



Agenda – School’s Forum 8:30 – 10:30, 24 November 2022 Microsoft Teams

1. Procedural Items
 - 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

2. **Reports**
 - 2.1 Update from Jane Cresswell, Head of Service Equity and Inclusion. 8:40

 - Reports requiring Decisions**
 - 2.2 Schools Funding Formula 2023-24 – Transfer of 0.5% from the Schools Block to the High Needs Block 8:45

 - 2.3 School Funding Formula 2023/24 and National Funding Formula update; incl.
 - a) Central school services block budgets, LA Statutory duties funding and maintained schools de-delegated budgets 2023/24; and, [Stephen Boldry] 9:05
 - b) Central Early Years Expenditure Budget 2023/24 [Steph Douglas / Neil McAllister]
 - c) Maths and Literacy Lead Officers update [Steph Douglas]

 - 2.4 Approval of funding for Early Help Strategy 2023/24 [Steph Douglas] 9:30

 - 2.5 Culture and Commercial Service [Nick Stopforth] 9:40
 - a) The Bright Programme
 - b) SPARK Programme

 - Reports for Information**
 - 2.6 Dedicated Schools Grant Quarter 2 revenue monitoring 2022-23 [Stephen Boldry] 9:50

 - 2.7 SEND and Behaviour Update [Jane Cresswell] 09:55

 - 2.7 High Needs Block – Out of Authority Placements
Out of Authority placements –
 - a) Future Placements Strategy [Seth Harris-White] 10:00
 - b) Social Care and Children with Disabilities [Seth Harris-White]
 - c) SEN [Jane Cresswell]

3. Any Other Business

4. Date & Time of next meeting
 - Regular meeting – Thursday 2nd February 2023, Venue and Time TBC.

Schools Forum Membership List

Schools Members

Maintained Members

Primary

Main Member

David Richardson	Sunnyfields Primary
Carolyn Buckley	Travis St Lawrence
Vacant	

Substitutes

Governor Member

Janine Reid	Barnburgh Primary
-------------	-------------------

Special School

Headteacher Main Member

Paul Scotting	Stone Hill School
---------------	-------------------

Governor Member

Geoff Bowley	Stone Hill School
--------------	-------------------

Pupil Referral Unit

Kath Formby	Maple Medical
-------------	---------------

Academy Members

Primary

Main Member

Rebecca Austwick	Bentley High Street Primary
Matthew Ridley	Shaw Wood Academy
Vacant	

Governor Members

Vacant	
--------	--

Secondary

Main Member

Wendy Adeniji	Trinity Academy
Simon Swain	Hallcross Academy
Richard Brooke	Delta

Governor Member

Lesley Bailey	Delta
---------------	-------

Special School

Joel Hardwick	Nexus Multi Academy Trust
---------------	---------------------------

Alternative Provision Academies

Dirk Pittard	St Wilfrid's Academy
--------------	----------------------

Jo Pittard	St Wilfrid's Academy
------------	----------------------

Non-Schools Members

Diocesan Representatives

Philip Patterson	Diocese of Hallam
Philippa Cousins	Diocese of Sheffield

Substitutes

Clare Thorpe	Diocese of Hallam
--------------	-------------------

Early Years, Private, Voluntary & Independent Sector

Lesley Clark	Little Oaks
--------------	-------------

16-19 Providers

Julie Kaye	Doncaster College
------------	-------------------

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

DONCASTER METROPOLITAN BOROUGH COUNCIL

SCHOOLS FORUM

Minutes of the Schools Forum via Microsoft Teams on Thursday 24 November 2022, commencing at 8:30am.

PRESENT: C Buckley, D Richardson, M Ridley, L Bailey, P Scotting, G Bowley, D Pittard, P Cousins, L Clark.

APOLOGIES: J Kaye, R Brooke, R Austwick, J Hardwick.

1 SUBSTITUTES

K Smith.

2 OBSERVERS

L Golze, S Douglas, J Cresswell, S Harris-White, A Tomes, A Walker, T Bradley, S Lawson-Chamberlain, W Healey, 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 3 November 2022

RESOLVED (1)

- a) That the minutes of the meeting held on 3 November 2022 be agreed as a true record.

5 MATTERS ARISING

Agreed that Lesley Bailey continues to Chair the meetings

With reference to 6.7 the meeting on the Early Help and Early Intervention hub with Martyn, Lee and Dirk is set to take place on Wednesday 30th November.

With reference to 6.11, the structure since the Doncaster Children's Trust has moved back into the LA still needs to be set out to members.

6 UPDATE FROM JANE CRESSWELL, HEAD OF SERVICE

- 6.1 Members were informed that social care has been brought back into the care of the Local Authority.
- 6.2 A new Assistant Director has been appointed but awaiting contract for new post before the name can be released.
- 6.3 Members received an update on the Education & Skills 2030. The High Level plan is being developed next month. Co-leads in general have been agreed.
- 6.4 As part of Attendance & Inclusion, a working group on attendance is taking place on the 12th December with key members from Schools and Public Health.
- 6.5 Members were also reminded of the budget pressures on Out of Authority placements and how this forms part of the placement strategy.
- 6.6 Members raised the issue that the attendance focus is on secondary schools but primary schools also have a problem with attendance, with help at primary level this should help going into secondary level.
- 6.7 Members were informed as part of the role out of the attendance strategy they do need to look at having an equal offer for all schools . The concentration at the moment is on schools with poor attendance. The panel will be inviting people to come forward for primary schools and a communication will go out.

RESOLVED (2)

- a) Communication to go out for primary school representation on the attendance panel.

7 SCHOOLS FUNDING FORMULA 2023-24 – 0.5% transfer

Members were presented with a report outlining the request made for the 0.5% transfer from the Schools Block to the High Needs Block.

Discussion took place on the following issues:-

- 7.1 Members were reminded of the discussions at the last school forum meeting regarding the 0.5% transfer from the Schools Block to the High Needs Block.
- 7.2 Further in depth discussions took place around the EHCP process and the creation of SEMH units.
- 7.3 Members agreed to the transfer of 0.5% from the Schools Block to the High Needs Block on the terms that a working group is set up and clarity provided on how the funding will be spent.

RESOLVED (3)

- a) Members **AGREED** to the transfer of 0.5% from the Schools Block to the High Needs Block on the terms that a working group is set up and clarity provided on how the funding will be spent.

8 SCHOOL FUNDING FORMULA 2023/24 AND NATIONAL FUNDING FORUMLA

Members were presented with reports outlining the schools funding formula for 2023/24, Central School Service block budget, Central Early Years Expenditure Budget 2023/24 and Maths and Literacy Lead Officers update.

Discussion took place on the following issues:-

- 8.1 Members were informed that the DfE have released the guidance for setting the local formula (2.2a Appendix A), the structure of the schools NFF in 2023/24 is not changing.
- 8.2 Members agreed for the transfer of 0.5% from the Schools Block to the High Needs Block in relation to report 2.2.
- 8.3 Members were referred to appendix B which showed the options for funding at NFF rates. The LA proposed option A as there is no gains cap and MFG to 0.5% the other options have the same MFG but have a gains cap.
- 8.4 Members were asked to agree to the Central Schools Services Block. The provisional allocation for 2023/24 is £1.7m based on October 2021 pupil numbers. The only figures to change within this allocation are the National Copyright Licences and the Former ESG Retained Duties but this will not change the overall allocation.
- 8.5 Members discussed the CSSB budgets and requested a breakdown to be provided.
- 8.6 Members were asked to agree the continued de-delegation of budgets centrally for 2023/24; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2023/24, which were previously funded through the Education Services Grant (ESG) general rate.
- 8.7 Members discussed the school improvement function.
- 8.7 Members were provided with a report on the Early Years Block central budget and were informed of some statistics on the service. Discussion took place around the current funding rates and the increasing pressures on the sector. Members agreed to 4.65% of the 3 and 4 year old funding for Central Services.
- 8.8 An update on the Lead officer for Maths and English was provided.
- 8.9 Members were provided with the funding proposal for the LA Statutory Duties for Maintained Schools for 2023-24 (appendix C) which includes the Maths and Literacy Leads. Maintained school members were asked to agree to the de-delegation of these and the budget for central services, which will remain at the same levels as in 2013/14 covering Insurance, EMTAS, Museums, FSM eligibility and Schools in Financial difficulty/Schools of Concern.

RESOLVED (4)

- a) That the reports be received and noted.

- b) The Central School Services Block for 2023/24 of £1,700,970 was AGREED
- c) The Central Early Years funding for the retained duties, Early Years sufficiency – capacity and planning and the Early Years inclusion team was AGREED
- d) The de-delegation of budget for former ESG funded services for 2023/24 be set at £20.15 per pupil and the de-delegation of budget for School Improvement for 2023/24 be set at £11.00 including the Maths and Literacy Leads was AGREED.
- e) The de-delegation of budget for central services at the same levels as in 2013/14 covering Insurance, EMTAS, Museums, FSM eligibility and Schools in Financial difficulty/Schools of Concern was AGREED
- f) The de-delegation of budget for central services increase for Staff absence Compensation - maternity to £37.46 was AGREED
- g) The de-delegation of budget for central services for Staff absence Compensation – TU facilities times, the new rate of £9.95 was AGREED.

9 EARLY HELP STRATEGY UPDATE

Members received an update on the Early Help Strategy.

Discussion took place on the following issues: -

- 9.1 Members received a brief update on the early help activities to support the statutory duty placed upon education in relation to early help in 2023/24.
- 9.2 A brief discussion took place and the transfer of £450k from the High Needs Block to the Early Years Block for 2023/24 to fund the Early Help Strategy and 0-19 offer during 2023/24 was approved.

RESOLVED (5)

- a) That the update be received and noted.
- b) Members approved the transfer of £450k from the High Needs Block to the Early Years Block for 2023/24 to fund the Early Help Strategy and 0-19 offer during 2023/24

ANY OTHER BUSINESS

Reports not presented at this meeting will be moved to a future meeting.

DATE AND TIME OF NEXT MEETING

The next regular meeting of the Schools Forum will be held on Thursday 9 February 2023, time and place TBC



Doncaster Council

REPORT TO THE SCHOOLS FORUM

SCHOOLS FUNDING FORMULA 2023/24

Purpose

1. This report is provided to finalise the schools block funding formula for 2023/24.

Recommendation

2. That Schools Forum members:
 - Note and provide comment upon the School Funding Formula 2023/24
 - Agrees the allocation of the Central School Services Block (CSSB) of the Dedicated Schools Grant (DSG) for 2023/24;
 - Agrees Early Years central Expenditure Budget (included in 2.3b)
3. That maintained Primary Schools representatives:
 - Agree the continued de-delegation of budgets centrally for 2023/24; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2023/24, which were previously funded through the Education Services Grant (ESG) general rate (further information included in 2.3c and 2.3d).

School Funding Formula 2023/24

4. The Department for Education (DfE) published "The national funding formulae for schools and high needs 2022 to 2023 in July 2022 (appendix A), which set out ongoing arrangements for setting the local formulae for determining individual schools' budgets in 2023 ('soft' funding formula), in consultation with schools in their area, and that the structure of the schools national funding formula in 2023-24 is not changing.
5. Local Authorities are able to request to its School Forum that funding from the schools block of the Dedicated Schools Grant be transferred to the high needs block should

they have particular cost pressures that need to be met. The LA have requested a transfer for the 2023-24 financial year (report 2.2), the figures within this report contain both the school block funding provided to the LA with both scenarios of a transfer of the Schools Block to the High Needs Block and also without a transfer.

6. The DSG funding announcements sets out that under a soft formula, local authorities will determine individual school budgets according to local formulae, following local consultation, and will have discretion over the level of the minimum funding guarantee (MFG), which plays a similar role in local formulae to the funding floor in the national funding formula.
7. Doncaster schools were consulted on the implementation of a soft funding formula for 2019/20 in October 2018, as part of the agreed move towards the national funding formula as reported to School Forum, and consequently a formula was used for 2022/23 which used NFF funding factors.
8. As the national funding formulae for schools and high needs 2023 to 2024 guidance from DfE sets out that the structure of the schools national funding formula in 2023-24 is not materially changing we are not proposing any changes to the principles adopted in 2022/23 local funding formula for 2022/23. Appendix B shows options for funding at NFF rates as detailed below with options A, B & C.
9. We are proposing to use option A on the attached because option A has no gains cap but has a Minimum Funding Guarantee (MFG) to 0.5%, whereas options B & C also have an MFG of 0.5% but have a gains cap. The difference between the latter is the percentage of the gains cap and how much of the gains over this percentage will be kept by the school (scaling).

In summary

- It uses all factors in the formula the same as the NFF set out (as funding appears sufficient to do so) and we are able to set MFG at +0.5%.
 - With this option, every school receives the minimum gain of 0.5% and everybody who gains over this gets to keep 23.80% of these gains.
10. Please see below the justification for not using options B & C.
 11. Options B & C, give the MFG at 0.5% which is the same as option A, but whereas option A gives 23.80% of everything above 0.00%, option B has a gains cap of 0.5% and schools would receive 29.57% of any gain thereafter, option C has a gains cap of 1.00% and 38.97 of any gain thereafter .
 12. The summary table on appendix B shows that the average deviation per school on option A is (£12,245) which is the same for option B of (£12,245) and option C of (£12,632).
 13. Should report 2.2 from this meeting be declined, it is estimated that we will receive sufficient funding to use all factors in the formula the same as the National Funding

Formula as detailed within appendix A and we are able to set the Minimum Funding Guarantee at +0.5% and have no cap on gains.

14. The factors and resulting MFG are indicative only and use October 2021 census data at this stage therefore the actual factor values and allocations for 2023/24 are still subject to change based on school level data from the October 2022 census (e.g. changes to pupil numbers, additional needs profiles and premises funding such as rates).
15. These must be used for the 2023/24 funding formula, with submission due to DfE in January 2023 and provided to schools in February 2023 following DfE validation. Any change required to factors would either be made against the Gains cap and scaling in all options. It is therefore proposed as per previous Schools Forum decisions to set MFG at +0.5% but have a gains cap if required whereby every schools who gains over this gets to keep a percentage of these gains.

Allocation of the Central School Services Block (CSSB) 2023/24

16. The provisional funding allocation for the Central School Services Block (CSSB) for 2023/24 is £1,700,970 (based on October 2021 pupil numbers. The CSSB is a separate block within the DSG incorporating centrally retained budgets previously included in the Schools block DSG in 2017/18 or transferred in from the ESG. These budgets require approval from School Forum, as set out below. As the CSSB allocation from DfE will be updated in December 2022, based on October 2022 pupil numbers, and the value of the National Copyright licences will also change it is proposed that lines 1-3 are fixed as noted below, line 4 will be updated as notified by DfE and line 5 for Former ESG duties will be adjusted to balance to the total CSSB funding available.

<i>Budget line</i>	<i>Budget 2023/24</i> <i>£</i>	<i>Notes</i>
Servicing of Schools Forum	35,220	No increases proposed for 2023/24
School Admissions	314,470	No increases proposed for 2023/24
Safeguarding, Management and ICT (data) revenue funding	169,940	"Historic Commitments" budgets - no increases or new commitments allowed, previously held at 12/13 levels as required by DfE
National Copyright Licences (estimate)	244,969	School Forum approval is not required, although should be consulted. The budget figure is to be advised by DfE (December 2022).
Former ESG Retained Duties	936,371	Balance of CSSB - this budget line will be updated in December 2022 based on any net change to total CSSB funding and Copyright Licences cost.
	1,700,970	

Early Years central Expenditure Budget

17. Further information is contained within report 2.3b

Maintained Primary De-delegation - services previously funded from the general funding rate of the ESG and school improvement.

18. We reported in the last 6 years that the DfE's schools revenue funding 2017 to 2018 operational guide set out details (extract below) on the removal of ESG general funding rate and arrangements for schools block retention for "school improvement services, such as bringing in subject or curriculum experts" as follows, which are to continue for 2023/24:

- *In the 2015 Spending Review, we announced a saving of £600 million from the ESG general funding rate by 2019 to 2020. Local authorities will receive transitional ESG funding from April 2017 to August 2017. The general funding rate will then be removed from September 2017. The retained duties element of the ESG will be added to the schools block for 2017 to 2018.*
- *We recognise that local authorities will need to use other sources of funding to pay for education services once the general funding rate has been removed.*
- *As proposed in the first stage of the national funding formula consultation, we will amend regulations to allow local authorities to retain some of their schools block funding to cover the statutory duties that they carry out for maintained schools which were previously funded through the ESG. Further detail of the duties to be included under this arrangement will be included in our forthcoming consultation on changes to the School and Early Years Finance Regulations.*
- *The amount to be retained by the local authority will need to be agreed by the maintained schools members of the schools forum. If the local authority and schools forum are unable to reach consensus on the level of the DSG to be retained by the local authority, the matter will need to be referred to the Secretary of State.*
- *Local authorities should set a single rate for all mainstream maintained schools (both primary and secondary). They may choose to establish differential rates for special schools and PRUs if the cost of fulfilling the duty is substantially different for these schools.*

19. As in previous years a breakdown of the proposed de-delegation for former ESG funded services and additional school improvement services is included in appendix C.

20. The costs for 2023/24 have been reviewed and it is proposed that the maintained Primary Schools **de-delegation of budget for former ESG funded services for**

2023/24 be set at £20.15, as set out in Appendix C (£0.16 per pupil more than the equivalent rate for 2022/23, with the increase relating to pay award on staff costs).

21. It is proposed that the maintained Primary Schools **de-delegation of budget for School Improvement for 2022/23 be set at £11.00** as set out in Appendix C (£0.26 per pupil more than the rate for 2022/23, with increase relating to pay award on staff costs, the proposal to continue to fund the Maths and Literacy leads for the 2022/23 financial year and the reduction in expected funding from the School Monitoring & Brokerage Grant). Further information is contained within report 2.3c.

Maintained Primary De-delegation

22. The Schools Funding Reform of 2013/14 stated that central services, funded from Dedicated Schools Grant, should be delegated to schools in the first instance, with maintained schools then able to decide whether to de-delegate (pool) budgets to provide services in certain instances. Further information on allowable de-delegation for maintained is covered within DfE's schools revenue funding operational guide.
23. It is proposed that maintained Primary Schools only continue to agree to the de-delegation of budget, at the same levels as in 2013/14, for the following services:
- Insurance (£1.16 per pupil);
 - Ethnic Minority & Traveller Achievement Service (£15.90 per pupil);
 - Museums (£5.10 per pupil);
 - Free School Meals Eligibility (£11.07 per pupil); and
 - Schools in Financial Difficulty/Schools of Concern (£8.21 per pupil).
24. It is proposed that maintained Primary Schools only continue to agree to the de-delegation of budget, but at increased levels from 2022/23, for the following services, as set out below and in Appendix C:
- Staff Absence Compensation - Maternity (£37.46 per pupil, increasing from £33.80);
 - Staff Absence Compensation – TU facilities time (£9.95 per pupil, increasing from £9.65);
25. Maternity – The previous years expenditure is as follows, 2016/17 £417k, 2017/18 £319k, 2018/19 £437k 2019/20 £392k 2020/21 £369k, 2021/22 £376k. The 2022/23 projection shows that there are a reduced number of maintained schools and an estimated £368k is required.
26. The only alternative is to not fund any maternity costs in which case this expenditure would need to be covered in full by each school directly as and when incurred.
27. Trade Union Facility Time – It is proposed to reduce the budget to £70.4k for 2022-23 which equates to £9.95 per pupil (2022-23 budget £72k and £9.65 per pupil). The increase is due an estimated increase in salary costs in 2023-24. The actual cost for

facilities time for trade unions and revisions made relating to convenor time allowed for the NEU, NASUWT and NAHT unions for the work they complete for maintained schools. The trade unions are completing a return every month to confirm the time spent on duties relating to maintained schools with work completed on academies funded and invoiced to those schools separately.

