



City of Doncaster Council

Agenda

Meeting: Doncaster Schools Forum

Date/Time: Thursday 21st September 2023 08:30

Venue: The Laurel Academy

Items for Discussion	Time	Lead
1 1.1. Apologies 1.2. Substitutes 1.3. Observers 1.4. To consider the extent, if any, to which the public and press are to be excluded from the meeting. 1.5. Declarations of interest 1.6. Minutes of last meeting & matters arising		Chair
2 2.1 Update from Leanne Hornsby, Assistant Director, Education, Skills, Culture and Heritage <u>Reports requiring Decisions</u> 2.2 Schools Forum Constitution 2023-2025 2.3 Early Help Strategy 2.4 Growth Fund Criteria 2023-24 <u>Reports for Information</u> 2.5 SEND Strategy Update & High Needs Task & Finish Group 2.6 Early Years Supplementary Grant 2023-24 2.7 Dedicated Schools Grant (DSG) Revenue Monitoring Quarter 1 2023/24	08:40 08:50 09:00 09:15 09:25 09:55 10:05	Leanne Hornsby Rebecca Brookes Alison Tomes Stephen Boldry Martyn Owen Rebecca Brookes Stephen Boldry
3 Any other Business		
4 Dates and times of next meeting Thursday 23 November 2023 at 8:30am venue TBC		

Schools Forum
Membership List 2023-25

Schools Members

Maintained Members

Primary

Main Member

David Richardson	Sunnyfields Primary
Amanda Painter	Tickhill Estfeld Primary School

Substitutes

Vacant

Governor Member

Janine Reid	Barnburgh Primary
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Special School

Headteacher Main Member

Paul Scotting	Stone Hill School
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Governor Member

Geoff Bowley	Stone Hill School
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Pupil Referral Unit

Kath Formby	Maple Medical
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Academy Members

Primary

Main Member

Andy Hibbet	Exceed Learning Partnership
Matthew Ridley	Shaw Wood Academy
Nevine Towers	Diocese of Sheffield Academy Trust
Rebecca Everitt	Venn Academy Trust
Vacant	

Vacant

Vacant

Secondary

Main Member

Simon Swain	Hallcross Academy
Richard Brooke	Delta
Lesley Bailey	Delta
Vacant	
Vacant	

Vacant

Vacant

Special School

Karen Smith	Nexus Multi Academy Trust
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Joel Hardwick	Nexus Multi Academy Trust
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Alternative Provision Academies

Dirk Pittard	St Wilfrid's Academy
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Jo Pittard	St Wilfrid's Academy
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Non-Schools Members

Diocesan Representatives

Philip Patterson	Diocese of Hallam
Philippa Cousins	Diocese of Sheffield

Substitutes

Clare Thorpe	Diocese of Hallam
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Early Years, Private, Voluntary & Independent Sector

Lesley Clark	Little Oaks
Vacant	

16-19 Providers

Julie Kaye	Doncaster College
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Observers

Keith Hawker	Trade Union Representative NASUWT
Fiona Campbell	NEU
Lani-Mae Ball	Elected Member (Councillor) - Education & Skills
Leanne Hornsby	Assistant Director of Locality and Early Intervention
Riana Nelson	Acting Director of Learning Opportunities and Skills
Stephen Boldry	Local Authority - Finance Manager

CITY OF DONCASTER COUNCIL

SCHOOLS FORUM

Minutes of the Schools Forum held at The Laurel Academy on Thursday 21 September 2023, commencing at 08:30am.

PRESENT: A Painter, D Richardson, L Bailey, R Brooke, P Scotting, D Pittard, P Cousins, L Clark

APOLOGIES: N Towers, J Reid, M Ridley, S Swain, G Bowley, K Smith, J Kaye, L Hornsby, I Hitchman

1 SUBSTITUTES

None

2 OBSERVERS

M Owen, J Creswell, A Tomes, S Boldry, K Hawker, F Campbell

3 DECLARATIONS OF BUSINESS INTEREST & OTHER MATTERS

There were no declarations of specific business interest in respect of any item on the agenda or raised at the meeting.

4 MINUTES 20 March 2023

RESOLVED (1)

- a) That the minutes of the meeting held on 20 March 2023 be agreed as a true record.

5 MATTERS ARISING

No matters arising

6 UPDATE FROM LEANNE HORNSBY, ASSISTANT DIRECTOR, EDUCATION, SKILLS, CULTURE AND HERITAGE

- 6.1 Leanne Hornsby sent her apologies, Martyn Owen and Jane Creswell provided an update on Leanne's behalf. Members were informed that Culture and Heritage is now under the Adults Service but education is still working alongside colleagues in Children and Families.
- 6.2 Leanne's title has therefore changed to Assistant Director of Education & Skills. Steph Douglas has left with Alison Tomes taking on this roll.
- 6.3 SEND Strategic work is ongoing. Setting out key changes in cabinet report but changes are mostly already highlighted in briefings to forum.

- 6.4 The local area is expecting an Ofsted inspection of SEN in due course and are going through preparations for this.
- 6.5 Remake Learning event during the summer term was a success, there were nearly 10 times more than expected with 10k interested parties.
- 6.6 Social Care has been with the council one year now, Rebecca Wall is now the substantive Assistant Director.

7 SCHOOLS FORUM CONSTITUTION 2023-25

Members were presented with a report detailing the membership of the Schools Forum and the latest constitution document.

Discussion took place on the following issues:-

- 7.1 Members discussed the election of the Chair and Vice Chair. P Cousins agreed to be the new Chair and L Bailey as Vice Chair.
- 7.2 Members discussed the current vacant posts, R Brooke will raise at the Secondary Heads meeting, L Bailey will contact a possible academy representative, A Tomes will contact a possible Early Years representative and P Cousins will also enquire with other possible Heads.
- 7.3 Members discussed the rate of reimbursement for Head Teachers and concluded that the rate of £200 is still reasonable.
- 7.4 Members were asked for nominations on the High Needs Sub-Group (HNSG), current members agreed to continue.

RESOLVED (2)

- a) That the reports be received and noted.
- b) P Cousins was elected as Chair for the Schools Forum with L Bailey elected as the Vice-Chair for the period ending 31 March 2025, or until they cease to hold office.
- c) School forum vacancies - R Brooke to raise at the Secondary Heads meeting, L Bailey will contact a possible academy representative, A Tomes to contact a possible Early Years representative and P Cousins to enquire with other possible Heads.
- d) The Head Teacher rate of reimbursement for attending Schools Forum meetings would remain at £200 per meeting.
- e) Current members of the HNSG would continue (P Scotting, P Cousins, L Bailey, & D Pittard) alongside the relevant LA Officers.

8 EARLY HELP STRATEGY

Members were presented with a report outlining the Early Help Strategy for 2024/25 and a request to fund £450k from DSG as a contribution to the support provided to school in relation to Early Help.

Discussion took place on the following issues:-

- 8.1 Members were provided with an overview of the early help activity associated with DSG spend for 2024/25.
- 8.2 Members were informed that the £450k DSG contribution supports the statutory duty placed upon education in relation to Early Help which is referred to in DfE Keeping children safe in Education 2023.
- 8.3 The Early Help Coordinators current work has been around the whole family plan, the new Early Help Panel has now been established and the Early Help Quality Mark is being co-produced with schools and other partners, consultation will begin in Autumn 2023 with children and families with the roll out planned for January 2024.
- 8.4 Members discussed where it has been working well and where improvements might help, members were informed that there will be a Pilot with schools to help develop the system. Members asked for a report to be brought back in 6 months on the progress of the pilot and agreed to the transfer of £450k DSG for Early Help.

RESOLVED (3)

- a) That the reports be received and noted.
- b) A Tomes to bring report to the Forum in 6 months on the progress of the Pilot with schools.
- c) Members agreed the transfer of £450k DSG for Early Help.

9 GROWTH FUND CRITERIA 2023-24

Members were presented with a report detailing the criteria used for the Growth Fund, for the financial year 2023-24 onwards.

Discussion took place on the following issues:-

- 9.1 Members were informed that the growth fund criteria was agreed through admissions in 2015/16 and this was being brought to Forum to re-affirm the criteria.
- 9.2 Members raised concerns about not being able to meet the needs which will affect space and quality of care. There is no provision for extra classrooms, issues around SEN and parent preference. Members were informed that there is SEN capital funding and it is currently under review on how to allocate and that schools are at 90% capacity.
- 9.3 Members highlighted that the criteria referring to a balance above 12% is not relevant as academy trusts can pool budgets with the school balances, so this will need removing.

RESOLVED (4)

- a) That the report be received and noted.
- b) That the criteria is approved subject to the removal of the 12% balance being removed.

10 SEND STRATEGY UPDATE & HIGH NEEDS TASK & FINISH GROUP

Members were presented with slides on the SEND strategy update and High Needs Task and Finish Group.

Discussion took place on the following issues:-

- 10.1 Members were informed of the key issues from the DBV analysis, the latest on the SEND strategy/SENCO and Heads Steering Groups, the funding objectives, the draft funding principles and what action had been taken so far.
- 10.2 Members were then informed of the likely proposal: 'Local High Needs Funding' system and the timeframe for implementing the system, an updated will be brought to the next forum.
- 10.3 Members discussed the current issues on the different aspects of High Needs Funding and how the level of need has changed over the years.
- 10.4 It was also discussed how this links into the Early Help strategy and that Early Years Providers need to be included in decisions as they tend to work with parents to identify needs at the start but do not receive funding as the child has then moved onto a school once they are in the system.
- 10.5 Members were informed that the local authority have been working with other LA's and sharing best practices to help get a funding system that works.
- 10.6 Members were supportive of the changes proposed to distribution of funding to schools and more efficient use of the funding. However, concern was raised that the sufficiency's secured would not offset the increase in the number of SEND children and the provision of places required to meet those needs.
- 10.7 The Forum agreed to set up a Head Teacher and Schools Task and finish group to meet twice with the Funding consultant and feed back to the next forum in November.

RESOLVED (5)

- a) That the report be received and noted.
- b) For an update on the SEND strategy update to be brought to the next forum meeting.

11 EARLY YEARS SUPPLEMENTARY GRANT

Members were presented with a report outlining the Early Years Supplementary Grant.

Discussion took place on the following issues:-

- 11.1 Members were informed the DfE have announced additional funding for the existing early years entitlements for disadvantaged 2-year-old children and 3 and 4-year-old children to cover the period September 2023 to March 2024 via a separate grant to the DSG for the 2023/2024 financial year only.
- 11.2 The increase in funding to Doncaster will be passed on in full to early years providers for the period September 2023 to March 2024 that the Early Years Supplementary Grant covers.
- 11.3 Members were informed that the funding rates and guidance for April 2024 onwards are not yet available.

RESOLVED (6)

- a) That the report be received and noted.

12 DEDICATED SCHOOLS GRANT REVENUE MONITORING QUARTER 1 2023-24

Members were presented with a report outlining the forecast outturn for the DSG in 2023/24 as at Q1.

Discussion took place on the following issues:-

- 12.1 Members were informed that the forecast in-year overspend for DSG at quarter 1 is £5.81m for 2023/24 this is mainly due to the High Needs Block, this is shown in appendix A.
- 12.2 Members were referred to appendix B, the High Needs Medium Term Financial Plan, the current High Needs overspend position is predicted to be £38.6m by the end of 2026-27. This position is not uncommon to other Councils.
- 12.3 Members discussed previous pressures and the outcome from previous reports including bringing Out of Authority Children back to Doncaster and the placement split between Education and Health. Members asked for an update to be provided at a future meeting.
- 12.4 Members asked if there is a penalty incurred for having a DSG deficit, at present there is no penalty but in the future the deficit is expected to be reported along side the accounts so

RESOLVED (7)

- a) That the reports be received and noted.
- b) That an update on the previous reports on bringing Out of Authority Children back to Doncaster and the placement split between Education and Health OOA be brought to a future forum meeting.

ANY OTHER BUSINESS

None.

DATE AND TIME OF NEXT MEETING

The next regular meeting of the Schools Forum will be held on Thursday 23 November 2023 at The Laurel Academy at 08:30am

Actions from the meeting 20 March 2023:

- For the Early Years Sufficiency report be brought to a future meeting.



REPORT TO THE SCHOOLS FORUM

Schools Forum Constitution 2023-2025

Purpose

1. The report provides details on the membership of the Forum and the updated Schools Forum constitution.

Recommendation

2. That Schools Forum:
 - a) notes the report;
 - b) elects to the positions of Chair and Vice Chair;
 - c) considers the draft Schools Forum Constitution, detailed in Appendix A;
 - d) considers reforming sub-groups of the Forum, determines membership of these sub-groups and proposes dates;
 - e) considers whether to increase the Heads' rate of reimbursement.

