First School	2			
Crabbs Cross Academy	1	First		
The Vaynor First School	1	First		
Tudor Grange Academies (TGA) Trust	2			
TGA Redditch	1	Secondary		
TGA Worcester	1	Secondary		
The Villages Multi Academy Trust	1	Primary		
The Lyppard Grange Primary School	1	Primary		
The Marston Educational Trust	3			
Dines Green Primary	1	Primary		
Great Malvern Primary	1	Primary		
Somers Park/Malvern Vale Primary	1	Primary		
Individual Academies	30			
Astwood Bank First	1	First		
Bishop Perowne High School	1	Secondary		
Bredon Hill Middle	1	MDS		
Christopher Whitehead Language College	1	Secondary		
ContinU Plus Academy	1	AP		
Droitwich Spa High School	1	Secondary		
Dyson Perrins CE High School	1	Secondary		
Foley Park Academy and Nursery School	1	Primary		
Holy Trinity International School	1	All Through		
Honeybourne First	1	First		
Lickhill Primary	1	Primary		
Matchborough First School	1	First		
Nunnery Wood High	1	Secondary		
Nunrery Wood Primary	1	Primary		
Prince Henry's High	1	Secondary		
Regency High	1	Special		
Ridgeway	1	Secondary		
South Bromsore HS	1	Secondary		
St Matthias CE Primary	1	Primary		
Suckley Primary	1	Primary		
The Aspire Academy	1	AP		
The Charity High School	1	Secondary		
The Chase School	1	Secondary		
The Coppice Primary	1	Primary		
Walkwood Middle School	1	MDS		
Waseley Hills High	1	Secondary		
Welbath First School	1	First		
Woodfield Middle	1	MDS		
Woodrush Community High	1	Secondary		
Alvechurch CE Middle	1	MDS		
Diocese of Worcester MAT (DoWMAT)	11			
Offenham CE First	1	First		
The Littletons CE First	1	First		
Malvern Parish CE Primary	1	Primary		
Castlemorton CE Primary	1	Primary		
Powick CE Primary	1	Primary		
Pinvin CE First	1	First		
St Nicholas CE Middle	1	MDP		
Crowle CE First	1	First		
St Barnabas CE First and Middle	1	MDP		
St. Oswald's CE Primary	1	Primary		
Madresfield CE Primary	1	Primary		
Hanley and Upton Education Trust (HUET)	4			
Hanley Castle High School	1	Secondary		
Hanley Swan St Gabriel's with St Mary CE Primary	1	Primary		
Kempsey Primary	1	Primary		
Wellend Primary	1	Primary		
Holy Family Catholic MAC	2			
St Mary's Catholic Primary, Broadway	1	Primary		
St Mary's Catholic Primary, Evesham	1	Primary		
The Black Pear Trust	2			
Hollymount Primary	1	Primary		
Carnforth Primary	1	Primary		
Victoria Academy Trust	1	Primary		
Birchen Coppice Primary	1	Primary		
Bengeworth CE Academy Trust	2			
Bengeworth CE First	1	First		
Breferton Village School	1	First		
Gloucester Learning Alliance	1	First		
Badsey First	1	First		
Spire CE Learning Trust	2			
St. John's CE Primary	1	Primary		
St John's CE Foundation Middle	1	MDS		
Central RSA Academies Trust	1	Primary		
Sutton Park Primary	1	Primary		
Ferry Hall MAT	1	Primary		
Stanley Road Primary	1	Primary		
Four Stones MAT	2			
Havbridge High School & Sixth Form	1	Secondary		
King Charles 1 High School	1	Secondary		
Bordesley MAT	3			
Trinity High School & Sixth Form Centre	1	Secondary		
Birchensale Middle	1	MDS		
Holyokes Field First	1	First		