28. Each of the trade unions has confirmed that during 2022-23 they have spent their core time supporting maintained schools. This should be met by maintained schools. Should the pupil rate above not be approved, either funding at the existing rate of £9.65 could be approved which would generate a budget of £69.9k. Alternatively, the decision could be made to not fund this work at all. This would then be subject to further discussions with the Trade Unions as to work that they would be able to support for this budget and may result in an alternative model for maintained schools around charging.

Conclusion

29. Forum members are asked to consider and approve the proposals included in this report.

Author and Contact Officer(s):

Stephen Boldry – Finance Manager

01302 737671

stephen.boldry@doncaster.gov.uk



Department
for Education

The national funding formulae for schools and high needs

2023-24

July 2022

Contents

Background	4
The national funding formula for schools	6
Increasing funding factor values	6
Rolling the schools supplementary grant funding into the NFF	6
Completing our reforms of the national funding formula	8
Other key features of the local funding formulae	9
Factor values and total spend in 2023-24	10
The national funding formula for high needs	11
Updates to the high needs national funding formula in 2023-24	11
The national funding formula for central schools services	12
Equalities Impact Assessment	14
Schools NFF	14
High needs NFF	16
Central School Services Block NFF	17
Overall impact	18
Annex A: The structure of the schools national funding formula (NFF) in 2023-24	19
Overall design of the formula	19
Pupil led factors	20
Additional needs factors	21
School-led factors	23
Area Cost Adjustment	25
Protective elements of the NFF	26
Annex B: The structure of the high needs national funding formula (NFF) in 2023-24	27
Overall design of the formula	27
Annex C: The impact of bringing local authority funding formulae closer to the NFF from 2023-24	29
Introduction	29
Approach to tightening in 2023-24	30
Approach to analysis	30
Overview	32
Local authorities that mirror the NFF	33

Local authorities that mirror the NFF in most factors	33
Local authorities whose formulae are substantially different from the NFF	36
Impact of tightening on deprivation funding	37
Impact of tightening on other additional needs	38
Local authorities with a large proportion of schools funded through the floor	39
Conclusion	40

Background

1. The Government is committed to levelling up opportunity for all children and young people. We have delivered the biggest funding boost for schools in a decade, and continue to deliver year on year increases to school funding. As announced at the spending review last year, the total core school budget is increasing to £56.8 billion by 2024-25; a £7 billion cash increase compared with 2021-22.
2. Now, by publishing provisional school and high needs funding allocations for 2023-24, we are delivering the second year of that three-year funding settlement. Overall, core schools funding (including funding for mainstream schools and high needs) is increasing by £1.5 billion in 2023-24 compared to the previous year, on top of the £4 billion increase in 2022-23.
3. Funding through the schools NFF is increasing by 1.9% overall in 2023-24, and 1.9% per pupil, compared to 2022-23.¹ Taken together with the funding increases seen in 2022-23, this means that funding through the schools NFF will be 7.9% higher per pupil in 2023-24, compared to 2021-22.
4. The schools national funding formula (NFF) continues to distribute this fairly, based on the needs of schools and their pupil cohorts. The main features in 2023-24 are:
 - Additional support directed to disadvantaged pupils, by increasing the FSM6 and IDACI factors in the schools NFF by a greater amount than other factors. These factors will increase by 4.3%, compared to their 2022-23 values. This means that we will be targeting a greater proportion of schools NFF funding towards deprived pupils than ever before - 9.8% of the schools NFF will be allocated according to deprivation in 2023-24.
 - The core factors in the schools NFF (such as the basic entitlement, and the lump sum that all schools attract) will increase by 2.4%.
 - Through the minimum per pupil funding levels, every primary school will receive at least £4,405 per pupil, and every secondary school at least £5,715.
 - The funding floor will ensure that all schools attract at least 0.5% more pupil-led funding per pupil compared to its 2022-23 NFF allocation.
 - Rolling the 2022-23 school supplementary grant into the schools NFF ensuring that this additional funding forms an on-going part of schools' core

¹ In 2022-23, core schools funding was allocated through a schools supplementary grant (SSG) in addition to the NFF. Year-on-year funding comparisons include the funding from the SSG for 2022-23.

budgets. Appropriate adjustments have been made to NFF factor values and baselines to reflect this.

5. 2023-24 will also be our first year of transition to the direct schools NFF – with our end point being a system in which, to ensure full fairness and consistency in funding, every mainstream school in England is funded through the same national formula without adjustment through local funding formulae. The approach to tightening was confirmed in the [government response](#) to the first stage of our consultation on the direct NFF which was completed last year. In 2023-24, local authorities will only be allowed to use NFF factors in their local formulae, and must use all NFF factors, except any locally determined premises factors. Local authorities will also be required to move their local formulae factors 10% closer to the NFF values, compared to where they were in 2022-23, unless they are already mirroring the NFF. This follows the positive response to these consultation proposals in the first stage consultation last year. We have published an analysis of the impact of this initial move towards the direct NFF in Annex C.
6. High needs funding is increasing by a further £570 million, or 6.3%, in 2023-24 – following the £1 billion increase in 2022-23 and £1.56 billion increase over the previous two years. This brings the total high needs budget to £9.7 billion. The high needs NFF will ensure that every local authority receives at least a 5% increase per head of their 2-18 population, with some authorities seeing gains of up to 7%. Alongside our continued investment in high needs, the Government remains committed to ensuring a financially sustainable system, where resources are effectively targeted to need. Later this year the Government will confirm the next steps in implementing our reform programme, following the consultation on the [SEND and Alternative Provision Green Paper](#) published in March.
7. Central school services funding funds local authorities for the ongoing responsibilities they continue to have for all schools, and some historic commitments entered into before 2013-14. The total provisional funding for ongoing responsibilities is £292 million in 2022-23. In line with the process introduced for 2020-21 to withdraw the funding for historic commitments over time, this element of funding will decrease by 20%.
8. Final allocations of schools, high needs and central schools services funding for 2023-24 will be calculated in December, based on the latest pupil data at that point, when we announce local authorities' Dedicated Schools Grant allocations. Local authorities will continue to use that funding to determine final allocations for all local mainstream schools.

The national funding formula for schools

9. The basic structure of the schools national funding formula (NFF) is not changing in 2023-24. For 2023-24, we have changed a small number of the existing features of the formula. These are outlined below. A full description of the 2023-24 formula, in light of these changes, is set out in Annex A.

Increasing funding factor values

10. This year, we are directing additional support towards disadvantaged pupils by increasing the values of the FSM6 and IDACI deprivation factors by more than other factor values in the formula: these deprivation factors are increasing by 4.3%² and the other core factors are increasing by 2.4%³. On top of these uplifts, we have increased the basic entitlement, the FSM6 and the lump sum factors to reflect the rolling in of the schools supplementary grant into the NFF, as set out in paragraphs 14 to 20 below.
11. The minimum per pupil levels in 2023-24 will be set at £4,405 per pupil for primary schools and £5,715 per pupil for secondary schools. This includes £119, £155 and £173 per primary, KS3 and KS4 pupil respectively for the rolling in of the schools supplementary grant, plus a further 0.5% increase.
12. The 2023-24 NFF funding floor is set at 0.5%. This means that every school will attract an increase in their pupil-led funding of at least 0.5% per pupil, compared to their baseline. Funding floor baselines have also been increased to take account of the rolling in of the schools supplementary grant.
13. Premises funding will continue to be allocated at local authority level on the basis of data in the 2022-23 APT. From 2023-24, this will include local authorities' estimated 2022-23 rates figure. The PFI factor is increasing in line with the RPIX measure of inflation to reflect the use of RPIX in PFI contracts.

Rolling the schools supplementary grant funding into the NFF

14. The [schools supplementary grant](#) was introduced to support schools to meet the costs of the Health and Social Care Levy and wider costs in 2022-23. The grant funding in respect of pupils from reception to year 11 (inclusive) is being rolled into the schools NFF from 2023-24.

² All factor values are rounded after being uplifted.

³ These are the basic entitlement, the free school meal (FSM) factor, the remaining additional needs factors, the school lump sum and the sparsity factor. 2.4% is in line with the latest available (March 2022) GDP deflator forecast for 2023-24.

15. The aim of our approach for rolling the grant into the schools NFF is to ensure that the additional funding schools attract through the NFF is as close as possible to the funding they would have received if the funding was continuing as a separate grant in 2023-24, without adding significant additional complexity to the formula. We have rolled in the grants in three ways, to reflect the three different ways in which schools attract funding through the NFF:
- Adding £97, £137 and £155 to the primary, key stage 3 and key stage 4 per pupil funding factors respectively; £85 and £124 to the primary and secondary FSM6 factors; and £3,680 to the school lump sum. This increases the amount that schools already on their NFF allocations attract. The NFF factor value increases correspond to the values of the grant itself.
 - Adding £119, £155 and £173 to the minimum per pupil (MPP) funding levels for primary, KS3 and KS4 respectively. This increases the amount that schools funded through the minimum per pupil funding levels attract through the NFF. The amounts reflect the average amount of funding these schools currently attract through the grant.
 - Adding an amount representing the funding schools receive through the schools supplementary grant in respect of their reception to Year 11 pupils onto their baselines, which is used to calculate funding protection for the schools through the funding floor. This increases the amount that schools whose allocations are determined by the funding floor will attract.
16. The existing Area Cost Adjustment (ACA) calculation within the NFF ensures that the per pupil rates added to the basic entitlement, the FSM6 factor and the school lump sum are uplifted to reflect geographical variation in labour market costs, as is currently the case with the grant.
17. The rolling in of these grants into the schools' notional NFF allocations will affect the core budgets that maintained schools will receive from April 2023, and that academies will receive from September 2023. To avoid an unfair gap in the support provided to academies, academies will therefore continue to receive separate grant payments up until the end of August 2023. The 5-16 element of the schools supplementary grant will then cease to operate as a separate grant.
18. In 2023-24, local authorities will remain responsible for determining final allocations to schools, in consultation with the Schools Forum. It is our expectation that, as far as possible, local authorities will ensure that individual schools' budget allocations for 2023-24 are set taking full account of additional funding from the schools supplementary grant that schools are receiving in 2022-23.
19. Schools receiving the minimum per pupil funding levels will have the additional funding protected in local formulae as these will continue to be compulsory in

2023-24. We will also require local authorities to mirror the additional funding added to schools' NFF baselines in their baselines for the minimum funding guarantee, so that schools on the minimum funding guarantee can also have their schools supplementary grant protected.

20. Further details about the methodology for rolling in the grant are available in the technical note. The post-16 and early years element of the grant will continue as a separate grant for 2023-24, and we will confirm detail of this in due course.

Completing our reforms of the national funding formula

21. Following last year's consultation on [Completing our Reforms to the National Funding Formula](#), the department has confirmed that it will move forward with its plans to implement a direct NFF, whereby funding will be allocated directly to schools based on a single, national formula. As set out in the consultation [response](#), we are taking a gradual approach to transition to avoid any unnecessary or unexpected disruption to schools. Local authorities will be required to start bringing their own formulae closer to the schools NFF from 2023-24. In particular:

- Local authorities will only be allowed to use NFF factors in their local formulae. This means that **the looked after children (LAC) factor** will no longer be an allowable factor. The government provides funding directly to support looked after children and previously looked after children through the pupil premium.
- Local authorities **must use all NFF factors** – except for the locally determined premises factors which remain optional, and the ACA fringe factor which is compulsory for the five local authorities on the fringe. This means that local authorities will have to use all three deprivation factors (FSM, FSM6 and IDACI), as well as low prior attainment (LPA), English as an additional language (EAL), mobility, sparsity and the lump sum.
- Local authorities must **move their local formula factor values at least 10% closer to the NFF**, except where local formulae are already “mirroring” the NFF. For this purpose, local factor values within 2.5% of the respective NFF values are deemed to be “mirroring” the NFF.
- Local authorities must use **the NFF definition for the EAL factor**, whereby pupils attract additional funding for three years after they enter the statutory school system. (Previously local authorities could choose to provide funding for one, two or three years.). In contrast to the EAL factor, flexibility over the sparsity factor methodology will remain in 2023-24.

22. Further details on the tightening requirements for local formulae with guidance for local authorities is set out in the [school funding operational guide](#). We have also

published the allowable factor values for 2023-24 following the tightening requirements for each local authority [here](#). An analysis of the distributional impact of tightening is set out in Annex C.

Other key features of the local funding formulae

23. Local authorities will continue to set a **minimum funding guarantee** in local formulae, which in 2023-24 must be between +0.0% and +0.5%. This allows them to match the protection in the NFF, which we expect local authorities to continue to do where possible.
24. Local authorities will again be able to **transfer up to 0.5%** of their total schools block allocations to other blocks of the Dedicated Schools Grant (DSG), with schools forum approval. A disapplication will continue to be required for transfers above 0.5%, or for any amount without schools forum approval. The criteria the department apply when considering such requests are available in the [school funding operational guide](#).
25. Following the cancellation or incompleteness of assessments in summer 2020 and summer 2021 due to coronavirus (COVID-19), local authorities will not be able to use this data as part of setting a low prior attainment factor in local funding formulae. Instead, local authorities will use 2019 assessment data as a proxy for assessments which would have taken place in 2020 and 2021.

Factor values and total spend in 2023-24

	Unit Values	Total Funding (incl ACA)	Proportion of core total
Basic per pupil Funding		£31,566m	76.0%
Basic entitlement		£31,342m	75.5%
Primary basic entitlement	£3,394	£15,549m	37.5%
KS3 basic entitlement	£4,785	£9,235m	22.2%
KS4 basic entitlement	£5,393	£6,558m	15.8%
Minimum per pupil		£223m	0.5%
Primary Minimum Per Pupil funding	£4,405	£178m	0.4%
Secondary Minimum Per Pupil funding	£5,715	£46m	0.1%
Additional Needs Funding		£7,209m	17.4%
Deprivation		£4,062m	9.8%
Primary FSM	£480	£510m	1.2%
Secondary FSM	£480	£332m	0.8%
Primary FSM6	£705	£799m	1.9%
Secondary FSM6	£1,030	£887m	2.1%
Primary IDACI A	£670	£103m	0.2%
Primary IDACI B	£510	£151m	0.4%
Primary IDACI C	£480	£139m	0.3%
Primary IDACI D	£440	£122m	0.3%
Primary IDACI E	£280	£146m	0.4%
Primary IDACI F	£230	£113m	0.3%
Secondary IDACI A	£930	£93m	0.2%
Secondary IDACI B	£730	£146m	0.4%
Secondary IDACI C	£680	£135m	0.3%
Secondary IDACI D	£620	£118m	0.3%
Secondary IDACI E	£445	£158m	0.4%
Secondary IDACI F	£335	£111m	0.3%
Low Prior Attainment		£2,662m	6.4%
Primary LPA	£1,155	£1,472m	3.5%
Secondary LPA	£1,750	£1,190m	2.9%
English as an Additional Language		£434m	1.0%
Primary EAL	£580	£318m	0.8%
Secondary EAL	£1,565	£116m	0.3%
Mobility		£50m	0.1%
Primary Mobility	£945	£40m	0.1%
Secondary Mobility	£1,360	£11m	0.0%
School Led Funding		£2,739m	6.6%
Lump Sum		£2,642m	6.4%
Primary lump sum	£128,000	£2,207m	5.3%
Secondary lump sum	£128,000	£435m	1.0%
Sparsity		£97m	0.2%
Primary sparsity	£56,300	£91m	0.2%
Secondary sparsity	£81,900	£6m	0.0%
Premises		£539m	1.3%
Area Cost Adjustment: Multiplier applied to basic entitlement, additional needs and school led funding (It is included in the factor subtotals)		£1,060m	
Core total (excluding funding floor)		£41,513m	
Floor		£326m	
Primary floor funding		£175m	
Secondary floor funding		£151m	
Total		£42,378m	

Figure 1: This shows the unit values, total funding and proportion of funding for each factor in the formula. Total funding is rounded to the nearest £1m. Proportion of core total funding is rounded to the nearest 0.1%. The secondary minimum per pupil factor value is based on a standard secondary school with 5 year groups. Growth funding is excluded from the table as this funding will be calculated using October 2022 census data.

The national funding formula for high needs

Updates to the high needs national funding formula in 2023-24

26. The national increase in high needs funding, between 2022-23 and 2023-24, will be £570 million, or 6.3%. High needs funding is increasing over the 2022-23 and 2023-24 financial years by £1.65 billion, to over £9.7 billion. This increase comes on top of the £1.56 billion increase over the previous two years, and will continue to support local authorities and schools with the increasing costs they are facing.

27. The high needs NFF includes:

- The funding floor – this ensures that all local authorities' allocations per head of population will increase by a minimum percentage compared to the baseline. For 2023-24 we are setting the funding floor at 5%, having adjusted the baseline to include the supplementary high needs funding that was allocated to local authorities in December 2021, following the 2021 spending review.
- The gains cap – the limit on gains per head of the population compared to the baseline. For 2023-24 we are setting the gains cap at 7% which means that local authorities can see an increase of up to 7% before their gains are capped (again, compared to a baseline that takes account of the supplementary high needs funding allocated in December 2021).

28. The basic structure of the high needs NFF for 2023-24 is not changing. Figure 3 in Annex B sets out the structure of the high needs NFF for 2023-24.

29. However, due to the Covid-19 pandemic, there is no appropriate 2020 or 2021 attainment data to use for the two low attainment factors. Following consultation last year, we have decided to continue using 2019 data as a proxy for both 2020 and 2021 data, in the NFF calculations of high needs allocations for 2023-24. This aligns with the approach taken in the schools NFF.

30. Reflecting the range of opposing views on the appropriate weight to place on the historic spend factor, and the need for a gradual transition to a formula that relies less on past patterns of the demand for and supply of high needs provision, we have decided to keep the historic spend factor at the same cash value in the 2023-24 NFF as in 2022-23. The increase in the total high needs amount to be allocated means that, the proportion of total funding going through the historic spend factor will continue to reduce, from 31% of the 2022-23 formula allocations to 29% in 2023-24. We will keep this factor under review in future years, with a view to removing it completely when we have alternative proxies to include within the formula.

The national funding formula for central schools services

The central schools services block in 2023-24

31. The central school services block (CSSB) within the DSG provides funding for local authorities to carry out central functions on behalf of maintained schools and academies.
32. The block will continue to comprise two distinct elements: ongoing responsibilities and historic commitments.
33. For 2023-24 the purpose of CSSB funding and the formula for allocating this funding follow the same approach as in 2022-23. While the Department intends to review how central services are funded in future, as set out in the [response](#) to our consultation on [Completing our Reforms to the National Funding Formula](#), any changes will be for future years.

Ongoing responsibilities

34. The CSSB will continue to fund local authorities for the ongoing responsibilities they deliver for all pupils in maintained schools and academies. The total funding for ongoing responsibilities is £292m in 2023-24.
35. This element of the CSSB is calculated using a simple per-pupil formula, the structure of which is unchanged. 90% of the funding will be distributed through a basic per-pupil factor, and 10% of the funding through a deprivation factor based on the proportion of pupils eligible for free school meals within the past six years (FSM6) in mainstream schools.
36. Local authorities will continue to be protected so that the maximum per-pupil year-on-year reduction in funding for ongoing responsibilities is at 2.5% as in the previous year, while the year-on-year gains cap will be set at the highest affordable rate, of 5.86%.
37. Further detail on the methodology used for the CSSB formula is set out in the 2023-24 NFF technical note.