Background

3. Under sections 47(1) and 47A of the Schools Standards and Framework Act 1998 (as amended) and the Schools Forums (England) Regulations 2012, all Local Authorities are required to implement a body called the "Schools Forum". This body, which must contain Head Teachers, and can also include School Governors and nominated "non-school" members, has a formal legal standing and must be consulted by the LA on issues such as:-
 - The Funding Formulae;
 - Arrangements for pupils with SEN;
 - Pupil Referral Units and education otherwise than at school;
 - Early years provision;
 - Centrally Administered Grants paid to schools via the Council;
 - Issues relating to the Minimum Funding Guarantee;
 - Certain contracts funded from the Schools Budget.
4. Schools Forum also have specific powers, which are as follows:-
 - Approve decisions on de-delegation of funding.
 - Approve various centrally retained DSG budgets.
 - Approve changes to The Scheme for Financing Schools.
 - Approve whether to carry forward a deficit on central expenditure DSG to the next financial year.
5. Schools Forums can only exercise their powers in relation to proposals put forward by their local authority.

Election of Chair and Vice Chair

6. For the current membership period (1 April 2023 to 31 March 2025), decisions will need to be made in respect of the positions of Chair and Vice Chair. All members are asked to consider nominating for the positions of Chair and Vice-Chair. These positions must be elected from the membership, and in the event of there being more than one nomination for either position, a vote must take place at this meeting. The previous Chair and Vice-Chair are eligible to stand once again.

Membership Arrangements

7. In the current membership the principal groupings of representatives relate to Primary and Secondary Schools/Academies where seats allocated are proportionate to the number of pupils in each group. Representatives include Head Teachers, Head Teachers representatives and School Governors. Representation is also provided from the Special Schools, but this is not necessarily proportionate to pupil numbers. Pupil Referral Units and Alternative Provision Academies are also represented as per Regulations. There are also some non-school members on the Schools Forum, namely Diocesan Authorities, 16-19 Providers and the Early Years PVI sector.
8. For the new membership period the members on Schools Forum are summarized in the table at 3.1 in appendix A. The Quorum for the Forum is set at 40%, this equates to 10 members based on the membership structure. Any substitutes attending will be counted for quorum, but vacancies and observers will be discounted.
9. The Forum also includes the following observers: Elected Member, Local Authority Officers and Trade Union representative. Executive elected members and officers who are not members of the Schools Forum have a right to attend and speak at Schools Forum meetings. The Education and Skills Funding Agency can also send a representative to observe meetings.
10. The following summarises the current position regarding the appointment of schools members:
 - There are currently four vacant positions. One primary academy main member, two secondary academy main members and one Early Years main member.

Reimbursement of Expenses

11. The regulations require the Council to fund “reasonable” expenses for Forum Members. In line with other Council bodies all Forum Members are entitled to travel and subsistence payments.
12. For LA Officers, attendance would be considered part of their general working duties and as such they would receive travel and subsistence payments in line with the Council’s prevailing expenses policy. The preparation work carried out by LA Officers and clerking of the meetings will be charged to the Schools Forum budget. The cost of producing and distributing papers, room hire and refreshments will also be charged to the Forum budget.

13. For Headteacher representatives (including from Pupil Referral Units & AP academies) it is considered appropriate to fund a degree of supply teacher costs with such payments accruing to the school, not the individual. The current rate of £200 is paid to the school/academy/PRU for each meeting attended, unless Members think the rate needs to be revised.
14. The reimbursement for Heads also applies to sub-group or training attendance as well as the Chair & Vice-Chair pre-meeting reviews.

Constitution

15. Local authorities are required to make a written record of the composition of the Schools Forum. This must include the methods by which each group elects and nominates their representatives and the manner in which the local authority seeks nominations for the non-school member representatives on their Schools Forum. The record includes the numbers of schools members and non-schools members. The proposed constitution document is shown in Appendix A. The document has been updated to reflect all recent changes to the membership and regulations. Future updates shall be made as and when required during the membership period.

Membership Period

16. The current membership period is for two financial years starting on the 1 April 2023. There are no proposals to change this approach at this time.

Sub-Groups of the Schools Forum

17. In the previous year, sub-groups of the Forum included the High Needs Block Review Group. Members should give consideration to the need for this review group, and if it is to be reformed, the membership of the group should be determined. For information, Schools Forum members who were part of this group previously are as follows, however any school forum member may request to become part of the group at any time:-
 - High Needs Block – P Scotting, P Cousins, L Bailey, & D Pittard.
18. Consideration should also be given to appropriate dates for the sub-group meetings.

Conclusion

19. For the new membership period the constitution has been revised as a result of changes to the regulations and other updates. The election of the Chair and Vice-Chair will be required for the new membership period. The need for sub groups of the Forum is also considered, as is the rate of reimbursement for Headteachers.

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DONCASTER SCHOOLS' FORUM
CONSTITUTION

1. INTRODUCTION

- 1.1. The Doncaster Schools Forum was established to meet the requirements of sections 47(1) and 47A of the Schools Standards and Framework Act 1998 (as amended) and the Schools Forums (England) Regulations 2002 (as amended)¹. The constitution and terms of reference of the Doncaster Schools Forum may be amended at any time to meet changes to the primary legislation or to the Regulations. Doncaster Schools Forum has a formal legal standing.
- 1.2. Doncaster Schools Forum aims to provide clear professional advice and strategic direction to the Council to aid decisions regarding education funding, and ensure that optimum value is obtained from the limited resources available for a positive impact on teaching and learning.

2. FUNCTIONS OF THE FORUM

- 2.1. To serve as the main mechanism for consultation on such matters concerning the funding of schools as the Council shall see fit and in particular in relation to the matters specifically detailed below.
- 2.2. To be consulted by the Council on any changes to its school funding formulae (Schools, Early Years and High Needs Blocks). This would include changes to factors and methodology and also in the choice of relative factors within the formulae. The Council shall consult with the Forum in sufficient time to allow the view expressed to be taken into account.
- 2.3. To be consulted annually on financial issues related to the Schools Budget, which will include:
 - 2.3.1. arrangements to be made for the education of pupils with special educational needs, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;
 - 2.3.2. arrangements for the education of children otherwise than at School and the use of Pupil Referral Units, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;
 - 2.3.3. arrangements for early years provision;
 - 2.3.4. administrative arrangements for the allocation of central government grants paid to schools via the Council;
 - 2.3.5. proposed exclusions from the Minimum Funding Guarantee;
 - 2.3.6. other matters as the Council sees fit concerning funding.
- 2.4. To be consulted at least one month prior to the issue of invitations to tender on the terms of any proposed contract for services or supplies to be funded from the schools budget where the estimated value exceeds the threshold determined under regulation 8 of the Public Contracts Regulations 2006 (as amended).

¹ The latest Regulations to be enacted are the Schools Forum (England) Regulations 2012 No. 2261

2.5. The LA will decide on central spend on licenses negotiated centrally by the Secretary of State and children and young people with high needs, although Schools Forum will be consulted.

2.6. Schools Forum has specific powers, which are as follows:-

2.6.1. Decide on the de-delegation for mainstream schools for:-

- I. Contingencies;
- II. Administration of Free School Meals;
- III. Insurances;
- IV. Licenses & Subscriptions;
- V. Staff Costs – Cover Supply;
- VI. Support for Ethnic Minority Pupils/Under achieving Groups;
- VII. Behaviour Support Services;
- VIII. Library & Museum Services;

2.6.2. Approve central spend on:-

- I. Growth Fund (basic need including pre-opening & diseconomy of scale costs); *(Schools Forum also approves the criteria for allocating funding)*
- II. Falling rolls fund for surplus places in good or outstanding schools; *(Schools Forum also approves the criteria for allocating funding)*
- III. Equal pay back pay;
- IV. Places in independent schools for non-SEN pupils;
- V. Early Years Expenditure;
- VI. Admissions;
- VII. Servicing of Schools Forum;
- VIII. Capital expenditure funded from revenue;
- IX. Contribution to combined budgets;
- X. Termination of employment costs²;
- XI. Prudential borrowing costs³;
- XII. SEN transport costs;

2.6.3. The Schools Forum must also approve changes proposed by the Local Authority to The Scheme for Financing Schools, following consultation with all maintained schools.

2.6.4. The Schools Forum also decides whether to carry forward a deficit on central expenditure to the next financial year, to be funded from the schools budget.

² Expenditure in respect of dismissal or premature retirement of, or for the purpose of securing the resignation of, any person employed in a maintained school where the revenue savings that will be achieved are equal to or greater than the costs incurred.

³ Borrowing money for the purpose of facilitating the modernisation and rationalisation of the school estate, where the revenue savings that will be achieved are equal to or greater than the costs that will be incurred in borrowing the money.

3. MEMBERSHIP

3.1. There are currently 23 members of the Forum as follows:-

Type of Member	Group	Position	Places
School Members	Maintained Primary	Primary Heads/representatives	2
		Primary Governors	1
	Maintained Special	Special Head/representatives	1
		Special Governor	1
	Pupil Referral Units	PRU Head	1
	Academies	Academy Heads/representatives	10
Non-school Members	Special Academies	Academy Heads/representatives	1
	AP Academies	AP Academy Heads	1
	Diocesan Representatives		2
	Early Years PVI Sector		2
	16-19 Providers		1

- 3.2. The number of maintained headteacher members will reflect the proportion of pupils in schools maintained by the LA. The number of Academy members will also be determined in the same manner. There shall be one representative for Special schools.
- 3.3. If the number of academies increases over the duration of the membership period, the membership structure will be reviewed and, if necessary, amended accordingly. The total number of members is not expected to change but the ratio between maintained school members and academy members could alter.
- 3.4. Non-schools members will constitute a maximum of one-third of the total membership of the Forum to represent relevant bodies as defined in the regulations. Any Excepted relevant officers shall be nominated by the Director for Children’s Services.
- 3.5. Within one month of the appointment of any non-schools members Doncaster Council shall inform Schools Forum members of the name and the group being represented.
- 3.6. Elected members or relevant officers⁴ of Doncaster Council may not be appointed as a member of Schools Forum.
- 3.7. The Schools Members Headteacher positions (including substitutes) will be elected on the following basis⁵ unless there is only one eligible candidate, in which that candidate is automatically elected to the Schools Forum:
- 3.7.1. Nomination forms circulated by the Clerk of the Schools Forum to all potential candidates four weeks prior to the deadline for nominations to be received.
 - 3.7.2. If nominations are equal to the number of places available then all nominations will be endorsed, with no further action required.
 - 3.7.3. If there are more nominations than places an email will be sent by the Clerk of the Schools Forum to all Heads in the relevant sector (excluding those nominated)

⁴ Relevant Officer means the Director of Children’s Services or representative or any officer whose work involves the management of, or advice on, school funding.

⁵ Full details of the procedure will be distributed with the nomination forms at the beginning of the process.

asking them to vote (a ballot form will be issued with the email). The vote will not be invalidated by a low turnout.

- I. All ballot forms will be counted by the Clerk of the Schools Forum and verified by the Directorate Finance Manager (or representative). The candidate with the most votes will be elected, followed by the candidate with the next most votes and so on until all available positions are filled. Once all positions are occupied any remaining candidates will not be elected to the Schools Forum.
 - II. In the event of a tie between two or more candidates, the successful candidate(s) will be determined by the drawing of lots, which will be undertaken by a member of the Financial Management Team and witnessed by the Clerk of the Schools Forum and the Directorate Finance Manager (or representative).
- 3.7.4. If there are insufficient nominations, all those nominations received will be endorsed. The remaining places will be reviewed to ensure the membership is representative of all types of schools and if necessary there will be a Second stage nominations process to target the areas with low representation.
- 3.8. The Schools Members Governor positions will be elected using the same basis as School Member Headteacher positions and contacted via schools.
- 3.9. The Non-schools members will be elected on the following basis:
- 3.9.1. Diocesan representatives will be nominated by their respective Diocese (Catholic Diocese of Hallam and C of E Diocese of Sheffield).
 - 3.9.2. Early Years PVI representative will be nominated through communication arranged by the Early Years Service.
 - 3.9.3. 16 – 19 providers representative will be determined through communication between the Clerk of the Schools Forum and the eligible candidates.
- 3.10. If nominations for any group do not take place by the date set by Doncaster Council, membership will be determined in a manner deemed appropriate by the Council.
- 3.11. The term of office for schools and non-schools members of Schools Forum shall be 2 years. After which, all members can be re-nominated and re-elected for the next membership period.
- 3.12. Schools and non-schools members shall remain in office until:
- 3.12.1. he/she ceases to hold the office by virtue of which he/she became eligible for appointment to the forum
 - 3.12.2. his/her term of office as a schools or non-schools member comes to an end, or
 - 3.12.3. he/she resigns his/her office as a schools or non-schools member.
 - 3.12.4. Replacement members may be nominated or elected in accordance with the procedures above and will service the remainder of the Term, not the full two years.

4. ADMINISTRATION

- 4.1. A member of the Financial Management (LOCYP) team will act as clerk to Schools Forum, which is an important role ensuring that meetings are well organised and run smoothly. The clerk will notify members of the meeting dates, circulate agendas and reports, record and circulate minutes and process expenses to the Schools Forum budget. The clerk will also be responsible for ensuring the Council website is kept up to date with the relevant Schools Forum information and for circulating a Schools Forum newsletter to all relevant parties following each meeting. All papers for the meetings will be sent to members at least 6 working days prior to a meeting. In some urgent cases the Chair may agree to information being tabled at a meeting.
- 4.2. Notices of appointment, resignation or removal shall be sent to the clerk in writing.
- 4.3. The minutes of the Schools Forum meetings will be formally approved at the subsequent meeting.
- 4.4. The clerk will provide copies of agendas, reports and minutes considered at a meeting when requested. Previous agendas, reports and minutes will be available via the Council's website.
- 4.5. The Council will be responsible for setting the Schools Forum agenda and the dates of meetings. However, members can make suggestions and the views of members will be taken into consideration when finalising agendas and the dates of meetings.