Historic commitments

38. From 2020-21 we began to reduce the element of funding within the CSSB that some local authorities receive for historic commitments made prior to 2013-14, which have been unwinding since. This was in line with our reforms to move to a fairer funding system, and to avoid maintaining significant differences in funding indefinitely between local authorities which reflect historic decisions.

39. In 2023-24, for those local authorities that receive it, historic commitments funding will continue to reduce by 20% on 2022-23 allocations, the same rate as the reduction in 2022-23.
40. We will also continue to protect any local authority from having a reduction that takes their total historic commitments funding below the total value of their ongoing prudential borrowing and termination of employment costs, in recognition of the long times over which such costs unwind. We will consider the evidence local authorities submitted for 2023-24 allocations and invite any other local authority in this position to contact the department. We will make these exceptional adjustments for 2023-24 in the DSG allocations. For adjustments to be considered for changes in the December DSG allocations, we request evidence by Friday 28 October 2022; otherwise we request evidence by Friday 3 February 2023. Further information on this process is included in the [school funding operational guide](#).
41. Historic commitments are expected to unwind over time as contracts reach their end points. We retain the requirement in regulations that authorities spend no more on these commitments than they did in the previous year; therefore, with the approval of the schools forum, an authority can maintain spending in this area using other funding sources if they wish.

Equalities Impact Assessment

42. The Public Sector Equality Duty (PSED) in section 149 of the Equality Act 2010 requires the Secretary of State to give due regard to achieving the following objectives in exercising their functions:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

43. We have considered the impact on persons who share any of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. We have focused on those protected characteristics for which the impact is largest, and which are most closely tied to the distributional policy choices we are making. We use incidence of SEND as a proxy for disability in this analysis, as the two are highly correlated, and ethnicity as a proxy for race.

44. We introduced the NFF in 2018-19 after significant consultation and published a full equalities impact assessment.⁴ We are broadly continuing the implementation of this version of the NFF. Therefore, we have focused this assessment primarily on the key policy changes that are being made in 2023-24.

Schools NFF

The changing balance of factor values

45. The funding increases mean that all schools will attract more funding in 2023-24 than they otherwise would have done. This is expected to have a positive impact on pupils with protected characteristics in all areas of England.

46. The impact will not be uniform, however, as some factor values are increasing by more than others. The exact impact on pupils and schools will depend on the local formulae, but on average:

- Schools and pupils in more deprived and historically lower funded areas will benefit from the additional funding for deprivation, as the FSM6 and IDAC1

⁴ https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/supporting_documents/NFF_EqualityImpactAssessment.pdf

factors increase by more than the other “core” factors. In 2023-24, 9.8% of the schools NFF will be allocated according to deprivation in 2023-24. Schools with greater proportions of pupils eligible for FSM6 funding also tend to have larger proportions of pupils from ethnic minority backgrounds and with SEN. As such, the additional funding for deprivation is likely to have a positive impact on pupils from ethnic minority backgrounds and with disabilities.

- Schools funded through the minimum per pupil levels will receive lower funding increases, on average, than other schools. These schools tend to have a lower proportion of pupils with SEND and from ethnic minority backgrounds since these characteristics in general correlate with higher overall funding at school-level. The lower-than-average funding increases for schools funded through the minimum levels in 2023-24 should also be considered in the context of higher-than-average funding increases for these schools in recent years. The funding changes for schools funded through the minimum levels is therefore not expected to have any significant impact (positive or negative) on equalities.
- Schools funded through the funding floor will also receive lower funding increases, on average, than other schools. These schools tend to be in urban areas, and have a higher proportion of children from ethnic minority backgrounds because these areas are more ethnically diverse. They also have a higher occurrence of non-Christian faith schools. While these schools will see lower-than-average *increases* in funding in 2023-24, they still have higher than average *levels* of funding. The lower-than-average funding increase for these schools is therefore necessary to overcome historic discrepancies in funding and ensure that funding is distributed fairly based on pupils needs and characteristics, including by ensuring that funding can be fairly directed to areas seeing relative increases in levels of deprivation.

47. Overall, the equalities impact of changing the balance of factor values, and in particular the additional funding for deprivation, is expected to be positive.

Rolling in the schools supplementary grant into the schools NFF

48. We are rolling in the schools supplementary grant to the schools NFF in such a way that the additional NFF funding schools and LAs receive is as similar as possible to the funding they would receive if the grant was not rolled in. We recognise that the rolling in can never perfectly reflect the current allocations, but do not believe that the schools affected by the discrepancies have a higher proportion of pupils with protected characteristics than average. There would therefore not be any disproportionate impact (either positive or negative) on pupils with protected characteristics from the rolling in of grants.

Transitioning to the direct schools NFF

49. The requirements for local authorities to move their local formulae closer to the NFF forms the first step in transitioning towards the direct NFF. The equalities impact of moving to the direct NFF was discussed as part of the consultation on [Completing our Reforms to the National Funding Formula](#). As noted in the [consultation response](#), our expectation is that the direct NFF will create a fairer and more consistent distribution of funding that is more closely aligned to need, and is essential to support opportunity for all children.
50. We have also published an assessment of the impact of moving to a direct NFF as part of the [Schools Bill impact assessments \(publishing.service.gov.uk\)](#). That assessment concluded that the equalities impact would have a positive impact on the protected characteristic of race, and a neutral impact on the other protected characteristics.
51. The impact of the transitioning towards the direct NFF in 2023-24 will depend on how local authorities respond to the tightening requirements, and how they use their remaining formula flexibilities. In principle, we would expect the impact to be similar in nature, but smaller in magnitude, to the impact of introducing the direct NFF. Annex C provides more information on the expected distributional impact of the tightening criteria for 2023-24. We will continue to monitor the equalities impact of a move to a direct NFF on an ongoing basis and when developing policy in future years.

High needs NFF

52. We have considered the impact of the high needs distribution on people who share any of the protected characteristics. We have focused particularly on people with SEND given the high level of correlation between young people with SEND and those with disabilities.
53. We introduced the high needs NFF in 2018-19 after significant consultation and a full equalities impact assessment. We are distributing the funding for high needs through the high needs NFF, and are not proposing any changes to the overall structure of the formula for 2023-24. Therefore, we have focused this assessment primarily on the aspects of the formula that have changed for 2022-23.
54. In recognition of the fact that all local authorities are facing some pressures on their high needs budgets, we are allocating increased funding through the high needs NFF amounting to over 6% compared to the 2022-23 allocations of high needs funding. The distribution of this increase will ensure that all authorities receive an increase in funding of between 5% and 7% per head of their 2-18 population, as follows:

- A funding floor set to 5%. Thus, the minimum gains in per-head funding a local authority can receive compared to 2022-23 will be 5%;
- A gains cap set to 7%. This is the limit in per-head gains that a local authority can receive compared to 2022-23; and
- Increased funding through the remaining proxy factors. We have distributed the remaining funding through the proxy factors. This is in line with how the formula has worked previously and means that LAs will receive their share of this remaining funding based on the proxy factors of need. These include health and disability factors reflecting any changes in the proportion of the local population of 2-18 year olds whose families receive disability living allowance because they are disabled.

55. The proxy factors also include an amount of funding based on each local authority's previous spending, so that funding can reflect patterns of provision and spending not otherwise captured through the formula and making sure that funding levels do not drive changes in the placement of disabled children and young people to the detriment of the provision they need.

56. We expect this distribution of funding both to provide reasonable increases to all local authorities and to ensure stability through the use of the same formula as in 2022-23. As a result, and subject to local decisions on how the funding is spent in making special provision, our assessment is that the distribution of funding will have a positive impact for those children and young people identified as having SEND (which includes those with disabilities), helping them access the right educational provision and thereby addressing educational inequalities for those with SEND.

Central School Services Block NFF

57. The formula that allocates the central school services block funding is broadly unchanged for 2023-24; we do not expect this to have an impact on different groups of pupils, including those with protected characteristics.

58. The reduction to funding for historic commitments will affect some local authorities' ability to continue to deliver certain central functions as they have previously – this is a continuation of our established policy to unwind these commitments. The nature of this expenditure, relating to a wide range of individual decisions by different local authorities, means the impact of the reduction is very variable. Where authorities combine this funding with other sources to support certain services – for example, related to early intervention, programmes for vulnerable children or those with high needs – these may disproportionately benefit pupils with protected characteristics, such as those from ethnic minority backgrounds or with disabilities. If the reductions mean a local authority can no longer fund such

services in the same way, this would represent a negative impact. In other cases, existing services may not be having any differential impact on protected groups, and their cessation would not have a particular impact in terms of equalities.

59. However, reducing this funding will address funding disparities to make the wider system fairer, so that educational provision for all pupils is based on need rather than historic decisions. Ultimately, prioritising funding for schools and high needs, which has significantly increased, benefits all areas and will respond to pupils' characteristics and needs. The impact on pupils with disabilities, in particular, will be offset by the additional high needs funding that all authorities will receive in 2023-24.

Overall impact

60. As noted above, each change has a specific impact and in some cases these work in different directions. For example, in relation to the schools NFF the impact of increasing the funding directed towards deprivation is different to the impact of the lower than average funding increase for schools on the funding floor.
61. Overall, the distribution of funding in the schools and high needs NFF still significantly favours schools with high levels of additional needs, and therefore with higher incidence of pupils with certain protected characteristics, notably disability and ethnicity. We do not think these individual changes significantly shift the conclusions of the equalities impact assessment published at the point of introducing the NFF in September 2017.
62. The higher increase to high needs funding that all local authorities are seeing will have a positive impact on children and young people with SEND in particular, and therefore on those with disabilities. This continues the additional positive impact on these young people beyond our initial assessment.

Annex A: The structure of the schools national funding formula (NFF) in 2023-24

Overall design of the formula

- 63. The schools NFF determines how we distribute core funding for 5–16 year-old pupils in mainstream schools.
- 64. The formula determines the funding each local authority receives. Under the current approach, local authorities then set their own formulae to distribute that funding across maintained schools and academies in their area – subject to certain constraints.
- 65. The funding formula is made up of 14 factors, as illustrated in the diagram below.
- 66. Approximately 93.4% of the schools NFF funding is allocated through ‘pupil-led’ factors. The ‘pupil led’ factors are determined by pupil numbers and pupils’ characteristics. The majority of this funding is allocated through the basic entitlement factor, which all pupils attract. The NFF allocates the rest of ‘pupil-led’ funding towards additional needs.

Figure 2 - Current NFF Funding Factors

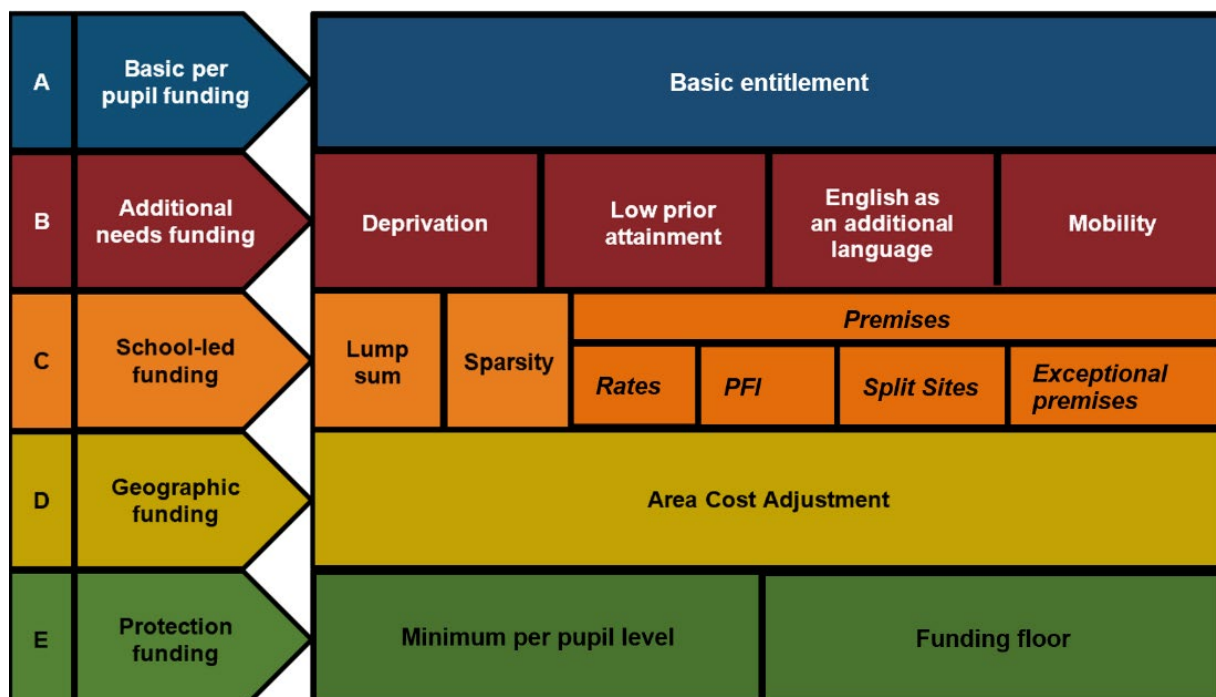


Figure 2: This illustrates the factors that are taken into account when calculating schools block DSG funding allocations through the NFF. It is not to scale. PFI, Split sites and Exceptional Premises factors are allocated to local authorities on the basis of historic spend.

67. Evidence shows that pupils with additional needs are more likely to fall behind and need extra support to reach their full potential. This is why the NFF allocates 17.4% of all funding through additional needs factors based on deprivation, low prior attainment, English as an additional language and mobility.
68. Pupils attract funding for all the factors for which they are eligible. A pupil currently eligible for FSM attracts the amount provided through the FSM factor as well as the amount through the FSM Ever 6 factor. This also applies for children with any combination of multiple additional needs. That is not intended to imply that all such funding should be dedicated to the pupil who attracts it. An individual child who attracts deprivation funding, for example, may need more, or less support than the sum that they attract in the NFF. Rather, these additional needs factors are predominantly “proxy” factors, using the overall incidence of particular pupil characteristics to identify how much additional funding a school is likely to need, in total.
69. ‘School-led’ funding is allocated through various factors according to a school’s characteristics. All schools attract a lump sum of £128,000. Small and remote schools attract additional support through the sparsity factor. Other school-led funding reflects costs associated with a school’s premises and overheads through four separate factors: rates, split sites, private finance initiative (PFI) and exceptional circumstances.
70. An area cost adjustment (ACA) is applied as a multiplier to formula allocations to reflect higher costs in some parts of the countries, due to differences in salary costs.
71. Finally, the formula offers two different forms of protections for schools:
- The minimum per pupil level guarantees a minimum amount of funding for every pupil. Any school whose formula allocation is below the minimum per pupil level receives a top up to the minimum levels.
 - The funding floor protects schools from year-on-year funding decreases, by ensuring a minimum increase in pupil-led funding per pupil compared to the previous year.
72. The following sections give more detail on the design of the individual factors within the schools NFF.

Pupil led factors

Basic entitlement

73. 75.5% of the schools NFF is allocated through the basic entitlement, which every pupil attracts. The amount varies by age. In the 2023-24 NFF pupils in reception to year 6 attract £3,394; pupils in year 7 to year 9 attract £4,785, and pupils in year 10 and 11 attract £5,393.

Additional needs factors

Deprivation

74. The NFF allocates 9.8% of all its funding to deprived pupils. Pupil deprivation is based on three deprivation measures – current Free School Meal (FSM) eligibility, FSM eligibility at any time in the last 6 years (“FSM6”), and the level of deprivation in the postcode where the pupil lives, which is measured using the Income Deprivation Affecting Children Index (IDACI).

- o FSM

75. Schools attract £480 for all primary and secondary pupils who are eligible for free school meals. This funding is broadly intended to cover the cost of providing free meals for each eligible pupil.

76. A pupil is eligible for FSM if they meet the criteria set out in: [Free school meals: guidance for schools and local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/free-school-meals-guidance-for-schools-and-local-authorities).

- o FSM6

77. All pupils who are recorded as eligible for free school meals, or who have been at any point in the last six years, attract funding through the “FSM6” factor. Schools attract £705 for each primary pupil and £1,030 for each secondary pupil eligible for FSM6 funding.

- o IDACI

78. IDACI funding is based on the IDACI 2019 area-based index measuring the relative deprivation of Lower-layer Super Output Areas (LSOAs). For the NFF, the IDACI ranks are divided into seven bands A to G, with A representing the most deprived areas and G the least deprived. Additional funding is targeted towards pupils in bands A-F, with more funding directed to pupils in the more deprived bands⁵.

79. The IDACI bands are set out in the table below.

⁵ The boundaries of these bands are based on the proportions of LSOAs (small areas) in each band and are defined by rank.

Band	A	B	C	D	E	F	G
Proportion of LSOAs in each band	2.5%	5%	5%	5%	10%	10%	62.5%
Primary unit value	£670	£510	£480	£440	£280	£230	£0
Secondary unit value	£930	£730	£680	£620	£445	£335	£0

80. The table shows that 2.5% of LSOAs are placed in IDACI band A which attracts the highest funding, 5% in IDACI band B attracting the second highest level of funding, and so forth. 62.5% of LSOAs are in band G which does not attract any additional funding.

Low Prior Attainment

81. We are allocating 6.4% of the NFF in respect to pupils with low prior attainment (LPA).

82. Primary school pupils who have not achieved the expected level of development in the Early Years Foundation Stage Profile assessment (EYFSP) and secondary pupils who have not achieved the expected standard in Key Stage 2 at either reading, writing or maths attract £1,155 and £1,750 respectively⁶.

English as an additional language

83. The pupils eligible to attract funding through the NFF English as an additional language (EAL) factor are those recorded as having entered state education in England during the last three years, and whose first language is not English. 1.0% of the NFF is allocated through the EAL factor.

84. Schools attract £580 for all EAL-eligible primary pupils, and £1,565 for all EAL-eligible secondary pupils.

Mobility

85. 0.1% of the total NFF funding goes to pupils eligible for mobility funding.

⁶ For 2020 where these assessments have been cancelled, schools are allocated funding based on the previous year's results.

86. The mobility factor supports schools in which a significant proportion of pupils join the school part way through the year.
87. Pupils are classed as mobile if they joined the school at a 'non typical' date within the last three years. Schools attract £945 for eligible primary pupils, and £1,360 for eligible secondary pupils, above a threshold of 6% of the schools' pupil numbers (i.e., where more than 6% of a school's pupil are classified as mobile).

School-led factors

Lump Sum

88. Every school attracts a lump sum of £128,000 through the NFF irrespective of its size or phase. The total spend on the lump sum represents 6.4% of the NFF.

Sparsity funding

89. 0.2% of the NFF is allocated through the sparsity factor, for small and remote schools.
90. Eligibility for sparsity funding depends on the distance the pupils living closest to the school would have to travel to their next nearest school, and the average number of pupils per year group.
91. A school is eligible for sparsity funding if:
- For all the pupils for whom it is the nearest "compatible" school⁷, the average distance (as measured by road) from the pupils' homes to the second nearest compatible school is above the relevant distance threshold. The main distance thresholds are 3 miles for secondary schools and 2 miles for all other schools, with the distance threshold taper set at 20% below each threshold (2.4 miles at secondary, 1.6 miles for other schools).
 - The average year group size is below the appropriate year group threshold. This threshold is 21.4 for primary schools, 69.2 for middle schools, 120 for secondary schools and 62.5 for all-through schools.
92. Primary schools qualifying attract up to £56,300 and all other schools up to £81,900. Schools with a lower number of pupils attract a higher amount than those closer to the year group threshold. In addition, schools with a sparsity distance between the distance threshold taper and main distance threshold will attract some sparsity funding – tapered by both size and how far away from the main

⁷ A compatible school means one of the relevant phases which a pupil could attend. Selective grammar schools are not considered when identifying the second nearest compatible school, but faith schools are included.

distance threshold they are. Of two schools of the same size, one closer to the main threshold would receive more. The distance threshold taper mitigates the risk of year-on-year fluctuations in sparsity eligibility having a significant impact on a school's sparsity funding.

Premises

93. The NFF allocates funding to reflect the costs associated with a school's premises and overheads.
 - o Rates
94. For local accounting purposes, rates funding allocations will continue to feature in NFF allocation publications for all schools. From 2022-23, the payment of business rates for local authorities opting into the new payments system has been centralised, with ESFA paying rates directly to billing authorities on behalf of schools. For local authorities which have not opted into the new payment system, ESFA will continue to allocate funding for business rates, to meet the real costs of schools.
 - o PFI
95. The Private Finance Initiative (PFI) factor is funded on the basis of a local authorities' previous year's spending. Every year, we uprate this funding in line with the RPIX measure of inflation, to reflect most PFI contracts.
 - o Split Sites
96. This is intended to recognise the additional costs that schools that are spread over more than one site can face. Local authorities receive funding for the split site factor on the basis of spend in the previous year. The Department has launched a consultation on implementing the direct national funding formula, which includes proposals to reform the split sites factor so that, in future, it would be based on school-level eligibility criteria rather than the previous years' spending.
 - o Exceptional Circumstances
97. The exceptional circumstances factor is included in the formula so that, where local authorities have had approval from ESFA to direct additional funding to a small number of schools with significant additional premises costs, this is taken into account when determining their funding. Local authorities receive funding for this factor on the basis of their spend in the previous year. The consultation on implementing the direct national funding formula, linked to above, also includes proposals on the reform of exceptional circumstances funding, to be introduced in advance of the direct formula.

Growth funding

98. In addition to the core funding allocated through the NFF, we also provide growth funding to local authorities to manage increases in pupil numbers. The NFF operates on a lagged funding basis whereby schools receive funding in a given year based on pupil numbers from the year before. Local authorities can use the growth funding they are allocated to support schools to manage an increase in pupil numbers before the lagged funding system has caught up.
99. Growth funding is distributed based on the actual growth that local authorities experience for each year. It is based on the observed differences between the primary and secondary number on roll in each local authority between the most recent October pupil census, and the census in the previous October.
100. Local authorities' growth funds can only be used to:
- support growth in pre-16 pupil numbers to meet basic need.
 - support additional classes needed to meet the infant class size regulation.
 - meet the revenue cost of new schools.

Area Cost Adjustment

101. The area cost adjustment (ACA) in the schools NFF reflects variations in labour market costs across the country by taking into account the general labour market trends and the particular salary variations in the teaching workforce.
102. It is a combination of:
- a. A teacher pay cost adjustment, to reflect the differences in the basic pay ranges between the four regional pay bands for teachers and
 - b. A general labour market (GLM) cost adjustment, to reflect geographical variation in wage costs for non-teaching staff.
103. The NFF's ACA is calculated for each local authority by:
- a. Weighting the relevant teacher-specific cost adjustment in line with the national proportion of spend on teaching staff in mainstream schools (55.40%).
 - b. Weighting the relevant GLM labour cost adjustment in line with the national proportion of spend on non-teaching staff in mainstream schools (27.73%).
104. Nationally the ACA ranges between 1.00 and 1.19. Some local authorities – those that are partly in 'London Fringe' areas – contain both districts that receive an ACA, and districts that do not. Whether schools in these local authorities receive an uplift will depend on the local district area in which the school is located.

Protective elements of the NFF

Minimum per pupil levels

105. The minimum per pupil level (MPPL) guarantees a minimum amount of funding for every pupil. Any school whose formula allocation is below the MPPL receives a top up to the minimum levels.
106. The MPPL varies from school to school depending on the year groups they have. The unit values per year group are £4,405 for primary year groups, £5,503 for KS3 and £6,033 for KS4.⁸ Each school's MPPL is calculated as a weighted average of the number of year groups they have.
107. This means that the MPPL is £4,405 for primary schools, and £5,715 for secondary schools with year groups 7 to 11. And for middle schools and all-through schools, an MPPL is set based on the specific year groups that they educate.
108. The MPPL values are compulsory in LA funding formulae, which determine actual funding allocations for maintained schools and academies. Academy trusts have flexibilities over how the funding they are allocated in respect of their individual academies is then distributed across academies in their trust. This means that, in some cases, an academy could receive a lower per-pupil funding amount than the MPPL value. This may reflect, for example, activities that are paid for by the trust centrally, rather than by individual academies.

The funding floor

109. The funding floor ensures that a school's funding is protected year on year, and that all schools attract a minimum uplift to their pupil-led per pupil funding even where the core formula factors indicate that their funding should be lower.
110. In 2023-24, the formula ensures that all schools attract an increase of at least 0.5% in pupil-led funding per pupil compared to 2022-23.
111. LA funding formulae must include a minimum funding guarantee (MFG) that provides a similar protection to the funding floor. In 2023-24, the MFG can be set between 0% and 0.5%.

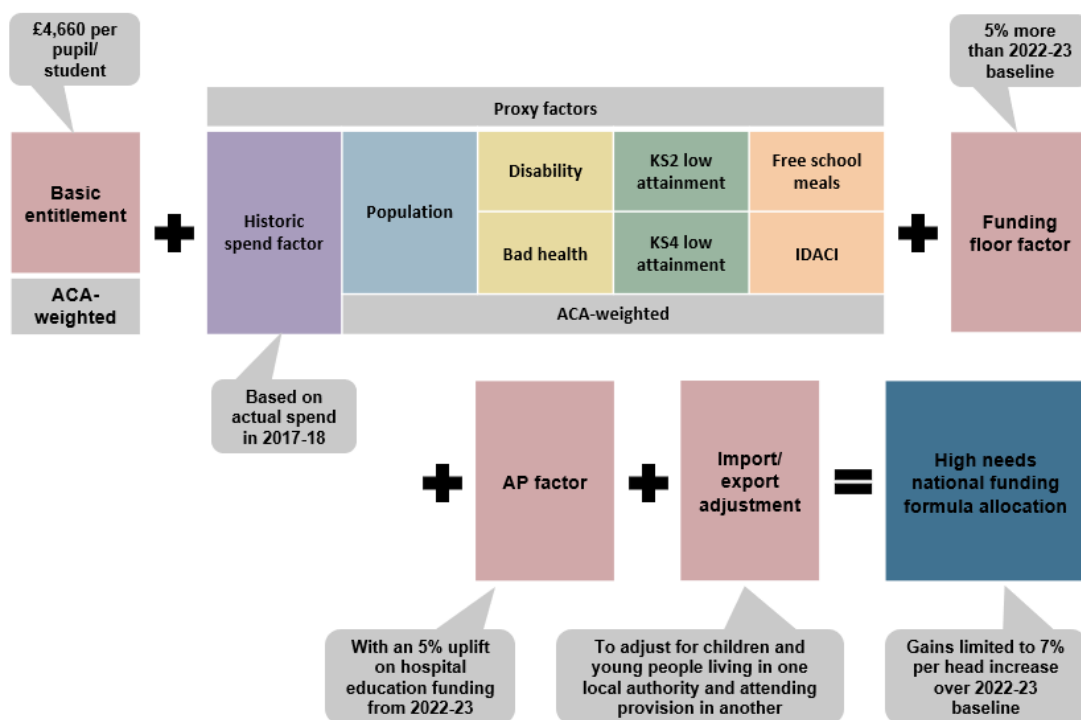
⁸ These funding levels includes £180 for primary year groups and £265 for secondary year groups added to the grant in 2021-22 to reflect the rolling in of previous pay and pensions grants into the NFF.

Annex B: The structure of the high needs national funding formula (NFF) in 2023-24

Overall design of the formula

112. The high needs national funding formula (NFF) has been used to allocate high needs funding to local authorities since 2018-19. This funding supports provision for children and young people with special educational needs and disabilities (SEND) from ages 0-25 years. It also supports alternative provision (AP) for pupils of compulsory school age who, because they have been excluded or suspended, or because of illness or other reasons, cannot receive their education in mainstream or special schools.
113. The formula consists of 12 factors designed to indicate the level of need within a local authority. These can be seen in figure 3 below. The formula factors have been chosen to capture both the nature of the local SEND system (reflecting local circumstances, for example the number of special schools in the area) and the characteristics of the children and young people living in the area.

Figure 3 – the structure of the high needs NFF



114. The basic entitlement factor and the historic spend factor are designed to reflect aspects of the local SEND system. The basic entitlement factor gives a set amount of funding (£4,660) per-pupil based on the number of pupils in special schools (including those in independent special schools), performing the same role as its counterpart within the mainstream schools NFF. The historic spend factor provides

every local authority with a set percentage (50%) of their 2017-18 spending on high needs to reflect past spending patterns, given the constraints that the local demand for and supply of provision will continue to place on future spending.

115. The proxy factors within the formula reflect the characteristics of the population within a local authority. We use proxy factors in the high needs NFF rather than prevalence of SEND or levels of education health and care (EHC) plans in each local authority. The population factor sets out the number of children and young people aged 2-18 living within a local area, and the 6 SEND and AP proxy factors allocate funding more specifically based on levels of attainment, deprivation and health/disability.

116. The weightings for each of these factors differ depending on whether the formula is providing a local authority with funding for SEND, AP or both. The weightings in each case, which are the same in the 2023-24 formula as in previous years, can be seen in figure 4 below.

Figure 4 – factor weightings in the high needs NFF

Proxy factor type	Proxy factor	SEND weighting (90%)	AP weighting (10%)	Combined weighting
Population	Population factor	50%	50%	50%
Deprivation factors	FSM	8.33%	25%	10%
	IDACI	8.33%	25%	10%
Health and disability factors	Children in bad health	8.33%	0%	7.5%
	DLA	8.33%	0%	7.5%
Low attainment factors	KS2 low attainment	8.33%	0%	7.5%
	KS4 low attainment	8.33%	0%	7.5%

117. Further information on the factors within the high needs NFF can be found in the high needs NFF technical note⁹.

⁹ <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2023-to-2024>

Annex C: The impact of bringing local authority funding formulae closer to the NFF from 2023-24

Introduction

118. Moving to a direct NFF¹⁰, will ensure that all mainstream schools in England are funded on a fair and equitable basis. This will complete the reforms we started in 2018 when we first introduced the NFF to ensure that all schools were funded based on a consistent assessment of need.
119. In the consultation, [Fair school funding for all: Completing the reforms to the National Funding Formula](#), we recognised that the direct NFF represented a significant change, and one that requires a careful transition to avoid any unnecessary or unexpected disruption to schools. The consultation responses underlined that the move to a direct NFF will be complex, and that we should take a careful and measured approach to transition.
120. As previously confirmed in the [government's response](#) to this consultation, we are therefore taking a gradual approach to transition which brings local formulae progressively closer to the NFF over time. At each stage, this approach will be underpinned by careful assessment of the expected impact of requirements on local funding formulae, reinforced by an evaluation of the previous transitional step.
121. 2023-24 forms the first year of that gradual process, and this annex discusses the expected impact of the “tightening” requirements on local funding formulae for that year. This will be followed by an evaluation of the impact once the 2023-24 local formulae have been set.
122. We have not proposed a fixed target date by which the direct NFF will be in place, although we expect to have moved to the direct NFF within the next five years – that is, by the 2027-28 funding year at the latest. The path to the direct NFF, and the pace at which we move along it, will be informed by ongoing feedback as we proceed. Our ambition is to build momentum towards these reforms through gradually increasing the pace at which local formulae are tightened in subsequent years.

¹⁰ The NFF is used to calculate a notional allocation for every school in England, which the government aggregates for all the schools in each local authority to create a total allocation for that local authority. Local authorities then set their own local formulae to distribute their total allocation between all the schools in their area. Schools (both maintained schools and academies) receive their budget allocation based on their local authority's formula.

Approach to tightening in 2023-24

123. In 2023-24, local authorities will only be allowed to use NFF factors in their local formulae, and must use all NFF factors, except the locally determined premises factors. Local authorities will also be required to move their local formulae factors 10% closer to the NFF values, compared to where they were in 2022-23, unless they are already “mirroring” the NFF.
124. For the purpose of the tightening requirements, and throughout the discussion in this annex, local factor values within 2.5% of the respective NFF values are deemed to be mirroring the NFF.
125. The comparison between the local factor values and the NFF factor values is made with the Area Cost Adjustment (ACA) applied to the NFF factors. As such, the required movement towards the NFF for each individual local authority is a movement to the NFF value as adjusted by that authority’s ACA. Throughout the discussion in this note, references to NFF values should be taken to mean the ACA-adjusted NFF values.
126. Local authorities in the London Fringe¹¹ each have two ACAs in the NFF. For these local authorities, the tightening criteria are applied in respect of the lower of the two ACAs, with the differential between the two ACAs applied via the “London Fringe factor”. The comparison in this note is therefore also done on the basis of the factor levels in the lower ACA area in each local authority.
127. As we transition to the NFF, we will maintain the protection offered through the minimum funding guarantee (MFG) to minimise disruption for schools. This will protect schools from sudden drops in their per-pupil funding levels in cases where local factors values decrease.
128. The [school funding operational guide](#) provides further detail on the tightening requirements for local authorities, and the allowable factor value ranges for each authority in 2023-24 are published here:
<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024>.

Approach to analysis

129. This annex provides a narrative analysis of the 2023-24 tightening requirements by looking at how the 2022-23 local authority funding formulae differ from the NFF. It sets out what the expected impact of tightening local formulae will be on schools in

¹¹ Buckinghamshire, Essex, Hertfordshire, Kent and West Sussex.

particular local authorities, and types of schools more generally.

130. We have compared 2022-23 local authority formula factor values¹² with the 2022-23 area cost-adjusted¹³ NFF factor values¹⁴ for each local authority, to identify whether factor values are mirroring, higher than, or lower than, the NFF value. From this we have drawn out patterns in how local authorities diverge from the NFF which are described below. We have only included the sparsity factor in our analysis where that local authority has schools which are eligible for sparsity through the NFF. Otherwise, we have assessed the factor values that each local authority uses in their local formulae, and whether these are greater or less than the equivalent NFF factor value.
131. There are two factors where local authorities are allowed to adopt a different methodology in 2022-23 – sparsity and English as Additional Language (EAL). We have not accounted for the methodology employed by local authorities for the sparsity factor in our analysis, as local authorities will still have flexibilities in the tapering regime used for the sparsity factor in the first year of transition to the NFF. In contrast, local authorities will be required to use the EAL3 measure for the EAL factor from 2023-24, meaning that all pupils with EAL that have entered the school system during the last 3 years will attract funding through the EAL factor. We have therefore adjusted the factor values for local authorities currently using different EAL measures, in line with the operational guidance on tightening that factor as set out in the [school funding operational guide](#).
132. There are a wide range of approaches that local authorities take in setting their local formulae, and it is not possible to cover each variation. This analysis does not aim to extend to each of those variations between factors in the formulae and the interactions this produces. Where factor values do not mirror the NFF, we have not focused on the magnitude of divergence, but rather whether this is above or below the NFF value.
133. It is not possible to foresee or model the exact impact tightening local formulae will have at school level; individual schools' actual allocations will be affected by a wide range of factors, including, crucially, changes to the number and characteristics of their pupils. As such, where we describe the impact, this is in general terms. The effect of the tightening requirements on particular schools will depend on how local authorities use the remaining flexibility in their local formulae, including factors such

¹² Local authority factor values for 2022-23 can be found here: *Schools block funding formulae 2022 to 2023*

(Schools block funding formulae 2022 to 2023 - GOV.UK (www.gov.uk))

¹³ ACA values for 2022-23 for each local authority can be found here: *Schools block national funding formula: technical note* (National funding formula tables for schools and high needs: 2022 to 2023 - GOV.UK (www.gov.uk))

¹⁴ NFF factor values for 2022-23 can be found here: *The national funding formulae for schools and high needs 2022-23* (DfE external document template (publishing.service.gov.uk))

as whether or not they choose to move more than 10% closer to the NFF values; whether and how they make use of the 2.5% flexibility offered by the mirroring threshold; the level of the MFG; and the extent to which they manage any affordability pressures through capping and scaling the funding increases of individual schools. We will conduct a further analysis of what the impact of tightening has been once we know how local authorities have responded to the requirements and their 2023-24 formulae are finalised.

134. It is important to note that tightening will not have any impact on the distribution of funding across different local authorities, as it does not affect the total amount of funding each local authority is allocated through the NFF. Instead, the tightening requirements will only impact the distribution of funding between schools within local authorities.

Overview

135. We have identified three categories of local authorities depending on their current local formulae. Each of these groupings will see a different distributional impact from the process of transition to the NFF, as explained below.

- **Local authorities that mirror the NFF:** A majority of local authorities fall into this category; no impact is expected from the tightening requirements for the schools within these local authorities.
- **Local authorities that mirror the NFF in most factors:** A number of local authorities mirror most of the NFF, with differences found particularly in the lump sum, sparsity or mobility factor. The impact of tightening will be limited for the schools within these local authorities.
- **Local authorities whose formulae are substantially different from the NFF:** This category includes local authorities who employ different factors, and factor values, particularly around deprivation and other additional needs factors. In these local authorities the distributional impact of tightening is expected to be largest, with the nature of that impact depending on how the local authorities' formulae differ from the NFF.

136. Other factors will also affect the distributional impact of the tightening requirements. A notable one relates to **local authorities with a large proportion of schools funded through the funding floor**. These local authorities can typically afford more generous local formulae factors than the NFF. As they transition towards the NFF, a large proportion of their schools will therefore be funded through the MFG.

Local authorities that mirror the NFF

137. Since the introduction of the NFF in 2018, we have seen local authorities moving their local funding formulae closer towards the NFF. Now in its fifth year, there are 78 local authorities¹⁵ (of 150 local authorities in England¹⁶) whose formula factor values are all within 2.5% of the NFF factor values¹⁷, and are therefore deemed to mirror the NFF for the purpose of the tightening criteria¹⁸.
138. Local authorities who are already “mirroring” the NFF will not be required to move their factor values closer to the NFF in 2023-24. Therefore, for over half of local authorities (52%), there will not be any distributional impact of the tightening requirements in 2023-24.

Local authorities that mirror the NFF in most factors

139. There are 42 local authorities who mirror the NFF for at least seven out of the nine factors local authorities will be required to tighten¹⁹. Where these local authorities depart from the NFF it is, for the most part, in the sparsity, mobility, lump sum or basic entitlement factors, or a combination of these. The expected impact in these local authorities is discussed below. There are also nine local authorities who differ from the NFF through one of the deprivation, low prior attainment and English as an Additional Language factors²⁰.
140. Note that a local authority can fall into more than one of the below categories – there are, for example, five local authorities which diverge from the NFF in respect of both the sparsity and mobility factors.