5. CONDUCT OF MEETINGS

5.1. Timing and Frequency of Meetings

Meetings of the Forum will take place at least four times a year (generally, one meeting in the spring term, two in the autumn term and one in the summer term). All meetings must be public meetings. When a member of the public requests to attend a meeting they are provided with the 'Information sheet for members of the public attending schools forum' shown at appendix A. The programme of ordinary meetings will be agreed on an annual basis and any changes will be agreed by Forum. The volume of business may require additional meetings to be arranged; these will be notified and agreed with the Forum.

5.2. Extraordinary Meetings

The Chair of the Forum or one third of Forum members may call an Extraordinary Meeting of the Forum. Notification must be sent to the clerk to the Schools Forum, who will arrange the meeting in accordance with the directions received.

5.3. Quorum

In accordance with the regulations, the Quorum of a Forum meeting is 40% of the voting members (10 members if no vacancies); this excludes any observers and the membership count excludes vacancies but includes substitutes in attendance. Inquorate meetings may proceed, but decisions cannot be agreed.

5.4. Substitutes

Members should contact the Clerk to the Schools Forum if they are unable to attend a meeting. The Clerk to the Schools Forum will then contact a substitute, where appropriate, and notify the Chair of the Forum prior to the start of the meeting. If there are no nominated substitutes for a particular group then that member may send an appropriate substitute on their behalf (i.e. a member of their schools management team), but this must only be by exception and must also be agreed by the Chair of the School Forum. The Clerk needs to be informed no later than 6 working days before the meeting. This does not affect any individual's right to attend the School Forum as an observer.

5.5. Voting

Schools Forum shall aim to arrive at a consensus decision in the first instance. Where consensus agreement cannot be reached any matter will be decided by a simple majority of those members voting, present in the room at the time the question was put unless the Chair decides that a secret ballot is appropriate. If there are equal numbers of votes for and against, the Chair will have a second or casting vote. Where considered appropriate by either the Chair or the Clerk, details will be taken of votes cast by constituency (e.g. Primary, Secondary etc). Records of named votes will only be recorded with the agreement of the Forum through a formal vote.

Voting/approval on some items is restricted to certain members. For example, changes to The Scheme for Financing Schools must be voted on/approved by maintained school members only, and apart from the Early Years PVI member, all non-schools members are excluded from voting on/approving matters relating to the funding formulae. Restrictions would also apply to decisions on de-delegation.

5.6. Declarations of Interest

Where a member has a personal or pecuniary interest (either as an individual or as a headteacher/governor of a school) in a matter to be discussed at a meeting of the Forum or a sub-committee, the member concerned must declare the interest at the beginning of the meeting or as soon as the matter in which they have an interest is raised. The Forum will then decide whether the declared interest is of a significant nature and that the member should either withdraw from the meeting during the consideration or remain but have no vote on the matter. Members will have an interest in a number of discussions that take place at Forum but should not have a greater interest than other members of the sector e.g. all primary members will have an interest in discussions on primary school funding.

5.7. Observers and Right of Attendance

The following persons may attend as observers and speak at Schools Forum meetings, even though they are not members of the Schools Forum:-

- 5.7.1. Director of Children's Services or their representative(s)
- 5.7.2. Chief Financial Officer or their representative(s)

- 5.7.3. An elected Member of the Council who has primary responsibility for Children's Services or Education or responsibility for the resources of the Council
- 5.7.4. Any person who is invited by the Forum to attend in order to provide financial or technical advice to the Forum
- 5.7.5. An observer appointed by the Secretary of State
- 5.7.6. Any person presenting a paper or other item to the Forum that is on the meeting's agenda, but that person's right to speak shall be limited to matters related to the item that the person is presenting.

In addition to the above list, the following can attend the Doncaster Schools Forum as observers:-

- Trade Union Representative;
- 3x School Business Managers/Finance Officers – one from each of the primary, secondary and special sectors. Election to these positions will follow the procedure adopted for the Headteacher elections.

5.8. Record of Attendance

Each member of the Forum attending a Meeting of the Forum or of any of its Committees or Sub-Committees of which he/she is a member, shall sign his/her name in the Attendance Book or sheet provided for that purpose.

5.9. Members Conduct

If the Chair is of the opinion that a member has behaved improperly or offensively or deliberately obstructing the business, the Chair may notify the Meeting of that opinion and may take any of the following courses of action either separately or in sequence:-

- 5.9.1. Member not to be heard further
- 5.9.2. Move that the member be not heard further. If seconded the Motion will be voted on without discussion. If carried, the member shall not speak further at the Meeting.
- 5.9.3. Move that the member leaves the Meeting. If seconded, the Motion will be voted on without discussion. If carried the member shall immediately leave the Meeting.
- 5.9.4. Adjourn the Meeting for 15 minutes or such period as he/she considers appropriate.
- 5.9.5. Order the member to leave the Meeting or, if necessary, the member to be removed.

If there was a general disturbance making orderly business impossible, the Chair may adjourn the meeting for as long as he/she thinks necessary.

5.10. Sub-groups

Schools Forum may establish sub-groups to work on specific matters as deemed necessary and shall decide the terms of reference and schools membership.

5.11. Chair/Vice Chair

The Forum shall elect a Chair and Vice-Chair for the membership period (two years) at the first meeting of the new membership period by a majority of votes cast. It is not necessary to vote if there is only one nomination.

If the Chair or Vice-Chair leaves during the membership period a new Chair or Vice-Chair will be nominated on the same basis at the next meeting and will serve the remainder of the membership period.

If the Chair or Vice-Chair isn't present at the meeting Forum Members will elect a member to preside.

The Chair or Vice-Chair can not be an elected member or officer of Doncaster Council.

5.12. Invalidation of Proceedings

The proceedings of the Forum are not invalidated by:-

- 5.12.1 Any vacancy among their number
- 5.12.2 Any defect in the election or appointment of any member
- 5.12.3 Any defect in the election of the Chair

6. SCHOOLS FORUM BUDGET/MEMBERS EXPENSES

- 6.1. Each year the Forum will agree its annual budget for the forthcoming financial year, taking into account the estimated number of meetings and all direct costs, plus any special projects that are to be commissioned.
- 6.2. The clerk to the Forum will produce an annual statement showing the cost of the Forum for the previous financial year.
- 6.3. For Headteacher attendance Reimbursement of average main pay scale supply teacher costs payable direct to the employing school in half day blocks based on meetings attended.
- 6.4. Governors are entitled to reimbursement for travel expenses incurred; this will be paid at the same rates paid to staff in accordance with the Council's policy.

7. AMENDMENTS TO THE CONSTITUTION

- 7.1. Any change to this constitution will be recommended by Doncaster Council and passed by two thirds majority of the members present in person and voting at a meeting of the Forum of which notice has been given specifying the matter to be discussed. The final decision of any proposed change rests with Doncaster Council.

APPENDIX A

INFORMATION SHEET FOR MEMBERS OF THE PUBLIC ATTENDING SCHOOLS FORUM

1. About Schools Forum

The Schools Forum was established to meet the requirements of sections 47(1) and 47A of the Schools Standards and Framework Act 1998 and the Schools Forums (England) Regulations 2002.

Schools Forum aims to provide clear professional advice and strategic direction to the Council to aid decisions regarding education funding, and ensure that optimum value is obtained from the limited resources available for a positive impact on teaching and learning.

2. Functions of the Forum

To serve as the main mechanism for consultation on such matters concerning the funding of schools as the Council shall see fit and in particular in relation to the matters specifically detailed below.

To be consulted by the Council on any changes to its school funding formulae (Schools, Early Years and High Needs Blocks). This would include changes to factors and methodology and also in the choice of relative factors within the formulae. The Council shall consult with the Forum in sufficient time to allow the view expressed to be taken into account.

The Schools Forum must approve movement of up to 0.5% from the schools block to other blocks.

To be consulted annually on financial issues related to the Schools Budget, which will include:

- arrangements to be made for the education of pupils with special educational needs, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;
- arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;
- arrangements for early years provision;
- administrative arrangements for the allocation of central government grants;
- other matters as the Council sees fit concerning funding.
- exclusions from MFG for application to DfE.

To be consulted at least one month prior to the issue of invitations to tender on the terms of any proposed contract for services or supplies to be funded from the schools budget where the estimated value is in excess of the EU procurement thresholds.

The LA will decide on central spend on licenses negotiated centrally by the Secretary of State and children and young people with high needs, although Schools Forum will be consulted.

Schools Forum has specific powers, which are as follows:-

Decide on the de-delegation for mainstream schools for:-

- Contingencies;
- Administration of Free School Meals;
- Insurances;
- Licenses & Subscriptions;
- Staff Costs – Cover Supply;
- Support for minority ethnic;
- Pupils/Under achieving Groups;
- Behaviour Support Services;
- Library & Museum Services;
- School improvement

Approve central spend on:-

- Funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy
- Funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years
- Early Years block provision;
- Funding to enable all schools to meet the infant class size requirement;
- Back-pay for equal pay claims;
- Remission of boarding fees at maintained schools and academies
- Places in independent schools for non-SEN pupils;
- Admissions;
- Servicing of Schools Forum;
- Contribution to responsibilities that local authorities hold for all schools;
- Capital expenditure funded from revenue;
- Contribution to combined budgets;
- Existing termination of employment costs ;
- Prudential borrowing costs ;

The Schools Forum must also approve changes proposed by the Local Authority to The Scheme for Financing Schools, following consultation with all maintained schools.

The Schools Forum also decides whether to carry forward a deficit on central expenditure to the next financial year, to be funded from the schools budget and any brought forward deficit on de-delegated services which is to be met by the overall schools budget.

3. Rules about members of the public speaking at meetings

Meetings of the Schools Forum are open to the public. A member of the public can attend as an observer. Observers do not have an automatic right to speak at meetings, but the chair may allow contributions where appropriate.

The public and press may however be excluded from the meeting or part of the meeting if confidential information is likely to be discussed or considered.

Everyone in attendance at a Schools Forum meeting will be treated with courtesy and respect.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Early Help Funding 2024/2025

Purpose

1. This report provides an overview of early help activity associated with DSG spend for 2022-23 and seeks approval to sustain the level of investment of £450k. This is to support the statutory duty placed upon education in relation to early help in 2024-25. (DfE Keeping Children Safe in Education 2023).

Recommendation

2. That Schools Forum:
 - Notes the report;
 - Approves the proposed transfer of £450k from the High Needs Block to the Early Years Block for 2024/25 to fund the Early Help Strategy and 0-19 offer during 2024/25.

Background

3. Team Doncaster is committed to meeting the statutory duties in relation to early help, as set out in 'Working together to Safeguard Children (DfE 2018)' and 'Keeping Children Safe in Education (DfE 2023)' and endorses the principle of early identification of need and early intervention to prevent costly statutory interventions.
4. Early help is one of the key priorities within the Borough strategy, wellbeing wheel, particularly the safe and resilient element; and a priority within Team Doncaster's Great 8, Nurturing a Child-Friendly City. The Early Help strategy brings together all aspects of the Early Help vision and approach and is an

agreed strategic priority for the Directorate and partnership.

5. Partnership oversight for this priority is provided through the Early Intervention Steering Group with the Local Authority as lead agency. In addition, Starting Well Strategy jointly led by Public Health and Doncaster Council, has a specific focus on early help in the early years.
6. Schools Forum has provided valuable investment to support the delivery of the Early Help Strategy over the past 5 years (£700k in 2016-17, £600k in 2017-18 and £450k per year in 2018-19 to 2023-24). This has provided valuable mainstream resources to support early childhood services and schools in their support of children and families, and has had a real impact, including supporting educational settings.
7. The proposal to transfer £450k from the High Needs Block to the Early Years Block for 2024-25, to fund the Early Help Strategy and 0-19 offer during 2023/24, has been incorporated within the figures presented within the medium term financial plan shown within report 2.7b.
8. The responsibility for delivering the preventative and early intervention parts of early help resides with providers and practitioners. Doncaster Council delivers two critical elements:

1. The Early Help Coordinators

- Work with Lead Practitioners from schools and other partners to support individual cases and ensure safe and effective practice. Early Help Coordinators have oversight of all early help cases from across the partnership; supporting Lead Practitioners to complete holistic early help assessments, develop family plans, deliver interventions and monitor progress. Where relationships between parent and practitioner or organisation become strained, Early Help Coordinators resolve difficulties and unite focus.
- Provide threshold guidance and support practitioners in evidencing appropriate step-up and step downs from social care, particularly important as the workforce becomes familiar with the revised thresholds implemented in 2022. Professional development via a suite of training courses enhances the practice of both new and experienced staff. This delivers a key safeguarding function for families where there are concerns, ensures a well- documented process around delivering support and measures both process and progress.
- Deliver early help at a very early stage through coordination of Local Help through the four Your Family Teams. An Early Help Coordinator is embedded in each Your Family Team to pull services together through a 'see and solve' approach, preventing escalation into formalised early help. Early help

Coordinators are key to ensuring the continuum of need is understood and children, young people and families get the right support at the earliest opportunity. Early Help Coordinators work closely with Doncaster Council's Inclusion and SEND services to enable robust decision-making and access to resources for vulnerable pupils, embedding the Graduated Approach.