Sparsity

141. The sparsity factor allocates additional funding to small and remote schools, recognising the challenges these schools face.

¹⁵ See Table 1 for a list of local authorities.

¹⁶ This excludes the City of London and Isles of Scilly as these are not included in NFF calculations.

¹⁷ This includes local authorities who mirror the NFF in all factors except sparsity, but have no schools who would be eligible for sparsity funding.

¹⁸ ESFA guidance, (Schools block funding formulae 2022 to 2023: analysis of local authorities' schools block funding formulae - GOV.UK (www.gov.uk)), counts 74 local authorities mirroring the NFF. That guidance uses a threshold for mirroring the NFF of local authority factor values within 1% of NFF values in 2022-23 (excluding the mobility factor as this was only included in the NFF from 2020-21), rather than the 2.5% that is used for the tightening criteria. The ESFA comparison also excludes mobility, whereas this analysis includes it.

¹⁹ There are nine factors included in this analysis: basic entitlement, FSM, FSM6, IDACI, English as an additional language, low prior attainment, mobility, lump sum, and sparsity. This excludes premises factors (rates, PFI, split sites and exceptional premises) which are determined locally, and minimum per pupil levels (MPPLs) which are already compulsory.

²⁰ See Table 2.

142. Out of the local authorities that mirror the NFF in most factors, 16 local authorities diverge from the NFF in respect of the sparsity factor values²¹. Fifteen of these have a lower sparsity factor value than the NFF – either by not using the sparsity factor at all (even though they have eligible schools), or by using a sparsity factor value that is lower than the NFF value²².
143. Small, remote schools in these local authorities would be expected to benefit as these local authorities are required to bring their formulae closer to the NFF. The cost of increasing the sparsity factor in these local authorities will only constitute a very small fraction of these local authorities' overall funding levels. As such, these local authorities would not be required to make any significant changes to other factor values in order to afford the increased sparsity factor. This means that the per-pupil impact of tightening on other schools in these local authorities is expected to be small.
144. 14 local authorities differ from the NFF sparsity factor with their methodology through using a different taper regime²³. This will not be affected by the tightening requirements for 2023-24 and, as above, has not been included in this assessment of the impact of tightening. The effect of moving to the NFF methodology – should any local authority choose to do so - may increase or decrease the sparsity funding received by schools depending on current tapering regime employed by the local authority.
145. If there is a negative impact for any of these schools, they will be protected from drops in funding through the MFG. While the MFG protects schools from losses in pupil-led funding, year-on-year changes in school-led funding are also included in the protection. The MFG (and the NFF floor) were specifically designed in this way in order to protect schools from losses in school-led funding – whether through the lump sum or sparsity – as local formulae transition towards the NFF.

Mobility

146. The mobility factor supports schools in which a significant proportion of pupils join the school part way through the year.
147. Out of the local authorities that mirror the NFF in most factors, 14 local authorities diverge from the NFF in respect of the mobility factor²⁴. 13 of these do not have the

²¹ See Table 3.

²² Telford and Wrekin have a higher sparsity value than the NFF but uses a different tapering regime. The effect on the six schools which are currently eligible for sparsity funding in 2022-23 will depend on the tapering regime as they tighten the factor value. None of these schools are eligible for the maximum sparsity amount so this should have a limited impact on their budgets.

²³ LAs can apply a different tapering to the sparsity factor, which determines how much remote schools are allocated (determined by how small and remote they are).

²⁴ See Table 4.

mobility factor at all, and the remaining one has a lower mobility factor value than the NFF.

148. In these local authorities, schools with high numbers of mobile pupils will benefit from increases in formula factor values for mobility. These local authorities would not be required to make significant changes to other factor values in order to afford the increased mobility factor as the total proportion of NFF funding towards mobility in these local authorities is small²⁵.
149. There are no local authorities who mirror the NFF in most factors but have a higher rate for mobility than the NFF.

Lump sum

150. All schools receive a lump sum irrespective of size or phase.
151. Out of the local authorities that mirror the NFF in most factors, ten local authorities diverge from the NFF in respect of the lump sum²⁶. Four of these local authorities have a lower lump sum factor value in the local formulae than the NFF. As these local authorities move their factor values closer to the NFF, the lump sum value their schools receive will increase, with particular benefit to small (typically primary) schools where the lump sum makes up a larger portion of their overall budget. The effect on other schools in these local authorities will depend on how the local authority chooses to pay for this increase.
152. Conversely, there are six local authorities who have a higher lump sum factor in at least one phase in their local formulae than the NFF. Schools in these local authorities will see a reduction in their school-led funding. The decrease in the lump sum will free up funding in the local formulae, and the net impact on individual schools will depend on how the local authorities choose to redirect that funding. Small primary schools, which are more reliant on the lump sum than larger schools, could be expected to lose out relative to other schools. However, all schools will be protected from sudden drops in their funding through the MFG. As noted above, year-on-year changes in school-led funding are included in the MFG protection – with the MFG specifically designed that way to protect schools from losses in school-led funding as local formulae transition towards the NFF.

Basic entitlement

153. All pupils attract basic entitlement funding, with the amounts they attract depending

²⁵ NFF funding for mobility constitutes between 0.18% and 0.81% of total NFF funding in these local authorities; and the local authority is only required to move the value of their mobility factor 10% closer to the NFF value (for those currently not using a mobility factor, that equates to setting a mobility factor in the local formula at 10% of the NFF value).

²⁶ See Table 5.

on which key stage they are in.

154. Out of the local authorities that mirror the NFF in most factors, four local authorities diverge from the NFF in respect of the basic entitlement factor values²⁷.
155. In two of these local authorities, the targeting of the basic entitlement varies by phase. In Essex, primary and KS3 pupils attract less basic entitlement funding than the NFF, whereas KS4 pupils attract more basic entitlement funding than the NFF. In Barking and Dagenham the opposite is true, with primary pupils attracting more basic entitlement funding and secondary pupils somewhat less than the NFF. As factor values move closer to the NFF, we would expect the relative factor weighting by phase to move closer to the weighting in the NFF. This means that there could be some redistribution across phases, although the MFG would protect all schools from any sudden drops in per-pupil funding.
156. In West Northamptonshire the basic entitlement factor value is slightly below the level of the NFF across all phases. Moving the factor values closer to the NFF will therefore create affordability pressures in the local formula. The impact of this will depend on how the local authority chooses to respond to that pressure. Overall, the distributional impact is likely to be limited, however, as the difference between the NFF and the local formulae values is relatively small.
157. In Hackney, the basic entitlement factor values are significantly higher than in the NFF – without any other factor being lower than the NFF. The reason Hackney can afford this in their local formula is because of the significant amount of floor funding their schools attract through the NFF. As Hackney moves their basic entitlement factor values closer to the NFF, we would expect some of the funding currently distributed through this factor to be distributed through the MFG instead. This is further discussed in the section below on local authorities with a large proportion of schools funding the floor.

Local authorities whose formulae are substantially different from the NFF

158. The remaining 30 local authorities whose local formula factors are substantially different from the NFF – defined here as diverging in at least three out of nine factors from the NFF. This section provides an overview of the distributional impact of tightening in these local authorities, with a focus on deprivation and additional needs.

²⁷ See Table 6.

Impact of tightening on deprivation funding

159. A significant area of divergence of local formulae is on deprivation factors - where 26 (out of the 30 local authorities whose formulae are substantially different from the NFF) diverge from the NFF.²⁸ These local authorities take a wide range of approaches to funding deprivation, choosing to target deprivation funding through certain factors in their local formulae. This produces a range of effects discussed below.

Many local authorities target deprivation differently to the NFF

160. Some local authorities target funding through specific deprivation factors. This includes²⁹:

- 10 local authorities³⁰ exclude at least one of the NFF's three deprivation factors from local formulae³¹
- Seven local authorities³² have a higher FSM factor compared to the NFF value;
- 10 local authorities³³ have a higher FSM6 factor compared to the NFF value;
- Three local authorities³⁴ broadly weight their deprivation funding more towards primary school pupils than secondary pupils compared to the NFF.

161. As these local authorities move closer to the NFF, the balance of funding provided across the different deprivation measures will also move further in line with the NFF. The overall distributional impact will depend on whether the local authority is allocating a higher or lower overall amount through the deprivation factors compared to the NFF, and how the local authority allocates funding through the other formula factors. For some schools, the effect may be small, if the effect of moving closer to the NFF is simply to shift the funding that the school receives from one deprivation factor to another.

²⁸ There are four local authorities who mirror the NFF deprivation factors – Blackburn with Darwen, East Riding of Yorkshire, Slough, and Newham.

²⁹ This list illustrates types of differences seen among different local authorities. The list is neither exhaustive nor mutually exclusive.

³⁰ See Table 7 - this includes one local authority, Stockport, that has excluded the primary FSM factor, but that does have an FSM factor for secondary.

³¹ As part of tightening from 2023-24, local authorities will have to use all NFF factors in their local formulae.

³² See Table 8.

³³ See Table 9.

³⁴ See Table 10.

A small number of local authorities have deprivation factors typically higher than the NFF

162. Three local authorities³⁵ target funding to deprived pupils through typically higher local deprivation factor values compared to the NFF, balanced against lower basic entitlement factor values, or a lower lump sum. (By “typically higher” we mean local authorities where at least one deprivation factor is higher than the NFF, with the rest mirroring the NFF.) In these local authorities, the tightening requirements in and of themselves would cause a lower proportion of funding to be allocated towards deprivation. However, this effect will be balanced by the overall increase in the deprivation factors in the 2023-24 NFF, whereby a larger proportion of NFF funding is allocated to deprivation in 2023-24 compared to 2022-23. The net impact on deprivation funding in these local authorities will depend on the specific circumstances of each one.

A number of local authorities have typically lower deprivation factors than the NFF

163. Six local authorities target less funding to deprived pupils than the NFF through typically lower local deprivation factor values³⁶. (These are local authorities where at least one deprivation factor value is lower than the NFF values, and others mirror the NFF values.) Three of these local authorities have higher basic entitlement and/or the lump sum factors than the NFF whereas the other three do not. As these local authorities move closer to the NFF, funding will be more targeted to deprivation and towards schools with higher proportions of deprived pupils.

Several local authorities have some higher deprivation factor values that are higher than the NFF values, and others lower

164. In addition, we have identified 17 local authorities that have higher values for some deprivation factors than the NFF, and lower values for others, giving a mixed picture overall³⁷. The impact on deprived schools in these areas will depend on how their local authorities respond to the tightening requirements as well as the schools’ specific pupil cohorts. As above, for some schools, the effect may be small, if the effect of moving closer to the NFF is simply to shift the funding that the school receives from one deprivation factor to another.

Impact of tightening on other additional needs

165. 28 (out of the 30 local authorities whose formulae are substantially different from

³⁵ See Table 11 - these local authorities overfund specific deprivation factors and mirror the NFF in any remaining deprivation factor values.

³⁶ See Table 12.

³⁷ See Table 13.

the NFF) diverge from the NFF in respect of the other additional needs factors in the NFF.³⁸ These are English as an additional language (EAL), mobility and low prior attainment.

166. There are 15 local authorities who currently target less funding through these additional needs factors in their local formulae compared to the NFF³⁹, by having typically lower additional needs factors than the NFF. (As before, this means that they have at least one additional needs factor that is lower than the NFF value, and no additional needs factors that are above the threshold for mirroring the NFF value.) As these local authorities transition closer to NFF values, schools with high proportions of pupils with additional needs should see more funding allocated through the additional needs factors.

167. The converse is true for the two local authorities that target more funding through the additional needs factors in their local formulae compared to the NFF⁴⁰. The impact on other schools in these local authorities will depend on how the local authorities adjust other parts of their local formulae to repurpose the funding.

168. Lastly, 11 local authorities have higher values for some additional needs factors than the NFF, and lower values for others, giving a mixed picture overall⁴¹. The impact on schools in these areas will depend on how their local authorities respond to the tightening requirements as well as the schools' specific pupil cohorts.

Local authorities with a large proportion of schools funded through the floor

169. There are other factors which will affect the distributional impact of the tightening requirements. A notable one relates to local authorities where a large proportion of schools are funded through the NFF funding floor.

170. The funding floor in the NFF is the national equivalent of the local authorities' MFG. In local authorities where a large proportion of schools attract additional funding through the floor, local authorities can afford to set their formula factors above the NFF levels. As these local authorities are required to tighten their formulae, these factor values will decrease (or at least increase at a lower rate than the NFF factor values). As a result, schools will be funded less through their core factors and more through the MFG – and the majority of schools in these local authorities will see their per-pupil funding increase in line with the MFG.

³⁸ Two local authorities mirror the NFF's other additional needs factors. These are Sheffield and Windsor and Maidenhead.

³⁹ See Table 14.

⁴⁰ See Table 15.

⁴¹ See Table 16.

171. Hackney and Newham are two examples of such local authorities, where all factors are either above the level of the NFF, or mirroring, in 2022-23. A number of other local authorities also have a very high proportion of schools funded through the NFF floor (such as Southwark, Haringey and Brent), but which nevertheless still have some factor values significantly below the level of the NFF. In these local authorities, we can expect some distributional impact to occur as a result of tightening – as discussed above - but a large proportion of schools to be funded through the MFG.

Conclusion

172. This analysis shows that in the majority of local authorities there will be a limited impact through the transition towards the NFF. There are a minority of local authorities departing substantially from the NFF where the effects will be more pronounced. The specific effects on schools within each local authority will vary depending on how local authorities manage the other factors in their local formula. This extends to decisions around block transfers, the MFG, capping and scaling.

173. However, we have been able to identify some general trends of impact. Overall, there are more local authorities which will need to increase their lower lump sums and/or sparsity factor values than the number of local authorities which need to decrease them. We also expect a greater number of local authorities to have to increase their deprivation factors [and their other additional needs factors] than decrease them as we transition towards the direct NFF.

174. The analysis presented here looks at the expected impact of the tightening requirements. We will publish an analysis of what the actual impact has been once the local formulae for 2023-24 have been set. That analysis will also be used to inform further tightening requirements in 2024-25 onwards.

Local authorities that mirror the NFF

Table 1: Local authorities that mirror the NFF

Barnet	Gloucestershire	Oldham
Bath and North East Somerset	Greenwich	Oxfordshire
Bexley	Hampshire	Peterborough
Birmingham	Harrow	Plymouth
Blackpool	Herefordshire	Redbridge
Bolton	Hounslow	Richmond upon Thames
Bournemouth, Christchurch & Poole	Isle of Wight	Rutland
Bracknell Forest	Islington	Salford
Bradford	Kingston upon Hull	Shropshire
Buckinghamshire	Knowsley	Somerset
Bury	Lambeth	South Tyneside
Calderdale	Lancashire	Southampton
Cambridgeshire	Leeds	Southend on Sea
Cheshire East	Leicester	Staffordshire
Cheshire West And Chester	Leicestershire	Suffolk
Cornwall	Lewisham	Sutton
Coventry	Lincolnshire	Tameside
Cumbria	Luton	Torbay
Darlington	Middlesbrough	Tower Hamlets
Derby	Newcastle upon Tyne	Trafford
Doncaster	Norfolk	Wakefield
Dorset	North Lincolnshire	Waltham Forest
Durham	North Northamptonshire	Wigan
Ealing	North Yorkshire	Wiltshire
East Sussex	Nottingham	Wolverhampton
Gateshead	Nottinghamshire	York

Local authorities that mirror the NFF in most factors⁴²

Table 2: IDACI, FSM or FSM6, low prior attainment, or English as an additional language is lower than the NFF value

Not mirroring the NFF in IDACI	Not mirroring the NFF in low prior attainment	Not mirroring the NFF in English as an additional language	Not mirroring the NFF in FSM	Not mirroring the NFF in FSM6
Kirklees	Sunderland	North Tyneside	Barnsley	Kent

⁴² The 41 local authorities that mirror the NFF in most (at least 7 out of 9) factors are listed in the tables in this section. Note that some of these are included in more than one table.

		(using EAL2 instead of EAL3)		
Rochdale (diverging in IDACI secondary A only)	West Sussex (diverging in primary LPA only)			Stoke-on-Trent
Wirral (diverging in IDACI primary A only)				

Table 3: Not mirroring NFF sparsity factor value

Central Bedfordshire	Havering	Swindon
Derbyshire	Milton Keynes	Telford and Wrekin
Devon	North Tyneside	Warrington
Enfield	Sefton	West Berkshire
Halton	Solihull	
Hartlepool	Sunderland	

Table 4: Not mirroring NFF mobility factor

Central Bedfordshire	North Somerset	South Gloucestershire
Dudley	Northumberland	Swindon
Halton	Redcar and Cleveland	Warwickshire
Kent	Sefton	Worcestershire
Liverpool	Solihull	

Table 5: Not mirroring the NFF lump sum

Lump sum is lower than NFF

Medway	Reading	Stockton-on-Tees
Milton Keynes		

Lump sum is higher than NFF

Bedford Borough	Kingston upon Thames	Surrey**
Essex*	Portsmouth	West Sussex*

* Primary lump sum is higher than NFF, secondary lump sum mirrors NFF

** Secondary lump sum is higher than NFF, primary lump sum mirrors NFF

Table 6: Not mirroring the NFF in the basic entitlement

Barking and Dagenham	Hackney	West Northamptonshire
Essex		

Local authorities whose formulae are substantially different from the NFF

Table 7: Local authority excludes at least one of the deprivation factors from local formulae

No FSM factor	No FSM6 factor	No IDACI factors
Camden	Haringey	Wandsworth
Hammersmith and Fulham	Walsall	
Hillingdon	Wandsworth	
North East Lincolnshire		
St Helens		
Stockport*		
Wokingham		

* No primary FSM factor, but mirroring the NFF in secondary FSM factor.

Table 8: Higher FSM factor than the NFF

Brighton and Hove	Haringey	Wandsworth
Bristol	Hertfordshire*	
Bromley	Walsall	

* Hertfordshire has a greater FSM factor for primary, but mirrors for secondary.

Table 9: Higher FSM6 factor than the NFF

Brighton and Hove*	Hillingdon	Westminster
Bristol	Southwark	Windsor and Maidenhead*
Camden	St Helens	
Hammersmith and Fulham	Stockport*	

* Higher FSM6 factor for primary only.

Table 10: Broadly weighting deprivation funding more towards primary school pupils than secondary compared to the NFF

Brighton and Hove	Manchester	Windsor and Maidenhead
-------------------	------------	------------------------

Table 11: Deprivation factors typically higher than the NFF

Bristol	Bromley	Windsor and Maidenhead
---------	---------	------------------------

Table 12: Deprivation factors typically lower than the NFF*

Allocate more funding through basic entitlement and/or lump sum	Do not allocate more through basic entitlement and/or lump sum
Kensington and Chelsea	Merton
North East Lincolnshire	Rotherham
Sheffield	Thurrock

* This includes local authorities where some of deprivation factor values are lower than the NFF values, and others mirror the NFF values.

Table 13: Deprivation factors both above and below the level of the NFF

Brent	Hertfordshire	Stockport
Brighton and Hove	Hillingdon	Walsall
Camden	Manchester	Wandsworth
Croydon	Sandwell	Westminster
Hammersmith and Fulham	Southwark	Wokingham
Haringey	St Helens	

Table 14: Other additional needs factors typically* lower than the NFF

Bromley	Kensington and Chelsea	St Helens
Camden	Merton	Thurrock
Croydon	North East Lincolnshire	Walsall
East Riding of Yorkshire	Rotherham	
Haringey	Slough	
Hertfordshire	Southwark	

*These local authorities have at least one other additional needs factor value below the level of the NFF, with no other additional needs factor value above the NFF mirroring threshold.