- From Autumn 2023 Early Help Coordinators function will be adapted to support capacity in schools with the aim of driving up quality by joint working on Early Help Assessment and plans, modelling practice skills, chairing the first Team Around the Family meeting and developing a multi-disciplinary whole family plan. A Family Lead Practitioner will undertake NSPCC Graded Care Profile 2 (GCP2) tools where School practitioners are unable to home visit or co-work to support them to develop these skills.
- The new Early Help Panel was established in Quarter 2 2023-24 to broaden the range of Lead Practitioners and ensure Team Around the Family process is effective. The panel is chaired by Head of Service for Early Intervention and supported by Early Help Pathway Leads and Development Manager. Gaps in provision have been identified and will inform future commissioning decisions.
- The Early Help Quality Mark is being co-produced with schools and other partners via the Early Help Practice and Performance subgroup, consultation with children and families will begin in Autumn 2023 with roll out planned for January 2024. The Quality Mark will support partners to demonstrate their effective early help offer to children, families, peers, DSCP and inspectorates.

2. Family Hubs

- Form part of the infrastructure for locality-based working, particularly for younger children. Engagement of families continues to increase and the effectiveness of services is improving. The learning journey of a sample of children shows the majority reaching new and increased development milestones. Parents show a high level of satisfaction, form social networks and, critically, report changes to the home environment as a result of participation, with increased reading, better approaches to behaviour management and increased parental confidence and understanding of child development. Four Family Hub Lead Practitioners were recruited in Quarter 2 2023-24, whilst focused on under 5's families with siblings at School are included in casework, broadening the range of Lead Practitioners.

How the DSG funding contributes to the Early Help Offer:

Early Help Performance Data

9. Doncaster has a strong Early Help Performance Framework to monitor early help casework. The following performance information provides evidence of the

sustained picture in relation the embedding of early help and the important role that schools play.

10. The rate of children and young people receiving early help is remained broadly static over the year. As at the end of Quarter 4 2022/2023 (March), the rate of children receiving early help support, per 10,000 population (Level 2 and Level 3) stands at 323.07 compared to 327.42 at the end of Q1 2021/2022. As at the end of Quarter 4 2022-2023, there are 2176 children and young people accessing support at level 2 and level 3 as evidenced on the Integrated Case Management system.
11. Across early help (level 2 and level 3), education remains one of the key agency holding the Lead Practitioner role at 37.7%, with Doncaster Childrens' Services holding 40.8% and Doncaster Council holding 9.3% of cases. Health and Voluntary Organisations leading less than 5% each. Education cases have significantly declined from their peak of 52.3% in Quarter 1 2020-2021. Early Help Coordinators continue to work hard in the support given to education colleagues and in broadening the range of Lead Practitioners available. Plans are in place for Autumn 2023 to further this support with Early Help Coordinators buddying education Lead Practitioners to undertake early help assessments alongside them.

Early Help Impact

12. Having a single case management system to hold Level 3 cases across the partnership is a strength in Doncaster. The Family Outcome Star is the tool used with families to support the Early Help Assessments and Family Plans. Family Stars completed by education colleague's evidence positive change against boundaries and behaviours, progressing into work and meeting emotional needs. Strong outcomes across the partnership can now be clearly demonstrated. It is positive there is an upward trend in outcomes achieved.
 - In Q4 2022-23, 86.5% final FAMILY Stars evidenced an increased confidence and ability of parents / carers to support and provide for their family through the Outcome Star process, an increase from 83.3% in Q2 2022-23¹.
 - In Q4 2022-23, 75% final MY Stars evidence an increased confidence and the ability of the child / young person to look after themselves through the Outcome Star process an increase from 66.7% Q2 2022-23.

Early Help Quality Assurance

¹ Q1 2023/2024 data reports are currenting in development following the changes to the forms on the integrated case management system.

13. Ensuring and supporting the quality of early help casework across the partnership is a key function for the Early Help Coordinators. Early help partnership audits have been embedded since 2017/2018. The revised early help partnership audits focus more closely on the quality of practice and improved outcomes rather than process and compliance. The audit tool is now in line with the tools used by the Parenting and Family Support Service, which is supporting the standardisation of practice across the partnership.
14. It is positive that, despite the pressures and demands across the partnership on Lead Practitioners, 50% of early help cases have received a good or outstanding audit outcome in Q4 2022-23, whilst this is a slight decline from 55% were graded good or above in Q4 2021-22 it should be noted that 73.1% of families spoken with as part of the audit process rate the support they have received as good or better, close to the target of 80%. It is clear from family comments support from their Lead Practitioner is highly valued.

“Yes to be fair the school is amazing and they do so much. I can go to L and she is brilliant any issues or concerns they are there straight away”

“If I were grading it solely on School I would say excellent, they are amazing and bend over backwards for us.”

“Parents voice Mrs G was fantastic- I can’t express how grateful I am for her support”

15. However, there are also a few parents who rated the service offered as poor. They are not happy with the support received, have poor contact with the lead practitioner and feel that the support that is needed for them is not there and not working.

“I don’t feel like we’ve been listened to or supported at all, I have very little contact with School. I’ve been trying to make contact with the Head to ask for a meeting to speak about T’s needs and her returning to School possibly in Year 8 but they won’t return my calls”

“Mum stated that the family did not feel supported when R attended Y School, and information was not shared appropriately which led to the family’s mobility payments stopping. Mum is fighting this with a MP.”

16. In 2022/2023, there were 51 audits for school-based lead practitioners, the gradings were 3 (1) x outstanding audit, 11(24) x good audits, 17 (25) x requires

improvement audits and 20 (16) inadequate audits, the previous years gradings bracketed show an overall decline in quality. We are reviewing the Early Help

17. Analysis from partnership audits show areas of concern continue to be in relation to accurate up to date case recording, quality early help assessments and family plans which demonstrates impact. As most practitioners are now acquainted with the integrated case recording system, Mosaic, assessment content has returned to the familiar Childrens Assessment Framework with other forms simplified, and practitioners continue to have support from Early Help Coordinators, it is likely work role time constraints impact on the quality case recording. Plans for Early Help Coordinators to buddy education lead practitioners will develop capacity to record casework and the quality of this.
18. A further adaptation of the tool is to ask families to rate the quality of support on offer. In 2022/2023, we heard from 87 of the 137 families (64%) that had received a partnership audit. Of these, 40% rated the service as excellent and 33% as good. It is very positive that 64 parents/carers rated the support as good or excellent and that this builds on beneficial ratings 2021-22 when families rated the quality of support on offer as 30% excellent and 41% good.
19. In 2022/2023, we heard from 11 families (13%) who rated support as poor; in 2021-22 9 families (14%) rated support as poor. These families reported limited support or recent contact from the Lead Practitioner. The voice of families also directly relates to the audits, where significant drift and delay evidenced against the Early Help Pathway and the overall inadequate identified audits. The voice of the family and learning from the audits is feedback to the lead practitioner and immediate action is taken to ensure the family have the right support, feed into the DSL network meetings, the Early Help Newsletter and discussed in Lead Practitioner Community of Practice meetings established in November 2022.

rate the offer of support for your family?		rate the offer of support for your family?		rate the offer of support for your family?		rate the offer of support for your family?	
2021/2022		2021/2022		2022/2023		2022/2023	
Excellent	19	Excellent	30%	Excellent	40%	Excellent	35
Good	26	Good	41%	Good	33%	Good	29
Okay	10	Okay	16%	Okay	14%	Okay	12
Poor	9	Poor	14%	Poor	13%	Poor	11
Blank	30	Blank	N/A	Blank	N/A	Blank	50

20. It can be seen that many parents particularly value the support provided and are able to build trusted relationships with the lead practitioner. Families feel valued, understood and have their identity considered. For those parents who

answered the questions, it is evident support has made a difference to them and their family.

“We feel like we’ve struggled alone to be able to affect the positive change that has been made. We feel both kids have boundaries, routines and consistency now where before they used to walk all over B, especially G if she didn’t want to do something then that would be it, but it’s not like that anymore. E is a lot more settled; she’s not isolated and will stand up to G.”

“Yes, early help and the Lead Professional has made a difference and happy with the support.”

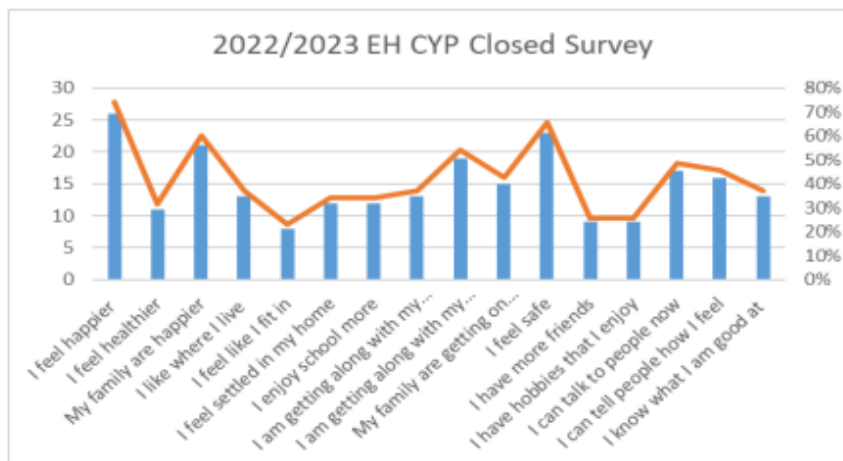
“Yes a massive difference, we have 3 children and Ben would not get the opportunity to go on activities if short breaks were not in place”

Child/young person voice –

“R’s behaviour has massively improved, when G started there were incidents every day, telephone calls from school and me picking her up every day. In the last 3 months I think there have been two telephone calls and no pickups.”

“L now has a tutor x5 days per week (2 hours a day) and that he can now concentrate and focus on the sessions, something he could not do in school”

21. Our focus in 2022 is to really celebrate the work undertaken by the lead practitioners by having a special mention at the Designated Safeguarding Leads (DSL), in Q1 2023-24 a School DSL was invited to speak alongside the Early Help Development Manager about their whole School approach to embedding early help, DSL’s feedback how helpful this was. Plans are in place for the Autumn 2023 DSL network to focus on Early Help with two other schools invited to speak.
22. Early Help Closure Surveys returns have increased from 12 in 2021-22 to 35 in 2022-23. On a scale of 1-5 (where one is bad and five is great) the average starting point was 2 and end point 4.31, an improvement of 2.31.
23. Children and young people report that the support has made they feel happier 26/35 (74%), they family is happier 21/35 (60%) and they felt safe 23/35 (66%).



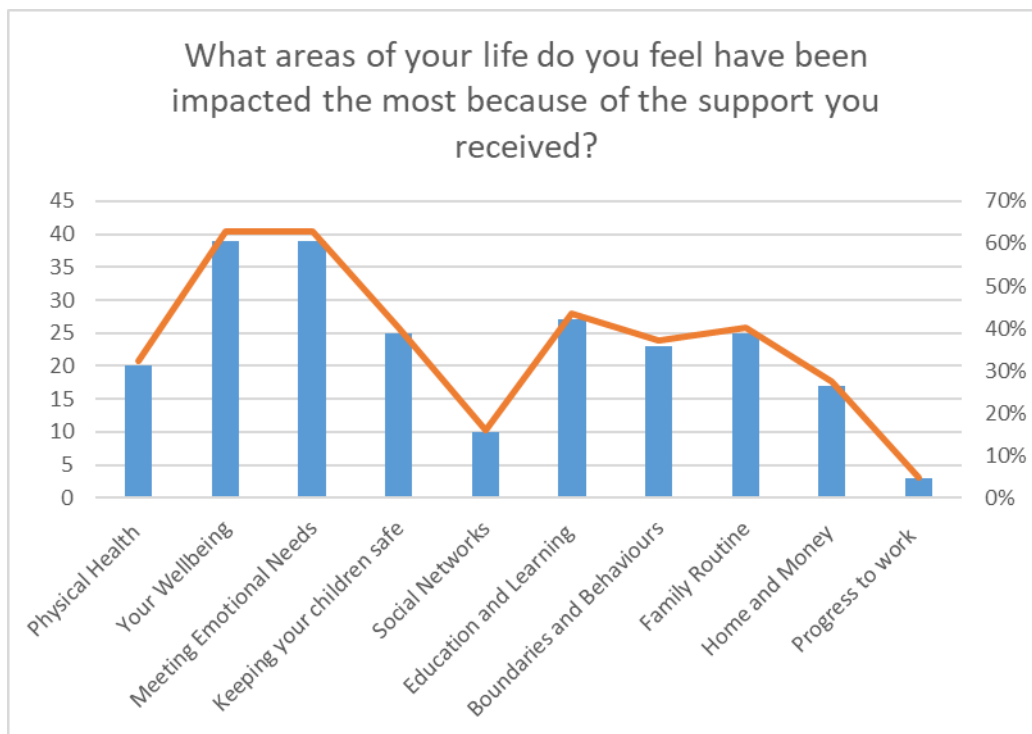
Children and Young People’s Comments:

“I don’t feel like I’m alone anymore.”