Table 15: Other additional needs factors typically* higher than the NFF

Hammersmith and Fulham	Newham	
------------------------	--------	--

*These local authorities have at least one other additional needs factor value above the level of the NFF, with no factor value below the NFF mirroring threshold.

Table 16: Other additional needs factors both above and below the level of the NFF

Blackburn with Darwen	Hillingdon	Wandsworth
Brent	Manchester	Westminster
Bristol	Sandwell	Wokingham
Brighton and Hove	Stockport	



Department
for Education

© Crown copyright 2022

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk

BREAKDOWN OF FACTORS PROPOSED 2023/24- MAINSTREAM SCHOOLS/ACADEMIES

Funding Factors	2022/23 Formula Factors (for information)	2023/24 Formula Factors	23/24 MFG 0.5% and Gains Cap 0% (i.e. MFG) with scaling 23.80% of all gains above MFG.		23/24 MFG 0.5% and Gains Cap 0.5% (i.e. MFG) with scaling 29.57% of all gains above MFG.		23/24 MFG 0.5% and Gains Cap 1% (i.e. MFG) with scaling 38.97% of all gains above MFG.	
			A	B	C	D	E	F
OPTION								
Basic per-pupil funding								
AWPU - Primary	3,217.00	3,394.00	3,394.00	3,394.00	3,394.00	3,394.00	3,394.00	3,394.00
AWPU - Secondary KS3	4,536.00	4,785.00	4,785.00	4,785.00	4,785.00	4,785.00	4,785.00	4,785.00
AWPU - Secondary KS4	5,112.00	5,393.00	5,393.00	5,393.00	5,393.00	5,393.00	5,393.00	5,393.00
Minimum Funding Level - Primary	4,265.00	4,405.00	4,405.00	4,405.00	4,405.00	4,405.00	4,405.00	4,405.00
Minimum Funding Level - Secondary	5,525.00	5,715.00	5,715.00	5,715.00	5,715.00	5,715.00	5,715.00	5,715.00
Additional Needs Funding								
Deprivation								
FSM Primary	470.00	480.00	480.00	480.00	480.00	480.00	480.00	480.00
FSM6 Primary	590.00	705.00	705.00	705.00	705.00	705.00	705.00	705.00
IDACI Band F Primary	220.00	230.00	230.00	230.00	230.00	230.00	230.00	230.00
IDACI Band E Primary	270.00	280.00	280.00	280.00	280.00	280.00	280.00	280.00
IDACI Band D Primary	420.00	440.00	440.00	440.00	440.00	440.00	440.00	440.00
IDACI Band C Primary	460.00	480.00	480.00	480.00	480.00	480.00	480.00	480.00
IDACI Band B Primary	490.00	510.00	510.00	510.00	510.00	510.00	510.00	510.00
IDACI Band A Primary	640.00	670.00	670.00	670.00	670.00	670.00	670.00	670.00
FSM Secondary	470.00	480.00	480.00	480.00	480.00	480.00	480.00	480.00
FSM6 Secondary	865.00	1,030.00	1,030.00	1,030.00	1,030.00	1,030.00	1,030.00	1,030.00
IDACI Band F Secondary	320.00	335.00	335.00	335.00	335.00	335.00	335.00	335.00
IDACI Band E Secondary	425.00	445.00	445.00	445.00	445.00	445.00	445.00	445.00
IDACI Band D Secondary	595.00	620.00	620.00	620.00	620.00	620.00	620.00	620.00
IDACI Band C Secondary	650.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00
IDACI Band B Secondary	700.00	730.00	730.00	730.00	730.00	730.00	730.00	730.00
IDACI Band A Secondary	890.00	930.00	930.00	930.00	930.00	930.00	930.00	930.00
Low Prior Attainment								
Low Prior Attainment-Prim	1,130.00	1,155.00	1,155.00	1,155.00	1,155.00	1,155.00	1,155.00	1,155.00
Low Prior Attainment-Sec	1,710.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00
Looked After Children								
LAC - Primary	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LAC - Secondary	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
English as an additional language								
EAL - Primary	565.00	580.00	580.00	580.00	580.00	580.00	580.00	580.00
EAL - Secondary	1,530.00	1,565.00	1,565.00	1,565.00	1,565.00	1,565.00	1,565.00	1,565.00
Mobility								
Primary Mobility	925.00	945.00	945.00	945.00	945.00	945.00	945.00	945.00
Secondary Mobility	1,330.00	1,360.00	1,360.00	1,360.00	1,360.00	1,360.00	1,360.00	1,360.00
School led Funding								
Lump Sum								
Lump Sum - Primary	121,300.00	128,000.00	128,000.00	128,000.00	128,000.00	128,000.00	128,000.00	128,000.00
Lump Sum - Secondary	121,300.00	128,000.00	128,000.00	128,000.00	128,000.00	128,000.00	128,000.00	128,000.00
Sparsity								
Sparsity - Primary	55,000.00	56,300.00	56,300.00	56,300.00	56,300.00	56,300.00	56,300.00	56,300.00
Sparsity - Secondary	80,000.00	81,900.00	81,900.00	81,900.00	81,900.00	81,900.00	81,900.00	81,900.00
Growth Fund	923,233.00	TBC	TBC	TBC	TBC	TBC	TBC	TBC
Ratio	1	1	1.00	1.00	1.00	1.00	1.00	1.00
	35	35	35.00	35.00	35.00	35.00	35.00	35.00
MFG	2.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50
CAP	0.00	0.00	0.00	0.00	0.50	0.50	1.00	1.00
Scaling %	0.00	0.00	23.80	29.57	29.57	38.97	38.97	38.97
% Allocated through following								
Lump Sum & AWPU	78.06	77.51	77.51	77.51	77.51	77.51	77.51	77.51
Dep & Att	19.13	18.70	18.70	18.70	18.70	18.70	18.70	18.70
Deviation from NFF (DfE)								
Primary								
			Number	£	Number	£	Number	£
More than 50k deviation			0	0	0	0	0	0
More than 30k deviation			0	0	0	0	0	0
Between 20-30k deviation			0	0	0	0	0	0
Between 10-20k deviation			15	-169,953	17	-194,174	20	-231,300
Less than 10k deviation			63	-390,045	61	-371,679	55	-345,480
No Deviation			20	0	20	0	23	0
			98	-559,998	98	-565,853	98	-576,779

BREAKDOWN OF FACTORS PROPOSED 2023/24- MAINSTREAM SCHOOLS/ACADEMIES

Funding Factors	2022/23 Formula Factors (for information)	2023/24 Formula Factors	23/24 MFG 0.5% and Gains Cap 0% (i.e. MFG) with scaling 23.80% of all gains above MFG.	23/24 MFG 0.5% and Gains Cap 0.5% (i.e. MFG) with scaling 29.57% of all gains above MFG.	23/24 MFG 0.5% and Gains Cap 1% (i.e. MFG) with scaling 38.97% of all gains above MFG.
Secondary					
More than 50k deviation			1 -54,531	1 -54,361	1 -53,967
More than 30k deviation			12 -462,857	12 -463,698	12 -464,098
Between 20-30k deviation			2 -52,432	2 -52,939	3 -74,188
Between 10-20k deviation			3 -50,755	3 -43,368	2 -20,319
Less than 10k deviation			2 -19,427	2 -19,781	2 -10,648
No Deviation			0 0	0 0	0 0
			20 -640,002	20 -634,147	20 -623,221
Total					
More than 50k deviation			1 -54,531	1 -54,361	1 -53,967
More than 30k deviation			12 -462,857	12 -463,698	12 -464,098
Between 20-30k deviation			2 -52,432	2 -52,939	3 -74,188
Between 10-20k deviation			18 -220,708	20 -237,543	22 -251,619
Less than 10k deviation			65 -409,473	63 -391,460	57 -356,128
No Deviation			20 0	20 0	23 0
			118 -1,200,000	118 -1,200,000	118 -1,200,000
Total deviation from DfE individual schools figures				-1,200,000	-1,200,000
Number of schools with a budget deviation from DfE figures				98	95
Average deviation per school				-12,245	-12,632

Local authority Statutory duties for maintained schools 2023/24 (relating to services relevant to Education Services Grant).

Service Areas (as referenced in Schools revenue funding 2022 to 2023 Operational guide)	2022/23 costs for comparison	2023/24 costs (Apr 23 - Mar 24) School Improvement Monitoring & Brokerage Grant funding £	2023/24 costs (Apr 23 - Mar 23) DSG de-delegated school improvement £	2023/24 costs (Apr 23 - Mar 24) DSG de-delegated former ESG £	Notes/Post titles
School Improvement - Schools Causing Concern (page 57)	75,770	48,879	27,698		Head of Education (currently vacant) - from April 2023. School Improvement Monitoring & Brokerage Grant funding was provided to local authorities to continue to monitor and commission school improvement for low-performing maintained schools was announced by DfE on 30th November 2016. No grant expected from April 2023 - March 2024 with this cost now expected to be traded with schools. The total cost for this post is £76k so additional would be required to be funded from de-delegated school improvement funding. The proposal is to fund the shortfall in cost for 2023/24 - total funding required for this post £26,891.
School Improvement - Schools Causing Concern (page 57)	56,792	48,879	8,151		Senior Education Stds & Effectiveness Officer (S Choudry). Full Year cost for 2022/23 offset in part by School Improvement Monitoring & Brokerage Grant. The proposal is to fund the shortfall in cost for 2022/23 - total DSG funding required for this post £7,913 with the remaining being funded from corporate resources.
School Improvement - Schools Causing Concern (page 57)	56,036	48,879	7,372		Senior Education Stds & Effectiveness Officer (Sarah-Jane Smith). Full Year cost for 2022/23 offset in part by School Improvement Monitoring & Brokerage Grant. The proposal is to fund the shortfall in cost for 2022-23 - total DSG funding required for this post £7,158 with the remaining being funded from corporate resources.
School Improvement - Maths and Literacy Leads	44,941	-	41,941		DfE announcement on 30th November 2016 allowed for "Maintained schools to pool funding from DSG to buy school improvement services such as bring in subject or curriculum experts". Funded in 2017/18 to 2022-23 was a Maths Lead, Anne Walker (c. £35k per annum) and a Literacy Lead, Tara Chappell (c. £35k per annum). The proposal is to extend these posts for the whole of the 22/23 financial year (Apr 22 - March 23) which would cost £70k less contribution for work completed with academies.
Statutory & Regulatory duties - HR (page 73)	31,516	-	-	30,249	Proposal to fund costs at 2022/23 level - covering 1 x 0.4 FTE grade 10 officer and 2 x 0.2 FTE grade 9 officers for financial year + pay award 2%
Statutory & Regulatory duties - Finance (page 73)	24,970	-	-	24,009	Proposal to fund costs at 2022/23 level - covering 1 x 0.3 FTE Finance Manager and 1 x 0.3 FTE Principal Finance Officer for financial year. + pay award 2%
Statutory & Regulatory duties - Religious Education (page 73)	5,000	-	-	5,000	Proposal to fund costs at 2022/23 level - covering SACRE
Statutory & Regulatory duties - Religious Education (page 73)	0	-	-	0	No costs for 2023/24. Review of specification due every 4 years.
Education Welfare - annual inspection of school registers (page 74)	5,075	-	-	4,640	Proposal to fund costs based on 2022/23 level- covering 5 hours per maintained school based on 32 maintained schools as at 1st Nov 22.
Asset Management (page 74)	65,060	-	-	60,994	Proposal to fund in line with costs for 2022/23 - covering: 1) Management of centrally funded Hard Wired electrical testing contract (60% Grade 8, including overheads £37,270 - point 1 section 542(2)); 2) The cost of providing each schools with an updated condition survey every 5 years (based on 32 maintained schools at Nov 22). 10 schools per year at a cost of £3,000 per school total cost £30,000 (All points section 542 (2)); and, 3) Project management of the Capital Maintenance Grant funded Schools Condition Programme (£14,055 required), which addresses issues identified from all the points highlighted in section 542(2).
Monitoring National Curriculum Assessment (page 75)	30,148	-	-	31,148	Proposal to fund in line with costs for 2022/23 - covering: £29,150 (Based on 2 days per week Rebecca Rowett currently in role of Assessment Lead including monitoring & moderation); and, £13,740 (recruitment, training & deployment to schools for KS1 - based on funding received for KS2 moderation and monitoring of the phonic screening check as the two moderation and monitoring activities are similar and based on the same number of schools in each key stage);
	395,308	146,636	85,162	156,040	

Cost to Schools Block	77,862	142,665	cost relating to Maintained Primary Schools
Cost to High Needs Block	7,300	13,375	cost relating to Maintained Special Schools & PRU's
Indicative cost per pupil (maintained primary) - TOTAL REQUEST (APT de-delegation)	£11.00	£20.15	Based on number of pupils in maintained schools (as at 1st Nov 22) using October 2021 census data.
	87,909	161,074	
	78,893	144,553	
<u>Comparison to funding provided for 2022/23</u>			
rate included in 22/23 APT	£10.74	£19.99	
Difference between rate requested and pro rata rate from last year	£0.26	£0.17	

Maintained Staff Absence 2022-23			
Schools Block budget	264,485.00	33.80	
High Needs Block budget	17,581.00		
Total 2022/23	282,066.00		
Proposed 2023-24			
Maternity	317,567.22	37.46	16/17 cost was £417k, 17/18 £319k, 18/19 £437k, 19/20 £450k, 20/21 £369k, 21-22 £376k 22/23 estimated at £368k times the number of expected academy conversions.
TOTAL	317,567.22	37.46	

TU Facilities 2022-23			
TU facilities	71,975.00	9.65	Based on 2022-23 discussion and rate
High Needs Block budget	2,339.00		
Total 2020/21	74,314.00		
Proposed 2023-24			
TU Facilities	70,429.10	9.95	Revised salary for 2023-24
TOTAL	70,429.10	9.95	
	69,934.03	9.65	budget if retained TU facilities at same rate as last year



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Early Years Block 2023/24

Purpose

1. This report details a recommendation to continue to utilise resources from Early Years Block DSG for Retained Duties, Learning Provision Organisation Service and the Early Years Inclusion Team.

Recommendation

2. That Schools Forum agrees the following Early Years Central Budget from Early Years Block DSG Budget of £792,470 for 2023/24.

Background

3. All Local Authorities receive a ring-fenced Dedicated Schools Grant (DSG) from the Department for Education (DfE) for their Early Years provision. Schools Forum must approve the Central Early Years Budget annually.
4. A review of projected Early Years Block funding for 2023/24 shows there should be available resources within the Early Years Block budget to cover these central costs which will amount to 4.65% of the 3 & 4 year old funding element, based on the current years funding allocations. Local Authorities are allowed to set aside up to 5% centrally.

Central Early Years – Retained Duties 2023-24

5. The Early Education Statutory Guidance (June 2018) requires we deliver functions which incorporate:-
 - Receiving and reconciliation of funding claims for 2, 3 & 4 year olds in Private Voluntary and Independent (PVI) settings, ensuring the efficient processing of funding claims. This equates to over 3500 claims per term across almost 500 providers and the distribution of funds in excess of £11.5 million.

- Conducting financial audits in line with financial and audit regulations to ensure claims submitted are appropriate and accurate. Thirty termly audits were carried out in the last 12 months.
 - Eligibility checking services for families wishing to access their funded places with approximately 150 check carried out each month.
6. Budgets for Early Years retained duties are proposed to continue at the current budget levels (plus pay inflation and incremental progression) of £100,940 for 2023/24. This is a function delivered through the Learning Provision Organisation Service and includes funds to support 2.19 FTE posts within the Pupil Place Planning Team.

Central Early Years – Early Years Sufficiency - Capacity & Planning 2023-24

7. Provision was made from the Early Years Block budget in 2022/23 to support this work and this needs to be sustained to support both the 2, 3 and 4 year old entitlements and the increase to 30 hours of funded childcare. This is to ensure there is sufficient high quality provision to meet all the requirements of the entitlement.
8. Part B of the statutory guidance for local authorities, Early Education and Childcare (DfE June 2018) requires that we secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children). This involves the publication of the annual Childcare Sufficiency Assessment to ensure we have sufficient provision for eligible children. Provision is monitored on a regular basis in terms of cost effective delivery and supporting the establishment of new provision and recruitment of new providers. The sufficiency duty is a particular strength and fared well even during the restrictions encountered through Covid. This is evidenced through the most recent surveys that showed that there was no unmet demand across the Borough.
9. High level sustainability support is provided in the form of start up support and training, business planning and financial forecasting, alongside support with recruitment and retention. Given the national recruitment crisis within the Early Years sector, there are risks to maintaining sufficient places in coming years. We are therefore planning delivery of the Hempsalls; Rethinking Recruitment and Retention: 10-point plan training programme across our Early Years sector.
10. To ensure a sufficiency of supply and adequate planning and monitoring processes are in place, it is necessary to allocate funding to continue to support 2.53 FTE posts at a cost of £96,600 in 2023/24. Each of these functions is delivered through the Learning Provision Organisation Service, Pupil Place Planning Team.

Central Early Years – Early Years Inclusion Team 2023-24

11. The funding will be allocated to ensure that the required posts are in place to plan, maintain and monitor a sufficiency of high-quality, early years provision and in order to improve the statutory Early Years Foundation Stage (EYFS) outcomes, ensure safeguarding of staff and children, provide advice, training and support to Special Educational Needs Coordinators, children and their parents, and to meet the needs

identified through the ongoing Ofsted inspection judgements for Early Years in schools, childminders and day nurseries.

12. In addition, the funding will be utilised to provide a fully integrated inclusion and education advisory role, thereby sustaining the capacity of the Early Years Inclusion Team but also providing a consistency of advice and approach to schools, early years providers, Family Hubs and families across Doncaster.
13. Early years and childcare providers have continued to be readily accessible and flexible throughout the Covid-19 recovery phase. Readily available advice and support from the Early Years Inclusion Team has enabled early years and childcare providers to continue to implement post-lockdown preventative measures and to ensure children are kept safe. Infection levels across the Borough remain low in the early years sector.
14. The Early Years Inclusion Team continues to provide onsite support visits or virtual support and advice. The visits/virtual support are offered to ensure high quality childcare is available to children and families across Doncaster. A wide programme of courses are available to both childminders and nurseries to support them in their efforts to improve their quality of provision and their understanding of inspection and safeguarding, including two 'Getting to Good' packages.
15. The pandemic has continued to have an impact upon our children and young people. This has continued to be seen particularly in the area of mental health and has disproportionately affected the development of younger children. We have seen an increase in issues related to the speech, language and communication development of children under four years of age. A range of strategies have been developed and implemented in order to reduce the impact of the pandemic on families, babies and young children within the Family Hubs and with early years providers. These include the creation of the 'Talking Together - Speech, Language and Communication Needs Pathway' with all key stakeholders engaged and invested. Additionally, new multidisciplinary packages of support around trauma have been developed to support well-being and mitigate the impact of the pandemic.
16. Current Ofsted outcomes for Early Years Providers are strong, being above both national and regional levels. The overall percentage of Early Years Providers rated as good or outstanding currently stands at 99% against a national figure of 96%.
17. At 83.4%, Doncaster Local Authority continues to buck the trend by performing at 11.4% above the national average of the number of eligible 2-year-old children taking up free access to childcare. Nationally, take-up fell by 7% in 2022, while Doncaster's take up of childcare places continued to rise by 7.3%. Many children continued to attend and enjoy the offer even during lockdown periods. This has resulted from a strong focus and programmes of interventions from the Family Hubs and Early Years Team, working in partnership with key agencies including providers.
18. The number of 3 year to 4-year-olds accessing free childcare remains high at 95.5%, which continues to outperform the national average of 92%. Nationally, take up fell by 3% but Doncaster retained its strong attendance rates, demonstrating confidence in the quality and safety of childcare settings by parents. There has, and continues to

be an extremely strong offer, which remains crucial in supporting key workers and vulnerable children in particular.

19. In 2022, the Early Years Inclusion Team has seen a significant increase in the number of children who have been identified early as part of the graduated approach, as children with possible SEND. The Early Years Inclusion Team's Area Special Needs Co-ordinators have worked closely with settings to develop and enhance their provision to meet the needs of these cohorts and tailored training sessions to offer guidance and support to meet the early years sector's needs.
20. Settings have also reported that, since the pandemic, they have observed that increasing numbers of children are developing differently socially. They are showing less confidence with interacting, taking turns and are finding it more difficult to make relationships with other adults and children due to them having fewer opportunities to develop their social and emotional skills during the pandemic. The Early Years Inclusion Team has supported settings to develop bespoke strategies and interventions to support each child to develop their social skills and have advocated holistic assessments such as the Reflection Toolkit focussing on setting's understanding the unique strengths of each child and building on them.
21. Since the pandemic, there has also been a significant increase in the number of children who have been referred to the Portage Home Visiting (PHV) team. The PHV team work with families who have children with complex needs, to help them develop a quality of life and experience, for themselves and their young children, in which they can learn together, play together, participate and be included in their community in their own right.
22. 2021/22 has been another extraordinary year and Doncaster has seen early years practitioners respond admirably to the challenges they have faced. Whilst recognising the many successes that have been seen in the Covid recovery phase, there is an awareness that the sector retains significant, ongoing challenges, including recruitment and retention of staff, financial strictures, increased numbers of young children with developmental delay and changes to the cost of living impacting on families. Ongoing funding will secure the resources required to ensure that support for providers is sustained and outcomes for young children and their families maintained. The cost to be funded for 2023/24 is £594,930, which covers 11.63 FTE posts.

Conclusion

Funding will be allocated in order to continue to support improved outcomes for young children, ensure increased school readiness, and provide advice and guidance to schools and settings for children with special educational needs and to secure both a sufficiency and increased access to high quality, funded, early education places.

Author and Contact Officer(s):

Stephanie Douglas – Head of Service Early Intervention and Prevention

01302 737810

Stephanie.Douglas@doncaster.gov.uk

Neil McAllister – Learning Provision Organisation Manager

01302 735283

Neil.McAllister@doncaster.gov.uk



Doncaster Council

REPORT TO THE SCHOOLS FORUM

'RWM Doncaster – The Doncaster Strategy for Reading, Writing and Mathematics' Funding 2023/24

Purpose

1. This report provides an overview of 'RWM Doncaster' interventions associated with DSG spend for 2022/23 and seeks approval to sustain the existing level of investment of **£66,000**.
The requested funding forms part of the required budget for School Improvement for 2023-24

Recommendation

2. That Schools Forum:
 - Notes the report;
 - Approves the proposed transfer of **£66 000** for maintained Primary Schools de-delegation of budget for School Improvement for 2023/24 to fund the RWM Doncaster Strategy offer to 31/03/24.

Background

The continued implementation and impact of RWM Doncaster – The Doncaster Strategy for Reading, Writing and Mathematics, part of the Doncaster Education and Skills Strategy 2030

Introduction

RWM Doncaster is a four-year plan crossing all phases of education, which was developed and refined over the 20/21 academic year by the Learning, Standards and Effectiveness Officers for English and Maths. The aim is for secure and sustained improvement in reading, writing and maths at all levels, and for all aspects of the strategies to become fully

embedded. This is not intended to be a quick fix. The intention is to deliver long lasting improvement in outcomes in reading, writing and maths with significant, sustainable impact. We strongly believe there is significant overlap in the skills needed to become successful and motivated readers, writers and mathematicians.

Learning is linked. It does not exist in isolation and through life, we use our learning in a connected and cohesive way. We believe that learning should be real and meaningful, and be of value to the children of Doncaster, both now and in the future, whether they are at home, at school, at work or at play.

Key RWM Doncaster Priorities



	Priority 1	Priority 2	Priority 3
Reading	Improve the teaching of reading to raise pupil attainment and progress and close the gap to national outcomes at the end of Key Stage 1 and Key Stage 2	Develop the leadership of reading so that subject leaders are equipped to improve teaching and learning across all phases and embed a whole-school approach to the enjoyment of reading	Accelerate reading progress and increase attainment for disadvantaged pupils to narrow the gap with national outcomes
Writing	Improve the teaching of writing to raise pupil attainment and progress, closing the gap with national outcomes at age-related and greater depth standards at the end of Key Stage 1 and Key Stage 2	Develop the leadership of writing so that subject leaders are equipped to improve teaching and learning across all phases and embed a whole-school approach to the enjoyment of writing	Accelerate writing progress and increase attainment for all vulnerable groups, including disadvantaged children and black and minority ethnic children, to narrow the gap with national outcomes at the end of Key Stage 1 and Key Stage 2
Maths	To raise standards in maths for all learners across Doncaster	To build strong and determined leadership of mathematics in all phases and all settings	To promote a positive perception of maths in Doncaster

These priorities have begun to be addressed, and will continue to be addressed, developed and actioned in a variety of ways, including through:

- a range of CPD opportunities and networks offered to all Doncaster schools and settings
- targeted support for identified groups of schools
- bespoke support for individual schools
- encouraging, developing and facilitating links between schools and partners within and beyond Doncaster in order to share good practice
- celebration events featuring acclaimed keynote speakers who are leaders in the fields of teaching and learning in reading, writing and mathematics events to raise the profile of reading, writing and maths in schools, such as RWM Enterprise and the Read Aloud Award in partnership with the library service

Building Networks

A key aim of RWM Doncaster is to link work together across Doncaster to allow schools to benefit from the wide range of opportunities that exist across Doncaster. RWM Doncaster has worked with a range of partners and has made extensive and productive links, as illustrated below;

Primary Ambassadors (Courtney Helsby) and Youth Council (Aidan Nicol)	We have worked closely with both these teams, especially the Youth Council. The Youth Council have fed back extensively on our RWM strategy and challenged our thinking in developing it. At the recent Danum Read Aloud event, the Youth Council supported both the selection of reading materials and later the judging process. We have tried to ensure that their voice is present at all our Celebration Events.
EYFS team (Suzanne Walton)	Suzanne is a member of the EYFS team and is part of our steering group. She has provided valuable Early Years expertise and insight to RWM Doncaster. Suzanne has presented at our Subject Leader networks, ensuring that English and Maths Leads have the knowledge they need to effectively lead their subject in Early Years, and has also been involved with the RWM Doncaster team, in specific work in schools where there has been an Early Years focus.
AFCL team	We have integrated some of the work of RWM Doncaster and the AFCL team to maximise the impact of the work we do; Ruth is a member of our steering group and Tara is a governor for AFCL. We regularly share information about schools and update the team where we feel there are developments in reading, writing and maths that they would benefit from sharing. When we work in schools, we signpost the AFCL service to ensure adult learners can access opportunities linked to the work we are doing at school level. Members of the AFCL Team have contributed at different CPD events and celebration events.
Nick Stopforth and the Libraries and Culture team	Both Helen Foster and Nick Stopforth are members of the RWM Doncaster Steering group. We have run several joint projects with the libraries team such as Danum Read Aloud. We have made good use of the Danum Gallery, Library and Museum for training to ensure Helen can share her considerable expertise around books. We met recently with Nick to look at the RWM Doncaster strategy and how it might be further shaped. We look forward to further forging links to enable us to continue to support the system. An introductory meeting has also taken place (September 2022) with Victoria Ryves, Learning and Community Development Manager with Doncaster Culture Services.
Doncaster Stories	The NLT (National Literacy Trust) Hub, Doncaster Stories, was created with support from members of the RWM Doncaster team. Close links have remained with Phil Sheppard, from Doncaster Stories and the RWM Doncaster team. Doncaster Stories opportunities are regularly shared at RWM Doncaster network meetings.
English and Maths Hubs	The RWM Doncaster team have linked closely with representatives from both the English and Maths Hubs. Jamie Heathcote of the Maths Hub provided training at all phase networks on the effective use of manipulatives in the spring term. We have signposted the support offered by the English Hubs to schools and many Doncaster schools have successfully secured funding from them to develop their phonics provision in school. Vicki John-Lewis, South Yorkshire Maths Hub Lead and Liz Kenney, Whiston Worrygoose English Hub Lead are also part of the RWM Doncaster steering group.
Careers Team (Michelle Hope and Tracy Pope)	We have linked with Michelle and Tracy to support the development of the Enterprise event. They have enabled us to link with local businesses to secure funding/support.
Danielle Timms and Zoe Catterall (Primary and Secondary Enterprise Coordinators for DMBC)	Meetings have been held to support the development of the RWM Doncaster Enterprise project. These links will be strengthened further over the 2022/23 academic year with the aim of encouraging learners to understand how their learning in reading, writing and maths connects to the world of work, and also developing young people's skills in reading, writing and maths through engagement in relevant and memorable enterprise learning.
Multiply Initiative	RWM Doncaster has been working, together with the AFCL Team and other representatives from Sheffield, Rotherham and Barnsley LAs to develop a programme to improve the mathematical skills of adults, aged 19+. This reflects the aim of RWM Doncaster to be all age.
Nottingham University –	RWM Doncaster was approached by Professor Cath Gripton and the team at Nottingham University to take part in research around the effectiveness of CPD – Equity and Quality in Local Learning Systems. RWM Doncaster is committed to

EQuaLLs Research	being research informed in order to ensure the impact of CPD delivered by RWM Doncaster
South Yorkshire Reading Guarantee (SYRG)	SYRG is a collaboration of English Hubs and Local Authorities. RWM Doncaster has had early links with SYRG through inclusion of the RWM logo on all their branding. RWM Doncaster make regular contributions to the SYRG newsletter, and their initiatives are signposted to Doncaster schools.
Doncaster Cultural Education Partnership (DCEP)	Collaboration with aspects of DCEP have taken place over the last year to promote both RWM Doncaster events and for us to signpost Doncaster schools to DCEP events.
Dave Herbert, Royal Opera House	Collaborative working is ongoing to promote the creative activities available to schools through the Royal Opera House and highlight how these can impact positively on the wider curriculum, and particularly on reading, writing and mathematics.
Local Businesses – including Wavin, Westmoreland Plant Hire and Eco Power	Links have been forged with these local businesses to look at how we could work in partnership with schools and businesses. All were keen to be part of an enterprise event and provide real experiences for pupils to develop their understanding of how reading, writing and maths applies to the world of work.

RWM Doncaster activity and achievements

Continued Professional Development 2021-2022

Phase Networks (four sessions over the year)

Introduction of dedicated networks for Y1/2, Y3/4 and Y5/6 practitioners. Research reports and updates, both local and national, are shared. Good practice shared to encourage and facilitate partnership working. Links made to the work of organisations such as the English and Maths Hubs and the AFCL team. Statutory assessment arrangements relevant to the year groups are shared. Opportunity for delegates to network and the RWM Doncaster principles of effective learning and teaching are discussed and reflected upon.

Subject leader Networks (four sessions over the year)

Networks for English and Maths subject leaders to work together, and further develop their expertise. Relevant recent updates, research and guidance shared. Presentations are given by Subject Leaders of schools recently inspected to help other Maths and English Subject Leaders be as well prepared for an Ofsted inspection as possible. Delegates have found these sessions particularly valuable and are pleased to have the opportunity to ask direct questions. Links made with Early Years Team to ensure that Maths and English Subject Leads are well equipped to monitor and lead mathematical and literacy developments in the Early Years. For the 21/22 academic year, this network was offered free of charge to all schools who were identified as 'Support and Challenge' schools. This network is also offered as part of ongoing provision for Maths and English subject leads who have been directly supported by RWM Doncaster Officers. For the 2022/23 year, one place on this network will be offered free to all maintained schools, together with Support and Challenge schools.

Feedback from the RWM Doncaster steering group suggested that an additional, complementary course 'An Introduction to Effective Subject Leadership in English and

Maths’, would be beneficial, and this has been included in the offer for the 2022/2023 academic year in order to address issues for those Maths and English subject leads who are new to role.

Phonics Networks (termly)

A network to support leads who are working with a new phonics scheme or refreshing their practice with their current phonics scheme. Sharing good practice and allowing teachers to build networks with schools using the same phonics schemes. Links made with Helen Foster in the libraries team to reflect on phonics within a rich reading curriculum.

Oracy Project (7 sessions)

Oracy sessions for schools identified as needing further work around oracy, which is a major theme which runs through RWM Doncaster. A range of content aimed to develop depth, practice and assessment in oracy, and the essential and central role it plays in developing effective readers, writers and mathematicians. This project will be developed next school year so that a greater number of schools can access the programme.

Opportunity Area Linked Projects

‘Comparative Moderation in Writing’ training for Y1 & 2 / Y3 & 4 / Y5 & 6 in the summer term in collaboration with Sarah Cairns, CEO of Empowering Minds Academy Trust. Links made with schools within this project will be followed up during the 2022/23 academic year to provide case studies to share in RWM networks.

‘Improving Literacy Programme’ – links made within this year-long project have provided opportunities for involvement in schools that had not previously had high engagement with RWM as well as providing case studies to share in RWM networks during 2022/23.

‘Improving Literacy Programme’ – partnership work with Sue Monypenny to develop the reading strand of the ‘Improving Literacy Programme’

Danum Read Aloud

Working in collaboration with the Doncaster Libraries team, we ran the first year of the Danum Read Aloud. This is a read aloud contest for primary age children aimed at promoting effective presentation skills. Finalists performed for an audience on the stage in Danum Library

RWM Celebration Events (termly)

The purpose of the termly celebration events is to invite leading educationalists to share their work with Doncaster schools in order to challenge thinking and encourage reflection. We have also sought to use these events to ensure schools are aware of the most recent and innovative thinking and research linked to reading, writing and mathematics.

Term and title	Keynote speakers	Feedback and next steps
Autumn term: Rethinking Reading, Writing and Maths in Doncaster	Professor Mike Askew (Maths), <i>From Teaching Mathematics to Growing Mathematicians</i>	Feedback from the session was incredibly positive. Many attendees remarked on how it had really challenged their thinking about the way reading and maths were taught. This event was followed up by further work with Professor Kate Cain as part of the Opportunity Area reading and writing programme.

	Professor Kate Cain (Reading Comprehension) <i>Reading Comprehension Development: The skills that support learning to read and reading to learn</i>	
Spring term <i>Building Lifelong Readers, Writers and Mathematicians</i>	Professor Teresa Cremin <i>Reading for Pleasure: Changing Children's Life Chances</i> Ross Young <i>Writing for Pleasure and the role Children's Emotions play in Exceptional Writing classrooms</i> Bobby Seagull <i>Mathify your Life: Find your Spark in the Magic of Maths</i>	'Absolutely fantastic. A useful reminder of Reading for Pleasure and some useful strategies.' 'That was amazing, thank you so much! I have 5 pages of notes. Very inspiring, thank you again.' 'I'm very interested in how we can link maths with writing Bobby. I wonder if you know much about this initiative? https://www.mathsthroughstories.org/ ' 'Thank you so much - really interesting and I totally agree with your point about it being socially acceptable to say you can't do Maths, but it shouldn't be - I've added it onto a parent meeting that I'm doing next week and quoted you.'
Summer term <i>Reaching Every Doncaster Learner</i>	Jean Gross CBE – <i>Closing the Gap in Literacy and Maths: What really works</i>	'Lots of useful information and ideas to take forward.' 'It has provided me with lots of ideas moving forward - ones which will be easy to adapt.' 'Lots to discuss and use to enhance quality of education. Lots of great information shared.' 'Thank you - I always enjoy attending. I am really glad they are continuing next year.' 'Good ideas to feed into everyday practice. It was good that Jean based some of her talk on maths Ideas to pass on some ideas that have been relevant for years. Lovely warm person who shared many activity ideas and thoughts.'

Income Generation

An income generation target was set for the 2021-22 academic year of £8170. A total income of £12,033 was achieved through training courses and in school consultancy.

In-school consultancy

- Reading reviews - £1,200

CPD offer

- Training through Buy Doncaster: £12,033

Total income 2021/22 academic year: £13,233

Income has already been generated for the academic year 2022-23 and there are plans in place to further develop this side of the strategy by extending the CPD on offer through BuyDoncaster.

RWM Doncaster Income to date in the 2022/23 academic year:

Word Aware Training	£475
Y5/6 Network	£5350
Y1/2 Network	£3000
Y3/4 Network	£2800
Introduction to Maths and English Subject Leadership	£450
Maths and English Subject Leader Network	£2400
Phonics Screening Check	£210
Phonics network	600
TOTAL TO 30/09/22	£15,285

Attendance on RWM Doncaster training during 21/22 academic year

Total number of RWM Doncaster CPD/network/event bookings	783
Total number of RWM Doncaster CPD/network/event sessions offered	26
Average attendance on each of the 4 Maths and English subject leader network sessions	28
Average attendance on each of the 4 Y1/2 network sessions	35
Average attendance on each of the 4 Y3/4 network sessions	30
Average attendance on each of the 4 Y5/6 network sessions	45
Average attendance on each of the 3 RWM Doncaster Celebration events	55

As this was the launch year for RWM Doncaster, these figures are positive, and we are expecting that attendance figures for all the RWM Doncaster CPD/networks and events will increase for the 22/23 academic year.

In order to ensure that the RWM Doncaster team remain well informed and up to date about developments within reading, writing and maths, there has been a commitment to our own CPD. CPD attended includes:

- Word Aware training – Primary and Early Years
- Word Aware Accredited Trainers (Primary and Early Years)
- Reading for Pleasure training with the OU/RfP team (York Group)
- Reading for Pleasure training with Professor Teresa Cremin to secure validation for the OU / UKLA Doncaster Teachers' Reading Group 2022 onwards
- Writing for Pleasure training with OU/ UKLA (Ross Young)
- STA accreditation for moderating writing at KS1
- STA accreditation for moderating writing at KS2
- Maths Mastery and Ofsted (White Rose Maths)
- NCETM webinars – reasoning and problem solving
- Nrich webinars – problem solving

- 'Maths is More' events (x3)
- Maths through Stories - Dr. Natthapoj Vincent

Direct School Support

During the last year, the RWM Doncaster Officers have worked with a wide range of schools, both remotely and through visits to school. This has included support visits and reviews of key areas.

Next Steps:

Continued Professional Development 2022-2023

Maintained schools SLA

As part of the continued support for maintained schools, RWM Doncaster is providing support through both the free maintained and enhanced maintained SLA packages. This CPD and support is focussed on developing the key RWM priorities of building strong and determined subject leadership in English and Maths, raising standards in teaching and learning in reading, writing and maths, narrowing the disadvantage gap and developing a love of reading, writing and mathematics.