“I feel like I have been listened to when I have had worries. I feel I have been supported in school by motivating me and giving me praise when I have been attending school often. I know school have supported my mum as well - I worried about her a lot but now I can talk to her about my worries, and she understands. I understand feelings and emotions more and that it is ok to feel them”

“I can go out more now and feel happier in myself”

24. When asked what we could we have done better, 31 of the 35 said “nothing”. However, one young person said “help for my family sooner”, another “more time”.
25. In 2022/2023, we have heard from 63 families who completed the Family Survey, an increase from the 29 families that responded in 2021-22. On a scale of 1-10 (where one is bad and ten is great), the average score for how families rated their family’s quality of life before they you received support from services was 5.06 and this moved to 8.53 at the end of the intervention, which is a 3.47 increase.
26. Families report that the support helped with meeting children/young people’s emotional needs 39/63 (62%), improved adult wellbeing 39/63 (62%), and meeting children/young people’s educational needs 27/63 (43%).



Early Help Activity

27. Early Help Coordinators provide high quality support to school practitioners on a wide range of issues relating to early help and safeguarding. This support includes use of the case management system, case advice, case mapping, next steps and support to step cases up to social care.

28. Response times to schools following a referral are expected to be as follows;
 - Referrals into the Front Door – 1 working day for social care and 3 working days for early help.
 - Schools should be informed of the outcome of their referral and which team it has been allocated to promptly. We are working with the Front Door to improve the timescales within which referrers receive the outcome of their referral.
 - In terms of timescales for allocated workers to contact schools, this can vary and depends on a number of factors including capacity. This is being monitored closely at the current time.

29. Education practitioners have a duty telephone line available throughout the day and a dedicated locality Early Help Coordinator. In 2022-23, there 441 of the 956 (46) calls into the duty line were from education colleagues for support around case advice and general information (248), case closure (72) and

technical support (121). Duty support is in addition to appointments online and in person.

30. Education Lead Practitioners were invited to respond to a surveys at the end of each quarter 2022-2023:
- 100% stated they contacted their Early Help Coordinator for help and support
 - 64% of practitioners stated they found the Early Help Coordinator service to be good or excellent, 21% rated the service okay, and 6% poor (3 respondents).

31. Practitioners feedback that

“The help and support from my Early Help Lead Sarah Taylor is greatly appreciated.”

“Thank you so much for your positive feedback. Vicky and Laura are really committed to getting it right for our children and your support has been invaluable. I have passed on your message to them and they are so appreciative of your recognition. Thank you for your support!!”

“Thanks, Julie. That’s what I needed - to run it past someone and see what you thought as you have so much more experience than we do in schools”

“Feel well supported when needed by Early Help Co.”

“Thank you again for your support today – it has been invaluable!!”

‘Early Help presentation was the best bit. I always enjoy Emma’s presentations’

‘As a school we need to allow more time to staff to work on their Early Help’

“Thanks again for today. Really appreciated the meeting. Was extremely useful.”

“Thanks ever so much both you, that’s really helpful (& very quick response too!)”

32. Early Help Pathway Leads work closely with the Council’s Inclusion services through the work of the SEND, Inclusion and Social, Emotional and Mental Health panel processes to ensure that the holistic needs of children and their families are addressed. There is a clear synergy between this work, that of the Your Family approach, development of the Graduated Approach and SEND strategy. There is joined up information and services for Schools and better connectivity with services at practitioner, manager and leadership levels will support Schools to meet pupil’s needs.

33. The service had secured additional funding from COVID monies to recruit, line manage and provide case supervision for thirteen additional practitioners. This short-term funding has now ceased as previously discussed and posts ended. Start for Life funding has been used to recruit 5 practitioners with a focus on early years, the whole family approach means they will also work with siblings of school age and their parents/carers.
34. The funding has also been secured for more online parenting programmes to match presenting needs in early help, understanding mental health, interventions for reducing parental conflict and support for separated parents.
35. The top three presenting needs in early help remain static over the past two years, these are emotional wellbeing, parenting and behaviour. As a result, we continue to fund the online evidence-based parenting programmes to support the above needs as early as possible.
36. Doncaster offers a range of parenting programmes that span the continuum of need. There is a suite of Online Solihull courses, the range of courses is expanding all the time and are relevant to the current need of our communities, the courses are available in several different languages. As of 1st September 2023, there are 3715 online learners registered, 463 of these learners have completed the Understanding your child with additional needs course, 365 learners have completed understanding your teenager's brain. One of the new courses is understanding your child's mental health and wellbeing and so far, 150 learners have completed this course.
37. Evidenced based evaluations are available for completion; however, these are not mandatory as we seek to remove barriers to engagement. There have been 284 parents complete the pre and post measures evaluations for the antenatal programmes. Of these, 107 report a reduction in anxiety, 80 report increased closeness with their baby, 41 report an increase in their intention to breastfeed and 18 report an increase in the intention to quit smoking before their baby is born. There have been 380 parents complete the pre and post measures for the 0-18 programmes. The evaluations evidence an increase in closeness to their child/young person and a decrease in child-parent conflict.
38. Based on Doncaster's data we have requested additional programmes including 'Understanding your child with additional needs' and 'Understanding your child's mental health and well-being'. These programmes are live and we need continued support to advertise these programmes to parents and increase take up.
39. The Early Intervention and Localities Service also plays a vital role in developing the Local Solutions model for delivering preventative services in communities. In Doncaster this takes the form of an integrated, locality operating model 'Your

Family' teams. The aim is to create a model of local prevention that is rooted in the dynamics of specific local communities across Doncaster, and which enables front line workers and communities to act together in a preventative whole family approach, across people and place-based issues. Early Help Coordinators are key members of these teams', providing advice and guidance directly to families, coordinating the work of practitioners in the locality, and recognising and managing situations when further help is needed. This Summer the Your Family teams have been providing support to families whose Lead Practitioner is school based and term time. This important work ensures families receive help whilst their lead practitioner is away preventing escalation of need and a provides a record of actions and updates to the Lead Practitioner on their return to work.

Early Help Training Offer

40. Early Help workforce development is crucial, reflected in this being one of only four priorities set out in Doncaster Early Help Strategy 2022-2025; 'Support Professionals across all Services to maximise their Impact'. The Early Help Development Manager was appointed in summer 2022 to focus this key work stream.
41. The second cohort of the free Level 3 Early Intervention qualification Summer 23, 5 of the 13 learners are school practitioners, was enrolled in Summer 2022: building on the 4 school practitioners from the first cohort. This course takes a year to complete with learners gaining knowledge in legislation, local and national policy; skills in working with families and managing multi agency processes; and confidence in being a lead practitioner. Three learners become Lead Practitioners for the first time.
42. Learners highly evaluated the Level 3 Early Intervention course; 12/13 (92%) gained knowledge of legislation and local and national policies; 10/13 (77%) gained skills in talking with families about help; and 12/13 (92%) gained confidence in undertaking Early Help.
43. Sian Gamble, EQA for awarding body Skills For Justice, provided the following feedback about delivery and assessing of the Level 3 Early Intervention course:

"The overall standard is good with some really lovely evidence. I have no concerns. There are good solid learning opportunities and some excellent materials and assessments seen today. I am more than happy with what the assessors and IQA are doing and I am impressed with the knowledge and experience of all the assessors.

Learner Feedback:

“I thoroughly enjoyed this course and I felt that it really impacted me in the way of remembering that the basics are really important - communication, engagement, listening and how this really impacts our families. I learnt more about things such a laws and policies whilst it also brought to the forefront my passion for helping families/children and helped me remember why we do this! I really enjoyed this course and felt the content was really useful and help make further impact. I also found course delivery enjoyable, and I took away a lot from the assessor’s real life stories and sharing of best practice. Thank you for having me as a learner!”

“My mentor was absolutely brilliant, always there at end of phone or email, no question was a silly question, when I needed something explaining in a different way I wasn’t judged, she understood how I learn and adapted to this! Overall fantastic course, I can assess and help more families now I have the correct information and procedures to do this!! Thank you x”

“Really enjoyed the course, the learning was fab. thank you for the opportunity.”

“I am full of praise for the course and the content - although I am an experienced practitioner it has ensured that the impact of early interventions is at the forefront of my practice, as well as reiterated the importance of parental engagement.”

“This course was really insightful having done this role for a number of years I found it fine-tuned my skills and brought the impact of effective parental engagement to the fore front of my work with families. I would highly recommend this course especially to inexperienced practitioners as it is packed full of strategies, information.”

44. The Early Help Outcomes and Good Quality Assessment courses have been written, and the Being a Lead Practitioner and Working with family’s course significantly revised. All Outcome Star practitioners received new documents and access to workshops to learn about the updates A broad range of training is available for practitioners, with revised Signs of Safety training returning in September 2023.

Table 1: Training Offer

Early Help in Doncaster an Introduction	Parent Carer Assessment
Reducing Parental Conflict	Outcome Star
Being a Lead Practitioner and Working with Families	Thresholds
Good Quality Early Help Assessments	NSPCC Graded Care Profile 2
Early Help Outcomes Framework	Supervision for Early Help
Managing Engagement	Neglect in Early Help

Neurodevelopmental Pathway	Parenting Cooperatively for Separated Parents
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45. Training is well attended by education practitioners being 596 of the 1103 (54%) of learners, courses are highly evaluated; 100% of learners on the Being a Lead Practitioner, Managing Engagement, and Early Help Supervision courses stated they gained knowledge. In Q4 2022-23 92% of Lead Practitioner's stated they had the appropriate training to meet the needs of the families they are working with.

'I thoroughly enjoyed the training and found it so useful. I am a new to role SENCo and this really helped me to understand the pathway further. I found the question-and-answer session at the end particularly beneficial as well as updates about current timescales.'

'Excellent training. The trainers were knowledgeable and made the training interactive which I really enjoyed. Would definitely recommend.'

'Both trainers were incredible. They made understanding of the training very clear and enjoyable, easy to understand and provided extra knowledge which further supported the day. I would recommend this training to others. Thank you.'

'I am a DDSL and a LP. This has re-affirmed my current knowledge and boosted my confidence in applying this knowledge''.

46. In addition to the training led by the EHC team, EHC's also co-delivered learning to a further 257 learners in courses coordinated by DSCP, Graded Care Profile 2 and Thresholds training, 51% of these learners were education practitioners. Both courses are highly evaluated with 100% of education learners on the GCP2 course stating they felt confident to use the tool; and 96% of education learners on the Thresholds course agreed or strongly agreed the learning would have a positive impact on their safeguarding practice.
47. The Early Help Coordinator team commissioned four sessions of Family Mediation Matters training in 2022-23 to raise awareness of support available for families during separation, 45% of learners were education practitioners. Most of these learners (70%) felt significantly more confident to talk with families about mediation, and 30% felt moderately more confident to do so.

Family Hubs:

48. Doncaster Family Hubs are the 'place to go' for families. Family hubs are a place-based way of joining up locally in the planning and delivery of family services. They bring services together to improve access, improve the connections between families, professionals, services, and providers, and put relationships at the heart of family support. Family hubs offer support to families from conception and two, and to those with children of all ages, which is 0-19 or up to 25 for those with special educational needs and disabilities (SEND), with a great Start for Life offer at their core.
49. The Family Hub & Start for Life programme was a manifesto commitment from the 2019 election and, in early 2022 Doncaster was identified as one of the 75 Local Authorities who met the criteria to participate. The programme is described as an “opportunity to change the lives of thousands of parents, carers and babies across England” and challenges “national and local government, the health sector and Start for Life professionals [to] use this programme to deliver better services for families, develop our understanding of ‘what works’ and build the evidence base for future investment decisions”.

The programme has two stated goals;

- Join up and enhance services delivered through transformed Family Hubs in Local Authority Areas, ensuring all parents and carers can access the support they need at the time they need it.
 - Parents and carers should feel supported and empowered in caring for and nurturing their babies and children, ensuring they receive the best start in life.
50. The programme is based on 6 funded and 20 unfunded strands of activity and Doncaster submitted a delivery plan in December 2022, had it approved in February 2023, and has been in a process of continuous review and development with central government since that time. Now that Doncaster’s Delivery Plan has been formally signed off by the central government team, the focus of the programme is shifting from planning to implementation. In the coming weeks and months our communications will increase to ensure that staff, partners, and residents will be aware of the expanded offer and how to access it.
 51. Family Hubs aim to identify and meet need at the earliest point in a child’s life by building relationships early with families. The recent addition of the Early Days Worker role funded by the Family Hub and Start for Life programme has added further capacity allowing for more opportunities to engage with families antenatally and postnatally. By providing a universal offer at 0-5 years Family Hubs can identify need and build resilience as early as possible.
 52. The total number of individuals seen in Family Hubs (footfall) from 1st April 2022 – 30th June 2023 was 134,184, which is an increase from the previous year.

53. From 1st April 2022 - 30th June 2023 a total number of 23,804 contacts were carried out with families accessing information advice and guidance from Family Hubs. (6346 for health and development, 1206 for employment and childcare, 15,566 for relationship support for family stability and 686 supporting families with complex needs).
54. In a recent evaluation of services, 99% of families told us accessing a Family Hub has been a positive experience and 94% have become more aware of local services since attending the Family Hub.
55. Family Hub teams have continued to target and encourage eligible families to access their two-year-old funding entitlement with 79.7% accessing in the summer term of 2023. In comparison to Yorkshire and Humber 76.6% and National 73.9%. This demonstrates the work of Family Hub teams in being tenacious in supporting vulnerable families.
56. All families with a 2-year-old, who are identified as potentially being eligible have been invited to a “Celebrating being 2 party” at their local Family Hub, to raise awareness and encourage attendance of their funding offer. Incentives are also provided to encourage families to attend these sessions. Home visits remain in place to ensure all families have access to the information. 2-year funding entitlement and take up rates have been shared in all partnership meetings, to raise awareness of the offer and encourage all services to support to identify children who may be eligible for Early Education funding. Family Hub staff have also been provided with tablets to enable eligibility checks to be completed in the home to support families at the earliest opportunity; a communication’s advert has been developed and is currently being played in all DCLT venues across Doncaster to provide consistent messages and raise awareness.
57. All families with a 2-year-old, who are identified as potentially being eligible have been invited to a “Celebrating being 2 party” at their local Family Hub, to raise awareness and encourage attendance of their funding offer. Incentives are also provided to encourage families to attend these sessions. Home visits remain in place to ensure all families have access to the information. 2-year funding entitlement and take up rates have been shared in all partnership meetings, to raise awareness of the offer and encourage all services to support to identify children who may be eligible for Early Education funding. Family Hub staff have also been provided with tablets to enable eligibility checks to be completed in the home to support families at the earliest opportunity; a communication’s advert has been developed and is currently being played in all DCLT venues across Doncaster to provide consistent messages and raise awareness.
58. Doncaster Talking Together Speech, Language and Communication Pathway has extended its offer in response to demand. The Talking Together Team deliver a variety of sessions in partnership with Family Hub staff, the sessions are designed to help grow and build a child’s brain for language and later learning. Sessions are suitable for children aged 2-4 years, with a varying level of need. Since the launch of the pathway in February 2023 195 professionals have

completed Universal training and 24 professionals have completed Enhanced training. 215 referrals received, with 528 families receiving support 43 free events carried out with 1075 attendees. 4046 free resources have been handed out to families.

59. There has been an average increase in number of words used after intervention of 20 (with the biggest increase being 138)
60. Empowering parents, Empowering communities (EPEC), is a new initiative in Doncaster, building on community assets the courses are delivered by trained parents to parents in their local community. The courses are aimed at early intervention giving parents support around what it is like to be a parent and the everyday challenges, the courses will equip parents and carers with the knowledge and tools to understand their child, hopefully avoiding issues escalating and needing a targeted intervention. As part of the Start for life programme an EPEC Coordinator has been employed to train parents as Parent Group Leaders and to assist them in rolling out the Being a Parent and Baby and Us courses across the City to as many parents and carers as possible.
61. Parent Engagement Workers identify and engage with families who meet the criteria for Supporting Families to offer targeted support and encourage access to universal services. On average, the parent engagement workers make 1013 contacts per quarter, the main themes of work are general wellbeing and welfare and emotional support.
62. As part of the Start for Life Programme, Family Hub Pathway Workers identify and engage with families who meet the criteria for Supporting Families to offer targeted support at Level 3 Threshold with emerging complex needs. As part of a Multi-Agency Network, they are Lead Professional, deliver targeted intervention and encourage families to access Universal Services. On average, the Family Hub Pathway Workers support up to 20 children at any one time, depending on needs and capacity. The main themes of support are SEND, Education, Family Relationships and Mental Health. The overall impact is recorded via the Early Help Pathway and evidenced in the impact stated in above paragraph for example the closure information.
63. The Young Carers team has continued to identify and offer direct support to young people with caring responsibilities. As of 30th June 2023, there are a total of 410 Young Carers identified in Doncaster. 125 have accessed one to one support with a practitioner and 79 have accessed a social group or activity. 100% of Young Carers told us they feel supported by the service.
64. The [DfE Family Hub Evaluation Innovation Fund Intermin Report](#) for Doncaster has now been published, evidencing the strengths and challenges.

Overall conclusions and next steps:

- The locality-based, core and extended offer approach provides a useful model especially for geographically large and diverse local authority areas.

- The provision of this wider offer draws on a culture of partnership working, notably but not exclusively with health services (especially midwifery services) and VCS organisations.
- Doncaster has a strong focus on data gathering and data-led working. A particularly positive aspect of Doncaster's approach is the strong emphasis on parent and carer voice.
- There are a set of challenges that limit the potential for benefits for families and the community, notable resourcing (particularly for the third sector); some gaps in the service offer for older children impacting on the ability of Family Hubs to signpost to services for children older than five years; the need for further enhancement of local data use; some disparities in access, partly driven by physical infrastructure of Family Hubs; and the legacy of Covid-19.
- The self-reported survey data, whilst limited at this stage, provide evidence of positive outcomes that point to the value of the model described in this report.
- The next report will include a focus on impact and economic evaluation, in addition to further data collection with Family Hubs with a particular emphasis on families, and second stage survey data.

Next Steps:

65. The majority of the aforementioned activity will continue throughout the coming year but there are **three elements** of development that are worth highlighting as having a notable impact on supported children and families, whilst also offering school leaders the opportunity to influence and shape the early help offer in the borough via the Early Help Strategy Implementation Plan.
66. Continue to implement the Early Help Strategy, driving forward the learning from the Innovation Unit research, Doncaster Place Plan development and the Local Solutions Model. Focus is on place, connectivity, whole-family working and earliest help to incorporate a wider partnership of community led response to meeting early help needs. School leaders, as key partners, are invited to help implement the strategy.
67. Ofsted has published guidance in relation to a new inspection framework. The new Joint Targeted Area Inspections (JTAI) will focus on early help for children and families (Ofsted 07 Oct 2022). Local areas' multi-agency arrangements for helping children and families early will be the focus of upcoming thematic JTAs carried out by Ofsted, the Care Quality Commission (CQC) and HM Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) will start in November 2022. These JTAs will consider how different agencies across children's social care, education, health, and the police, work together to reduce risks to children and families, and meet their needs early. School leaders, as key partners, are invited to be part of the planning and preparation for the Doncaster inspection.

68. Undertake the Peer Review, which was originally arranged for July 2023 however was postponed by the Peer Review team will now take place in October 2023. The peer team will explore the effectiveness of local early help services in improving outcomes for children and families and identify both what works well and opportunities for improvement. School leaders, as key partners, are invited to be part of the planning and preparation for this.

Conclusion

69. Schools play a pivotal role in the lives of children, young people and their families, as a potential place of belonging and support. The Early Help Strategy Group would like to recognise this, thank the Schools Forum for their continued commitment and request continued investment through the Early Years Block.

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City of Doncaster Council

REPORT TO THE SCHOOLS FORUM

Growth Fund Criteria 2023-24 and future years

Purpose

1. This report is provided to re-affirm the approval of Schools Forum for the criteria used for the Growth Fund, for the financial year 2023-24 onwards.

Recommendation

2. That Schools Forum members - Re-affirm the Growth Fund criteria as set out below.

Growth Fund Criteria

3. The criteria for allocating the Growth fund, agreed by Schools Forum are currently as follows.
4. The Growth Fund criteria was previously agreed and amended by Schools Forum in 2015-16 and due to the length of time since this decision the details set out below is being brought back to Schools Forum to re-affirm the criteria.

	<u>Growth Fund Criteria</u>	<u>Methodology for distributing funding:</u>
1	Support where a school or academy has agreed with the authority to provide an extra class in order to meet basic need in the area (either as a bulge class or as an on-going commitment).	£AWPU per pupil increase and reflecting the proportion of the year which is not funded within the school's budget share. Where a school has a balance above 12%, payment from the growth fund would not be guaranteed; they would have to make representation to the Schools Forum in order to seek an allocation from the growth fund unless a reasonable plan is already in place.
2	Support where a school has increased its PAN (per year group) by at least 25% for all schools, or 10 or more pupils for Primary schools, in agreement with the authority.	£AWPU per pupil increase and reflecting the proportion of the year which is not funded within the school's budget share. Where a school has a balance above 12%, payment from the growth fund would not be guaranteed; they would have to make representation to the Schools Forum in order to

		seek an allocation from the growth fund unless a reasonable plan is already in place.
3	Pre-opening costs / initial equipping allowance for new maintained schools and recoument academies, including new academies and free schools where the school is opening in response to basic need.	<p>£AWPU per pupil increase <i>or the average cost of an additional teacher including on costs (£42,395) to cover the full academic year</i>, whichever is the higher, and reflecting the proportion of the year which is not funded within the school's budget share.</p> <p>Where a school has a balance above 12%, payment from the growth fund would not be guaranteed; they would have to make representation to the Schools Forum in order to seek an allocation from the growth fund unless a reasonable plan is already in place.</p>

Conclusion

5. If approval is granted by School Forum the criteria will continue to be effective for payments in the current financial year where schools meet criteria 1.

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SEND Strategy update and High Needs Task and Finish Group

Schools forum 21/9/23

Martyn Owen HoS SEND Transformation, CoDC

Key Issues (DBV analysis)

- EHCP requests grown from 138 in 2017 to over 600 last year and increasing. EHCP numbers increased from 1800 in 2020 to 2500 now. Challenges around timeliness- GDA, EHCP.
- Funding is allocated through EHCP and is too late. Takes too long for schools to access funding. Decisions are arbitrary and not checked.
- No consistent approach to meeting need across city. Need to define what should be universally available and clear approach to identifying need. Lack of early intervention approaches. Funding and services are at wrong end of continuum.
- Lack of navigability of local system for professionals.
- Support services model is fragmented and often accessed too late. Services are not connected to funding decisions.
- High Needs deficit is growing rapidly and will impact upon school and council budgets increasingly as time goes on. Vital to impact earlier in the system.
- Many out of authority placements have poor outcomes compared to mainstream placements.
- Parental pressure is driving spend and placement decisions. Parental confidence in mainstream secondary is a concern.
- Variation in school practice around inclusion. Need for greater collective decision making on a strategic and operational level.
- Need to strengthen in-borough provision especially around ASD and SEMH.
- High turnover of SENCO roles due to above and lack of time and priority in some schools.

SEND Strategy/ SENCO and Heads Steering Groups

- Develop clear banding model, description of universal provision and descriptors of need.
- Funding work has been designed by SENCO Steering Group and HT working Group- now in development via Jane Friswell (former CEO of NASEN).
- Handbook and toolkit to be rolled out in November.
- Working on Standard Operating Procedure of outreach services in order to ensure earlier school support.
- Sufficiency study in development Pre and post 16.
- SENCO Role- SENCOs have designed SENCO Charter to outline support needed in role. MO to discuss with HTs and CEOS in September.
- Online EHCP system has been purchased to be rolled out in Jan 24.
- Publication of Joint Commissioning Strategy and Joint Strategic Needs Analysis in October.

Funding- objectives (SENCOs and HTs)

- SENCO steering group and HT group have set out a basic preferred funding model:
 - Budget devolved to localities on basis of simple formula agreed by SF. We will consult on this in HT meetings.
 - Specialist support services to offer more support to schools, but also moderate bids across city for consistency.
Panel in each locality consists of locality SENCOs (plus outreach/ E.P.s)
Annual 'bid' process with 6 weekly emergency panels
 - Use existing documents- EHCP, SEND K plans, provision map. Schools evidence notional spend and have agency support including LA outreach. Together with a simple assessment framework for each need type.
Include special school dual placements and AP decisions in single panel
Bids for 3 terms with review, supported by outreach. Transition bids for 5 terms

Draft Funding principles

- CDC distribute money in a fair and logical way;
- CDC distribute extra resources towards pupils who need them most;
- CDC SEND funding arrangements are transparent and easy to understand and explain;
- To support a diverse range of school provision; and provide value for money and ensure proper use of public funds.
- Funding can be allocated without need for EHCP.
- Changes in need can be funded quickly.

Action so far

- Jane Friswell has been commissioned to do the work on funding. This will conclude late October.
- Initial analysis demonstrated inconsistencies and higher rates of MS funding than most areas.
- Jane and I will speak to CEOs/ HT, DASH etc re overview and contents. MO is visiting schools and academies thru Oct/ Nov.
- JF is revising banding model and will align to new definition of universal (etc) provision. Will include single system from EY to 16.
- Jane and Kelly are working on descriptors of need and provision against 4 types of need. We will send these out to SENCOs next week for comment/ advice.
- Will also consult on model that includes whole school funding as well as individual funding.
- Model to be in place in order to agree allocations for April 1st 2024
- SEND Funding Action Plan for 3 years.

Likely proposal: 'Local High Needs Funding' system.

- All schools use same need descriptors.
- LA officers/ Special school outreach will moderate bids. Schools submit bids to locality panel, made up of peers with LA service representation. Bids will include assessment level, SEND support plan.
- Panel look for consistent level of need across city.
- Allocations made for 3 terms of 5 for transition bids.
- Where clusters of high level of need, this triggers additional funding to support school training, infrastructure etc. **(Additional Targeted Funding)**

Timeframe

- Overview at Schools Forum 21/9/23
- New draft needs descriptors to go to schools WB 25/9/23
- MO/JF to brief HT in DASH, CEO etc between now and end of Nov on emerging proposals.
- **Schools forum HT T&F** groups 27/9 and 21/10 to work up policy including options re overall amount, panel make up, MFG implications etc.
- MO visits to schools throughout Oct and Nov to meet Heads and discuss changes.
- LA and SENCO training in new descriptors November 23 up to Jan 24.
- HT Group & Jane Friswell to feedback report to Schools Forum- Nov
- Finalise, pilot and publicise model Dec 23.
- Decision making process- Feb- March 24
- Allocations to school budgets April 24.
- 6 weekly panels from May 24.



REPORT TO THE SCHOOLS FORUM

Early Years Supplementary Grant September 2023 to March 2024

Purpose

1. This report outlines the additional funding for the existing early years entitlements for disadvantaged 2-year-old children and 3 and 4-year-old children for the 2023 to 2024 financial year.

Recommendation

2. That Schools Forum:
 - a) Notes the report;
 - b) Provides comments on the content of the report.

Background

3. The government's 2023 Spring Budget announced additional funding for the existing early years entitlements for disadvantaged 2-year-old children and 3 and 4-year-old children for the 2023 to 2024 and 2024 to 2025 financial years.
4. In July 2023 the Government announced £204 million of supplementary funding to local authorities through a new early years supplementary grant (EYSG) from September 2023 for the 2023 to 2024 financial year.
5. For the 2024 to 2025 financial year, an additional £288 million will be allocated to local authorities through the early years funding block of the dedicated schools grant (DSG), and there will not be a separate EYSG.
6. In September the Local authority will receive Early Years Supplementary Grant for all existing early years funding streams:
 - 15 hours entitlement for disadvantaged 2-year-olds
 - 15 hours universal entitlement for 3 and 4-year-olds
 - 15 hours additional entitlement for 3 and 4-year-old children of working parents
 - early years pupil premium
 - disability access fund

7. The additional funding provided to Doncaster will be passed on in full to early years providers for each of the existing early years funding streams as follows for the period September 2023 to March 2024:

3 & 4-Year-Old Funding Rates	Current	New
15 universal & 15 additional	£4.50	£4.74
Flexibility	£0.24	£0.24
Deprivation	£0.28	£0.28

Additional Rates	Current	New
EYPP	£0.62	£0.66
Disability Access Fund	£828.00	£881

2-Year-Old Funding Rates	Current	New
15 hours for eligible 2-year-olds	£5.63	£7.40

8. The funding rates and guidance for April 2024 onwards are not yet available. The DfE has launched a consultation on how the funding for the new entitlements in 2024-25 will be distributed.

Conclusion

9. It is our aim to pay hourly rates that distribute the maximum amount of funding to providers therefore the increase in the hourly rate allocated to Doncaster will be passed on in full to early years providers.

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Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Revenue Monitoring Quarter 1 2023-24

Purpose

1. This report details the forecast outturn for the Dedicated Schools Grant (DSG) budgets for the year 2023-24, as at 30 June 2023 (with known updates included).

Recommendation

2. That Schools Forum
 - Notes the report;

Background

3. All Local Authorities receive a ring-fenced Dedicated Schools Grant (DSG) from the Department for Education (DfE) for their schools provision. For 2023-24 the DfE funding settlement received in December 2022 was based on October 2022 census.
4. The DSG is split into 4 blocks, as presented in Appendix A:
 - Schools Block
 - Central Schools Services Block
 - High Needs Block
 - Early Years Block

Issues for consideration

5. The attached report at Appendix A shows the budget for 2023-24, projected year-end outturn and projected year-end variance for 2023-24 based on information as at the end of Quarter 1, updated to reflect latest information.
6. The report shows a forecast in-year overspend of £5.81m for 2023-24. Reasons for variances against budgeted spend lines for 2023-24 are detailed in Appendix A with the main reasons outlined in this report.

7. The attached report at Appendix B shows the Medium Term Financial Plan (2023-24 - 2026/27) for the High Needs Block.

Schools Block

8. The Schools Block budget overall is showing a projected (£0.01m) overspend for the year due to overspends on the maternity and provisional Growth Fund payments for 2023-24 which are included at appendix C with final payments to be confirmed following the October 2023 census.
9. A further report on the 2024-25 Schools Block budget will be presented at the November 23 Schools Forum meeting once further details have been received from the DfE.

Central Schools Services Block

10. The Central Schools Services Block is showing to budget at this time for the year.

High Needs Block

11. The High Needs Block budget overall is showing a projected £5.7m overspend for the year.
12. Budgets for 2023-24 have increased to estimated expenditure figures (based on 2022-23 outturn levels and known changes) with the balance of these increases showing a £3.3m overspend against the contingency budget.
13. Other reasons for the increase is on the pupils educated out of authority budget with additional cost pressures on the Trust, SEN and CWD from out of authority residential placements being identified which require additional funding of £0.5m for 2023-24.
14. Further reasons for the overspend include projected overspends of £0.5m on Specialist Alternative Provision (AP) placements and £1.5m against mainstream EHCP Banded Top Up funding and expenditure for SEND AP, Tuition and other payments to mainstream schools.

Early Years Block

15. The Early Years Block budget overall is showing a break-even position for the year.
16. Early Years funding for 2023-24 is being provided by the DfE based on each termly census data. Further updates will be known following the Quarter 2 monitoring process.

High Needs Block Medium Term Financial Plan (2023-24 - 2026/27)

17. Appendix B sets out details of the High Needs block budget across the current and following 3 financial years.

18. Grant income and expenditure assumptions have been updated to show the expected 2024-25 High Needs income confirmed by the DfE's announcement in July 23 and also includes an inflation estimate for 2025-26 and 2026-27.
19. Expenditure budgets have been reviewed based on 2022-23 outturn positions and other known changes resulting from the LA's Delivering Better Value in SEND Programme and SEND updates.
20. The current plan also includes an assumption on the continuation of the transfer of the transfer of 0.5% of the total Schools Block into the High Needs Block and also the transfer of £450k High Needs block funding to the Early Years block, to fund the Early Help strategy, which requires annual Schools Forum approval, which forms part of agenda item 2.3.
21. Allowing for the above, the current High Needs overspend position is predicted to be £38.6m by the end of 2026-27, as shown within appendix B with total overspends of £25.8m expected at the end of 2023-24, £29.2m in 2024-25 increasing to £33.6m in 2025-26.
22. This position is not uncommon to other Councils. Work continues to review the DSG medium term financial plan alongside the Delivering Better Value work in order to ensure robust expenditure projections across the period 2023-24 to 2026/27.

Consultation

23. Individual budget holders have considered the current estimated outturn position. The revenue monitoring position for Children's Services has been reported to the Director of Learning and Opportunities, Children & Young People Services and management team through the monthly reporting process.

Conclusion

24. The adjusted quarter 1 position (end of June 2023) shows a forecast in-year DSG overspend of £5.8m. This will continue to be monitored throughout the year with updates brought to subsequent Schools Forum meetings.

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APPENDIX A
Revenue Monitoring 2023/24 Quarter 1

Service	HOS	DSG Budget for Year	Quarter 1 Projection	Projected DSG Variance	Explanation of Outturn Variance / Change from Previous Quarter	2022/23 DSG Budget	2022/23 Outturn	2022/23 DSG Outturn Variance	Change From DSG Variance at Outturn	
		£'000	£'000	£'000		£'000	£'000	£'000	£'000	
SCHOOLS BLOCK DSG										
Individual School Budgets	CN007	Schools	31,850	31,850	0		36,319	36,319	0	0
Staff Absence Compensation - Maternity	CN020	Schools	237	292	55	Based on maternity spend to date, which can change through the year. Should this overspend be evident following quarter 2 then the rate of de-delegation for this budget would need to increase for 2023/24 if to continue.	264	368	104	(49)
Staff Absence Compensation - TU Facility	CN020	Schools	63	63	0		76	76	0	0
Museums-Art Gallery(Education Service)	NE056	Schools	32	32	0		40	40	0	0
EMTAS & GRT Virtual School	CK024/61	Schools	101	101	0		124	124	0	0
Other Insurances	CN011	Schools	7	7	0		9	9	0	0
Free School Meals Eligibility	MG002	Schools	24	24	0		24	24	0	0
Support for Schools in Financial Difficulty (Causing Concern)	CK032	Schools	52	52	0		64	64	0	0
Growth Fund	CN029	Schools	470	477	7	Based on estimated pupil numbers from September 23 and following discussions with schools for increases from September 23. This will be updated following the Oct 2023 census when actual pupil numbers will be confirmed.	923	340	(583)	590
Additional school improvement services (incl. Maths/Literacy Lead)	CK013 / CK053	Schools	70	70	0		84	84	0	0
Education functions for maintained schools (former ESG general duties)	RF001 / CA009	Schools	128	128	0		156	156	0	0
SCHOOLS BLOCK Sub-total			33,034	33,096	62		38,085	37,605	(479)	541
CENTRAL SCHOOL SERVICES BLOCK DSG										
Servicing of Schools Forum	CN019	Schools	35	35	0		35	13	(22)	22
School Admissions	CK030	Schools	314	314	0		314	314	0	0
Miscellaneous Provision (Safeguarding)	CK013	Schools	23	23	0		23	23	0	0
Recharges Corporate Services/Management	CK038	Schools	91	91	0		91	91	0	0
ICT revenue funding	CB004, CB014	Schools	99	99	0		99	99	0	0
National Copyright Licences	CN033	Schools	272	272	0		245	245	0	0
Education functions for all schools & academies (former ESG retained duties)	CA009	Schools	818	818	0		827	827	0	(0)
Learning & Behaviour Support Service	CK025	Schools	57	57	0		57	57	0	0
CENTRAL SCHOOL SERVICES BLOCK Sub-total			1,709	1,709	0		1,691	1,669	(22)	22
HIGH NEEDS BLOCK DSG										
Mainstream EHCP Banded Top Up funding	CN043	Jane Cresswell	5,839	6,704	865	Budget adjusted and moved in 2023-24 to lines below to breakdown this expenditure further. Due to the number of EHCP cases the expected outturn is be overspent by £865k.	7,608	8,289	681	184
SEN Children additional Funding	CN027	Jane Cresswell	1,534	2,159	625	Expenditure for AP, Tuition and other payments to mainstream schools.				625
Special Schools - ISB	CN026	Jane Cresswell	9,401	9,474	73	Based on summer term 2023 funding numbers including the additional payments being made for specific special school children. Overspend against additional payments to special schools of £xx (total now at £1.3m) less underspend of £xx for top up payments to special schools.	7,128	7,517	389	(316)
PRUs Incl. Mulberry Unit	CN032/CS001/CS007(Mul)	Jane Cresswell	3,478	3,709	231	Estimate includes additional payments expected to Levett for children from Flourish.	3,495	3,236	(258)	489
SEMH Provision	CM011	Jane Cresswell	629	520	(109)	Expected SEMH provisions to open from Autumn 2023	525	0	(525)	416
North Bridge Enterprise College	CM007	Jane Cresswell	1,143	1,246	103	Pupil numbers at NBEC remain static with estimate included for over inflation rate per pupil requested.	794	1,187	393	(290)
Primary Outreach	CN040	Jane Cresswell	412	375	(37)		360	351	(9)	(28)
Big Picture Learning	CB018	Jane Cresswell	885	885	0	Budgeted outcomes for expected payments	1,004	749	(254)	254
Secondary Outreach	CN040	Jane Cresswell	109	109	0		109	109	(0)	0
Children's Specialist Equipment	CL016	Jane Cresswell	164	164	0	Outturn estimate based on initial findings from an Adults review of shared contract. More work is being completed in this area to understand the full impact however a further overspend is expected in 2023-24	102	161	60	(60)
Specialist Post 16 Institutions	CN025	Jane Cresswell	5,459	5,531	72	The projection is based on current pupils of 165 and an estimate net growth of 17 from September 2023. Estimated growth of an additional 8 pupils within the year is also included.	4,077	5,164	1,087	(1,015)
Post 16 FE Colleges	CN042	Jane Cresswell	369	271	(98)	Post 16 FE colleges is projected to spend £271k which is an underspend of (£98k). This is based on current pupils and there is no growth included.	754	290	(464)	366
Pupils Educated Out Of Area - LA SEN	CL007	Jane Cresswell	10,580	11,233	653	There are currently 204 children in placements, with a net decrease in children (Flourish and Castles children) of 13 children (22 less children with 9 growth for the remainder of the year) at an average cost of £61k per year prior to Q1.	6,460	9,624	3,164	(2,511)
Pupils Educated Out Of Area - LA CWD	CB016, CL015, CS014	Jane Cresswell	2,018	1,368	(650)	There are currently 10 children which is expected to decrease to 8 by March 2024 (3 children expected to leave with growth of 1 child for the remainder of the year) The underspend is a result of the decrease in the number of children expected within a CWD placement.	1,544	1,632	88	(738)
Pupils Educated Out Of Area - Social Care	CV001	DCST	3,396	3,918	522	The number of OOA placements, at 1st April 2023 were 54 and based on the assumptions at month 3 the number at 31st March 2024 will be 36 and the average for the year will be 43. The Care Ladder budget modelling assumed placement numbers would be 43 at 1st April 2023, 41 at 31st March 2024, and the average for the year would be 42 placements.	3,263	5,039	1,776	(1,254)
Specialist AP provision	CL022	Jane Cresswell	500	800	300	Expected overspend due to the number of young people requiring AP provision due to exclusions from school. Further work required in this area.	500	624	124	176
Other LA recoupment	CL004, CL006	Jane Cresswell	591	627	36	There was an increase in recoupment from 2022 to 2023 in the numbers of young people placed in other LA special schools, from 18 to 22. This reflects the pressure on DMBC special schools but also geography and the nature of SEN. At the moment Doncaster do not have any provision designated to meet the needs of children with ASD for example whereas RMBC have Milton School.	578	569	(9)	45
ASD SCHOOLS SUPPORT	CL013, CL008, CK015, CK034(part) £56K	Jane Cresswell	717	691	(26)		690	686	(4)	(22)
HI SCHOOLS SUPPORT	CL010	Jane Cresswell	871	766	(105)	Underspend expected based on salary vacancies within the HI team.	829	753	(75)	(30)
VI SCHOOLS SUPPORT	CL014	Jane Cresswell	463	463	0		347	421	74	(74)

APPENDIX A
Revenue Monitoring 2023/24 Quarter 1

Service	HOS	DSG Budget for Year	Quarter 1 Projection	Projected DSG Variance	Explanation of Outturn Variance / Change from Previous Quarter	2022/23 DSG Budget	2022/23 Outturn	2022/23 DSG Outturn Variance	Change From DSG Variance at Outturn
		£'000	£'000	£'000		£'000	£'000	£'000	£'000
Pre-School Inclusion - Portage/SEN	CJ004, CJ007, CK039, CK034(part) E29K, CK059, CK063	Alison Tomes	1,185	1,184	(1)	1,132	994	(137)	136
Learning & Behaviour Support Service	CK025, CL019, CB009, CM010, CK034(part) E22K, CK066	Jane Cresswell	981	953	(28)	922	886	(36)	8
Pupils Educated At Home	CK031	Jane Cresswell	101	96	(5)	94	88	(6)	1
Independent Behaviour Provision (Tops Team)	CM009	Jane Cresswell	173	173	0	153	155	2	(2)
Contributions to Centrally Retained & De-delegated Budgets	Various	Jane Cresswell	90	90	0	90	87	(3)	3
High Needs Contingency/Unallocated	CN001	Jane Cresswell	(3,327)	0	3,327	(1,385)	0	1,385	1,942
HIGH NEEDS BLOCK Sub-total			47,761	53,509	5,748	41,173	48,613	7,440	(1,692)
EARLY YEARS BLOCK DSG									
Nursery Education Fund - 2 year olds	CG014	Paul Ruane	3,697	3,778	81	3,658	3,236	(421)	502
Nursery Education Fund - 3 & 4 year olds	CG027, CN007	Paul Ruane	16,762	16,728	(34)	16,489	16,181	(308)	274
Early Years Retained Duties	CF064-68/CB014/CK039/CK041/CB010/	Steph Douglas / Paul Ruane	792	792	0	716	716	0	0
Early Years Pupil Premium	CG055	Steph Douglas	316	310	(6)	306	318	12	(18)
Early Years Contingency	CN001	Steph Douglas	0	(14)	(14)	0	0	0	(14)
High Needs Block transfer to EY Block - Early Help funding	CN001	Steph Douglas	450	450	0	450	450	0	0
Disability Access Fund	CJ008	Steph Douglas	137	110	(27)	110	75	(34)	7
EARLY YEARS BLOCK Sub-total			22,154	22,154	0	21,728	20,976	(752)	752
EARLY YEARS BLOCK DSG									
Grand Total			104,658	110,468	5,810	In-year 2023/24 overspend of £5,810m	102,677	108,863	6,186
									(376)

APPENDIX B

Dedicated Schools Grant High Needs Block Medium Term Financial Plan (2023/24 - 2026/276)

High Needs Block Funding	2021-22	2022/23	2023/24	2024/25	2025/26	2026/27	Notes/Assumptions
Initial DSG Settlement	42,747,785	48,504,344	54,118,648	55,992,191	57,671,957	59,402,116	2024-25 funding increased by 3.4% based on provisional DfE allocations as at 17th July 2023. The DfE had previously advised that assumptions for additional increase in DSG budget should be 3% in 2024-25 and beyond therefore future years remain.
less High Needs Places deductions (Academies)	-6,670,669	-6,881,335	-7,125,000	-7,125,000	-7,125,000	-7,125,000	Deductions as per March 23 notification.
Agreed 0.5% contribution from the Schools Block Budget	0	0	1,217,806	1,254,340	1,291,970	1,330,729	As agreed at School Forum
less HN funding transfer to EY block (Early Help Strategy)	-450,000	-450,000	-450,000	-450,000	-450,000	-450,000	Subject to annual School Forum approval in September each year.
	35,627,116	41,173,009	47,761,454	49,671,531	51,388,927	53,157,845	
High Needs Block Expenditure Projections							
Mainstream EHCP Top Up funding EHCP's and High Needs	6,175,984	5,356,168	6,704,000	6,905,120	7,112,274	7,325,642	
Additional Top Up funding - Specials	460,267	1,106,515	1,302,423	1,341,496	1,381,741	1,423,193	
EHCP Top Up funding - AP & Tuition	609,192	1,420,115	1,669,320	1,719,400	1,770,982	1,824,111	Assumed that due to the devolving of funding to schools the number of children will remain static with inflation for future years.
EHCP Top Up funding - Other	190,427	406,155	490,000	504,700	519,841	535,436	
EHCP Top Up funding - PRU	0	0	238,484	245,639	253,008	260,598	
Special Schools	6,997,770	7,517,382	8,171,220	8,416,357	8,668,847	8,928,913	Increases of inflation of 3.0% inflation for future years.
PRUs Incl. Mulberry Unit	3,023,770	3,236,451	3,471,000	2,299,070	2,368,042	2,439,083	Revised estimate for 2024-25 based on reduced number of 32 at Levett with a higher pupil top up rate - assumption of £23k per place plus Maple remaining the same
SEMH Provision	0	0	520,000	740,500	762,715	785,596	3 Primary and 1 Secondary SEMH from Autumn 2023 (additional 40 places in total). Also including a general price inflation estimate of 3% p.a.
North Bridge Enterprise College	1,171,600	1,186,812	1,246,153	1,283,537	1,322,043	1,361,705	Assumption that NBEC to maintain at current students number in the future with an amount included of 5% inflation for 23/24 still TBC and 3% from 2024-25 onwards.
Behaviour Outreach Team - Primary	308,960	351,397	375,000	424,360	437,091	450,204	Assumes January 23 staffing establishment with pay inflation only.
Behaviour Outreach Team - Secondary	107,000	109,000	109,000	112,270	115,638	119,107	Assumes January 23 staffing establishment with pay inflation only.
Big Picture Learning / VEGA College	418,470	749,410	885,210	1,036,584	1,898,395	2,183,641	Based on updated estimate for increase in numbers for 2024-25 and 2025-26 and 2026/27 subject to Cabinet approval.
Children's Specialist Equipment	100,000	161,176	163,770	168,683	173,744	178,956	Figures assume zero growth in 23-24 onwards, increase to figures reflect price inflation estimates only.
Specialist Post 16 Institutions	3,197,460	5,163,864	5,531,000	5,807,550	5,981,777	6,161,230	Assumed SPI figures will remain constant with any growth estimated to attend Doncaster College rather than a SPI college
Post 16 FE Colleges	453,680	290,108	271,000	284,550	293,087	301,879	Figures assume zero growth in 23-24 onwards, increase to figures reflect price inflation estimates only.
Post 16 FE Colleges	0	0	0	52,500	142,500	142,500	Assumption of 15 extra students at Doncaster College from Sept 24 and 30 extra from Sept 25.
ASD Schools Support	681,680	685,800	691,000	711,730	733,082	755,074	Assumes January 23 staffing establishment with pay inflation only.
HI Schools Support	773,330	753,490	767,000	813,710	838,121	863,265	Assumes January 23 staffing establishment with pay inflation only.
VI Schools Support	323,180	421,445	463,000	476,890	491,197	505,933	Assumes January 23 staffing establishment with pay inflation only.
SEN Pre School Inclusion, Portage, Seedlings & Early Intervention Allowance	915,500	994,319	1,184,000	1,219,520	1,256,106	1,293,789	Assumes January 23 staffing establishment with pay inflation only. Figure assumes no growth in EIA.
Pupils Educated Out Of Area - SEN	7,147,810	9,624,414	11,233,000	12,298,650	13,290,760	14,312,632	Figures assume net growth of 40 children per year for 23-24 further offset by 28 into SEMH and 6 SEND OOA brought back into borough, giving net growth of 6 for 23/24 based on the more rigorous process prior to submission of cases to JRP. 24/25 onwards increases reflect future net growth guesstimate of 10 placements per year and price inflation estimates.
Pupils Educated Out Of Area - CWD	1,776,110	1,632,233	1,368,000	1,260,383	1,352,641	1,420,273	Figures assume growth of 1 child per year from 23-24 and 1 leaver per year so net nil growth per year. Further increase to figures reflect price inflation estimates.
Pupils Educated Out Of Area - Social Care	4,210,670	5,038,802	3,918,000	4,054,119	3,718,521	3,642,881	Figures assume a reduction in placements from current position to 46 children at March 23 and to reduce to 29 by March 27. Further increase to figures reflect price inflation estimates.
Specialist AP provision	721,310	623,597	800,000	840,000	865,200	891,156	Figures assume zero growth in 23-24 onwards, with expenditure to be back to budget based on Levett review, increase to figures reflect price inflation estimates only.
Pupil Educated At Home	83,180	88,266	96,000	101,000	104,030	107,151	Assumes January 23 staffing establishment with pay inflation only.
Learning & Behaviour Support Service (including Secondary Alternative Provision Funding)	891,580	885,760	953,000	981,590	1,011,038	1,041,369	Assumes January 23 staffing establishment with pay inflation only.
Other LA recoupmnt (SEN)	561,130	568,586	627,000	645,810	665,184	685,140	Figures assume zero growth in 23-24 onwards, increase to figures reflect price inflation estimates only.
Independent Behaviour Provision (Tops Team)	150,080	154,762	173,000	178,190	183,536	189,042	Assumes January 23 staffing establishment with pay inflation only.

High Needs Block Funding	2021-22	2022/23	2023/24	2024/25	2025/26	2026/27	Notes/Assumptions
Contributions to Centrally Retained & De-delegated Schools Budgets	73,730	87,094	90,000	90,000	90,000	90,000	Not expecting de-delegation to be allowed under Hard NFF. It is unclear when the hard NFF will be implemented from. Reduction year on year due to schools that academize.
<i>Gross Expenditure</i>	41,523,870	48,613,120	53,510,580	55,013,907	57,801,137	60,219,498	

High Needs Budget Variance (in Year) **5,896,754** **7,440,111** **5,749,126** **5,342,376** **6,412,210** **7,061,653**

DSG Schools Block, Early Years Block Variance -1,130,173 -1,253,982 62,000

The data modelling produced by Newton's & CIPFA, with the DfE, indicates cumulative savings over 5 years are expected as a result of this programme ranging from between £4.2m and £9.6m, dependent upon the confidence level attributed to the tasks to be undertaken with a potential of £15.5m cumulative savings overall (DBV estimates against out of authority spend but would need to model further to specific lines).

These potential savings would equate to a c.£0.8m - £3m reduction per annum against our in year future forecast deficits of c.£4m per annum.

Savings expected from DBV work per Newton/CIPFA

0 -2,000,000 -2,000,000 -2,000,000

Work of DBV to start for 23/24 so don't expect to see these saving until 24/25 onwards, assuming £2m per annum x 5 year to 28/29 making up £10m savings over 5 years.

Overall DSG Balance **13,816,499** **20,002,628** **25,813,754** **29,156,131** **33,568,341** **38,629,994**

Summary table

Description	2022/23 £000's	2023/24 £000's	2024/25 £000's	2025/26 £000's	2026/27 £000's
DSG High Needs Block grant (after deductions)	41,173	47,761	49,672	51,389	53,158
High Needs Block expenditure	48,613	53,511	55,014	57,801	60,219
In year High Needs Block variance (less other DSG underspends)	6,186	5,749	5,342	6,412	7,062
Savings expected from DBV work per Newton/CIPFA	0	0	-2,000	-2,000	-2,000
Overall DSG Balance	20,003	25,814	29,156	33,568	38,630

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