The Maintained Free (F) and Maintained Enhanced (E) SLA Packages include the following RWM Doncaster CPD, networks and events:

- RWM Doncaster English and Maths subject leadership network (F, E)
- RWM Doncaster Phonics network (F, E)
- RWM Doncaster Y1/2 phase network (E)
- RWM Doncaster Y3/4 phase network (E)
- RWM Doncaster Y5/6 phase network (E)
- RWM Celebration events (F, E)
- RWM Doncaster OU/UKLA Teachers' Reading Group (F, E)
- RWM Doncaster PSC Briefing (F, E)

There is also a range of other CPD including bespoke support and training delivered to schools, groups and individuals as well as the intensive support given to support and challenge schools.

There is also a wide range of additional training being offered to schools this year. This includes the

- RWM Doncaster Oracy programme
- Word Aware (Whole School and Individual)
- RWM in the Wider Curriculum
- RWM Doncaster Enterprise 23
- RWM Doncaster Introduction to Maths and English subject leadership

There are also a range of additional events including the **Danum Read Aloud Award** and the **Enterprise Event, which** further complement the RWM aims.

RWM links to the 2030 strategy

Doncaster strategy 2030 strand	<i>Links to RWM support and training for the 2022-2023 academic year</i>
Improve delivery of the 'basics' (English & Maths), with an increased focus on narrowing the gender gaps, including the all-age RWM strategy	<ul style="list-style-type: none"> • <i>Opportunity Area legacy work including training shared through the Y1/2, Y3/4 and Y5/6 network</i> • <i>English and Maths subject leadership network</i> • <i>Y1/2, Y3/4 and Y5/6 network</i> • <i>Oracy programme</i> • <i>Support for Support and Challenge schools including bespoke training and support</i> • <i>In-school reviews and follow up work linked to the review</i> • <i>Introduction to Maths and English subject leadership programme</i> • <i>Word Aware</i> • <i>Danum Read Aloud</i>
Work collaboratively to shape evidence based best practice - particularly in relation to reducing educational disparities	<ul style="list-style-type: none"> • <i>Opportunity Area legacy work including training shared through the Y1/2, Y3/4 and Y5/6 network</i> • <i>Word Aware training</i> • <i>RWM Celebration events</i> • <i>Teachers' Reading group</i> • <i>New to subject leadership programme</i> • <i>English and Maths subject leadership network</i> • <i>Y1/2, Y3/4 and Y5/6 network</i> • <i>Partnerships with a range of partners within and beyond Doncaster</i> • <i>Enabling networks between schools as part of bespoke work within schools</i>
Provide high quality CPD for teachers, and promote teacher well-being	<ul style="list-style-type: none"> • <i>English and Maths subject leadership network</i> • <i>Y1/2, Y3/4 and Y5/6 network</i> • <i>Oracy programme</i> • <i>Teachers' Reading group</i> • <i>Support for Support and Challenge schools including bespoke training and support</i>

Impact of work in schools linked to OFSTED ratings

Targeted work in schools was aimed at supporting schools in preparation for OFSTED. One of the focuses of the RWM work in this area was helping schools respond to the OFSTED focus on early reading to ensure new phonics schemes were well embedded. This was done through both reading reviews and follow up support in schools. These reading reviews also supported schools to look at the reading curriculum in KS2 and the texts that schools used to ensure children made good progress in reading once they had acquired early reading skills.

The following extracts from Ofsted reports illustrate the impact of some of this work around early reading:

Copley Junior School January 2022

“Leaders are in the process of introducing a new phonics programme. This is so that staff who teach early reading can do so effectively and consistently across school.”

Mallard Primary March 2022

“Senior leaders have ensured that children from Reception class onwards learn to read quickly. They have introduced a systematic approach to phonics teaching. Staff are trained to ensure that they understand the approach and follow it with consistency. Pupils take home books that help them to practise the skills and knowledge taught in class.”

Impact data

Headlines for maintained schools

- Maintained schools performed most strongly at the end of KS2, outperforming Local Authority as a whole in reading, maths and GPS (Grammar, Punctuation and Spelling). In all three of these subjects the gap to national average has been narrowed compared to the Local Authority overall score with GPS being 5.8% above the Local Authority overall
- KS1 data reflected the overall impact of Covid most strongly as did the overall Local Authority data. Writing saw the most impact with some Local Authority schools down significantly on previous years.
- Reading data at KS1 showed a narrowing of the gap with boys outperforming the Local Authority overall. This perhaps reflects the focus on broadening teacher knowledge to offer children a more diverse range of texts. This was also reflected in the KS1 maths data
- Phonics at the end of KS1 was in line with the good data from Local Authority schools which reflects the focus on phonics as indicates schools prioritised the phonics catch up of children in KS1

Percentage of pupils in maintained schools achieving EXP+ in end of KS2 assessments

KS2 - 2022	RWM	Reading	Writing	Maths	GPS
National (All)	58.5	74.5	69.3	71.3	72.4
LOCAL AUTHORITY (All)	55.2	69.9	68.1	67.2	66.0
Doncaster Maintained 2021/22	55.9	72.7	67.5	69.3	71.8
Gap to LA	+0.7	+2.8	-0.6	+2.1	+5.8
Gap to Nat.	-2.6	-1.8	-1.8	-2.0	-0.6

KS2 headlines:

- Maintained schools in Doncaster significantly outperformed Local Authority schools in reading, maths and GPS.
- The gap to National for both maths and GPS for maintained schools is significantly less than for Doncaster Local Authority. This is positive for maintained schools, but it is important now that the gap to National for the Local Authority is reduced.
- There is work to be done in reducing the gap to National in all subjects, but particularly for writing and for RWM combined.

Percentage of pupils in maintained schools achieving EXP+ in end of KS1 assessments

KS1 - 2022	RWM	Reading	Writing	Maths
National	53.4	66.9	57.6	67.7
LA	53.6	65.1	58.0	67.9
Doncaster Maintained	50.5	63.4	55.3	65.9
Gap to LA	-3.1	-1.7	-2.7	-2.0
Gap to Nat.	-2.9	-3.5	-2.3	-1.8

KS1 headlines:

- LA outcomes slightly above National in RWM combined (+0.2%), writing (+0.4%) and maths (+0.2%)
- Work to be done to reduce the gaps for maintained schools to National and Local Authority for all subjects

Phonics - 2022	
National	75.5
LA	76.1
Doncaster Maintained	74.0
Gap to national	-1.5

Data for schools engaging with RWM Doncaster 21/22

Good engagement = schools attending **2+** RWM Doncaster networks/CPD/events

Low engagement = schools attending **1** RWM Doncaster networks/CPD/events

No engagement = schools attending **0** RWM Doncaster networks/CPD/events

48 schools have shown GOOD engagement (26 were maintained schools)

29 schools have shown LOW engagement (4 were maintained schools)

38 schools have shown NO engagement (1 was a maintained school)

Percentage of pupils achieving EXP+ in end of KS2 assessments 2022

Engagement with RWM Doncaster	Reading	Writing	Maths	GPS	RWM
National	74.5	69.3	71.3	72.4	58.5
LA	69.8	68.1	67.2	66.0	55.2
Good Engagement	73.0 (+ 3.2)	69.2 (+ 1.1)	67.0 (- 0.2)	69.5 (+ 3.5)	55.4 (+ 0.2)
Low/No Engagement	67.0 (- 2.8)	66.2 (- 1.9)	64.5 (- 2.7)	61.6 (- 4.4)	52.1 (- 3.1)

Brackets show gap to LA

KS2 Headlines:

- The evidence from data suggests the impact of RWM Doncaster on KS2 is positive. The combined RWM measure is 3.3% higher for schools with good engagement rather than those with low/no engagement.
- In reading, attainment for schools who had good engagement with RWM Doncaster is 6% higher than those who had low/no engagement.
- In maths, attainment for schools who had good engagement with RWM Doncaster was 3.0% higher than those who had low/no engagement
- In GPS, attainment for schools with good engagement with RWM Doncaster was 3.5% higher than the LA, and schools with good engagement with RWM Doncaster are attaining on average 7.9% higher than schools with low/no engagement with RWM Doncaster.
- However, work needs to be done to close the gap to National for all schools, in all subjects and combined RWM. The data would suggest that engagement with RWM Doncaster could be a factor in achieving this.

Percentage of pupils achieving EXP+ in end of KS1 assessments 2022

Engagement with RWM Doncaster	Reading	Writing	Maths	RWM
National	66.9	57.6	67.7	53.4
LA	65.1	58.0	67.9	53.6
Good Engagement	65.1 =	58.1 (+0.1)	68.4 (+0.5)	54.1 (+0.5)
Low/No Engagement	65.1 =	56.3 (-1.7)	67.8 (-0.1)	53.5 (-0.1)

Brackets show gap to LA

KS1 Headlines:

- Writing results dipped significantly across the country due to the impact of the pandemic. Despite this, Doncaster attainment was slightly above national in writing.
- Schools with good engagement with RWM Doncaster have had higher attainment on average in the 2022 assessments than schools with low/no engagement.
- In maths, attainment for those schools who have good engagement with RWM Doncaster was higher on average than those who only had low/no engagement and higher than national attainment in maths at KS1.

PHONICS	
National	75.5
LA	76.1
Good Engagement	76.6 +
Low/No Engagement	75.8

Phonics headlines:

- Despite the impact of the pandemic, Doncaster made good gains in phonics. Doncaster is now performing at a higher level than the national average.
- Schools with good engagement with RWM Doncaster had slightly higher attainment than the Doncaster average
- Schools with good engagement with RWM Doncaster have had higher attainment than those schools with low/no engagement.

Wider impact of RWM Doncaster

- School reviews indicate that children's' knowledge of books is deepening as a result of teachers having a broader reading knowledge, including, Maths through Stories'. Discussions are in place to update the Doncaster 100 Reads to see if the impact of this can be fully captured. This is further enhanced by the work many schools have done in developing library provision and the increasing number of pupil librarians that support their development.
- School reviews show that leaders have reflected and reading curricula in school are now broadening giving children greater opportunities to use a range of strategies, which are linked to research evidence. The use of content domains as a reading curriculum has been widened to get a broader reading curriculum.
- School reviews show that schools have implemented validated phonics schemes and have been able to consider how existing books align with these schemes. Links between the English hubs and RWM Doncaster have enabled the team to provide consistent advice around phonics teaching. Schools have a clearer understanding of how phonics schemes can be bridged into wider access to books.
- Research sits at the heart of writing for schools, supported by programmes such as the OA reading and writing programme and the input to leaders from Ross Young. Schools are increasingly familiar with the 5 step writing process and use it to underpin their writing curriculum.
- Recent visits to schools have shown that greater consideration is being given to learning about the lives and work of influential mathematicians. For example, a school visited recently had a display on the life and work of Kathryn Johnson, including books on her life for the children to read.
- There is evidence to suggest that schools are exploring the benefits of different lesson design options in order to achieve the best outcomes for their pupils.

Conclusion

The focus of this work is the officers' strategic development of the RWM Doncaster strategy as well as their continuing support in Doncaster schools.

For this work to have an impact on outcomes in 2023 and beyond, it is crucial that there is further funding to enable this work to continue.

Reading, writing and maths are a key issue to support social mobility and for many school and communities in Doncaster this remains an issue. The RWM Doncaster Strategy aims to draw together and unite the work across Doncaster in order to drive up standards in reading, writing and maths across Doncaster.

Next steps and priorities for RWM for 2023-2024

This report shows evidence of impact against the RWM Doncaster priorities. The Local Authority recognised the impact of Covid and funded additional time for the RWM team to enable them to offer support to a wider range of schools in 2021-2022. This included funding for an additional two days per week for an officer whose expertise in phonics supported a number of schools to embed successfully phonics in school and an additional two days to build capacity in maths.

Despite this additionality, there is still a need for the work of the RWM Strategy to continue so that further progress can be made towards achieving the RWM priorities, which form part of Education and Skills 2030, through CPD, networks, events and bespoke in-school support. There is clear evidence of impact following the first year of the delivery of the RWM Strategy, and the increasing attendance at networks and training over the course of last year indicates that the messages of RWM Doncaster are being successfully communicated. However, the work of the RWM Doncaster team continues and is ongoing, and it is essential that it has the opportunity to grow and develop further to benefit all Doncaster's children and young people.

Further reduce the attainment gap compared to National in Reading, Writing and Mathematics

- Offer targeted support to maintained schools where a need has been identified to a specific aspect of reading, writing and maths through the support and challenge process. This work will have a clear timeline
- Provide additional support for Support and Challenge schools through free access to certain RWM networks and training
- Continue to offer evidence-based programmes which have been shown to have an impact e.g., Word Aware
- Continue to work in partnership with Doncaster Stories to ensure all schools have access to opportunities to develop engagement in reading and writing and support local communities more widely
- Build on the legacy from the Opportunity Area both by utilising the training materials (which have been gifted to the RWM team to use within Doncaster) as well as working collaboratively with schools to continue to develop materials and training based on the learning from the OA reading and writing programmes
- Continue to deliver high quality CPD and networks to all schools in Doncaster
- Continue to develop links to Doncaster Stories. Explore joint projects around the updating of the 100 reads and further developing the Maths for Stories project.

Strengthen and further develop links between schools to enable them to share good practice and build an outstanding workforce (links to the 2030 strategy)

- Teachers/schools sharing good practice whenever possible and where appropriate at phase networks and the subject leader networks
- Collate knowledge from the team developed from learning reviews and other work undertaken with schools to map strong practice in a range of areas
- Continue to build links for subject leaders in Support and Challenge schools
- Expectation that schools who receive specialist support/training will feed back into the system in some way e.g., by hosting school visits or by sharing at networks strengthen and develop links within, and possibly beyond Doncaster
- Provide an arena where Doncaster can be at the forefront of progress in reading, writing and maths and highlight effective practice to other Local Authorities/regions and forge new mutually beneficial collaborations
- Offer free access for schools to key experts in the field of reading, writing and maths to allow them to develop their thinking further and make links to research and practical understanding to develop teaching and learning within school

- Further develop links with key educationalists to ensure Doncaster schools can benefit from training and other opportunities e.g., free access to the Teachers' Reading Group

Further strengthen the leadership skills of Maths and English subject leads to help build an outstanding workforce (links to the 2030 strategy)

- Individual support for subject leaders in school where required
- Further promote and increase attendance on RWM Doncaster Subject Leader networks
- Introduce a course for Maths and English subject leaders who are new to the role

Further refine the RWM strategy

- Reorganise the RWM steering group after retirement of some members. Consider the balance across the group so leadership at all levels is reflected together with different sectors
- Continue to strengthen links with existing partners and build new links to others to ensure schools are aware of opportunities within Doncaster
- Review, evaluate and update the RWM Doncaster Strategy following Year 1 of implementation. Ensure the connections between all three strategies are clear.
- Review impact against the key priorities of the strategy and look at potential next steps based on the most up to date picture across Doncaster schools.

Authors and Contact Officer(s):

Tara Bradley – Learning Standards & Effectiveness Officer

Sarah Churchill – Literacy Consultant

Anne Walker – Learning Standards & Effectiveness Officer (Maths)

Commissioning Officer: Stephanie Douglas – Head of Early Intervention and Prevention



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Early Help Funding 2023/2024

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 2023/24. (DfE Keeping Children Safe in Education 2019).

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 2023/24 to fund the Early Help Strategy and 0-19 offer during 2023/24.

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 2019)', 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 for the recovery and resilience improvement plan, and links directly to the new Borough strategy and wellbeing wheel, in particular the safe and resilient element. The new Early Help strategy will bring 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 in 2018/19, 2019/20, 2020/21 and 2022/2023). 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 2023/24, 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 2.5b.
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. A new function in 2021 was the line management and case supervision of thirteen Family Lead Practitioners. Funding to support these additional posts comes from the COVID-19 grant and will end in March 2023. 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, this is even more important over the next year as there is a revised thresholds guidance to be implemented. 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 the Local Solution Group rollout, leading change by pulling services together to 'see and solve' need before escalation into formalised early help; the approach has been pivotal in meeting needs during the COVID -19 crisis. The Local Solutions model has been implemented following a feasibility impact assessment. 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, supporting the development of the Team around the School.

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.

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 improving 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 has increased. As at the end of Quarter 2 2022/2023 (Sept), the rate of children receiving early help support, per 10,000 population (Level 2 and Level 3) stands at 339.81 compared to 327.42 at the end of Q1 2021/2022. As at the end of Quarter 2 2022-2023, there are 2289 children and young people accessing support at level 2 and level 3 as evidenced on the Integrated Case Management system. Throughout 2019-2020 until March 2021, there had been downward trend in the rate of children and young people receiving early help, via a holistic whole family assessment and plan. There were a number of contributing and complicating factors that influenced this. These are known and as a result, there is now more capacity to hold the lead practitioner role, the step up and step down process has been strengthened and

Family First meetings, as part of the Children and Families assessment have been introduced. This is ensuring children, young people and their families receive the right support at the right time utilising a holistic whole family approach. This continues to be a key priority for the early help team.

11. Across early help (level 2 and level 3), education remains the key agency holding the Lead Practitioner role at 33.6%, with Doncaster Childrens' Services holding 30.4% and Doncaster Council holding 23.3% of cases. Health hold 3.9% and Voluntary Organisations hold 3.7%. Ongoing support from the Early Help Coordinators and the new Family Lead Practitioners are ensuring children, young people and families are supported by the right lead professional. This has resulted in a reduction in education cases from 52.3% in Quarter 1 2020-2021 to 44.3% in Quarter 1 2021-2022 and 33.6% in Q2 2022-2023. Cases are increasing in the Parent and Family Support Service (PAFSS) from 28.3% to 30.4% and Doncaster Council (DC) from 9.1% to 23.3% in Quarter 1.

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.
 - In Q2 2022-23, 83.3% (55/66) final FAMILY Stars evidenced an increased confidence and ability of parents / carers to support and provide for their family through the Outcome Star process.
 - In Q2 2022-23, 66.7% (50/66) Final MY Stars evidence an increased confidence and the ability of the child / young person to look after themselves through the Outcome Star process.

Early Help Quality Assurance

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, the majority (55%) of early help cases have received a good or

- outstanding audit outcome. In the previous year, at the end of Quarter 4 (2021-2022), there had been 192 audits completed. Of these, 105 (55%) were graded good or above, 56 (29%) graded as requires improvement and 28 (15%) as inadequate.
15. There have been 85 audits completed in 2022/2023 to date. Of these, 40 (47%) were graded good or above, 29 (34%) graded as requires improvement and 16 (19%) as inadequate. There is a downward trend in the percentage of audits achieve good or above, both across the partnership and in Parenting and Family Support Service. These have reduced from 55% in 2021/2022, to 47% in Q2 2022/2023.
 16. In 2021/2022, there were 66 audits for school based lead practitioners, the gradings were 1 x outstanding audit, 24 x good audit, 25 x requires improvement audit and 16 x inadequate audit.
 17. To date in 2022/2023, 27 audits for school based lead practitioners have taken place and in total 3 achieved outstanding, 5 good, 9 requires improvement and 10 inadequate. The Early Help Coordinator provides high support and high challenge to lead practitioners across the partnership to ensure the high quality work undertaken is recorded on the integrated case management system.
 18. Analysis from the partnership audit show the 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. This is part due to the new integrated case management system and the complexity of the forms alongside partnership capacity to undertake the Lead Practitioner Role. The early help workflow and forms have been reviewed and due to change January 2023. In the meantime, there continues to be significant support offered to lead practitioners, alongside challenge to senior leaders to ensure lead practitioners have the time allocated to complete high quality work. The launch of the new Early Help Strategy and key priorities will aim to address this issue.
 19. 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)
 20. Network meetings, for those who achieve good or above as well as introducing a range of awards to celebrate good practice.
 21. Audits are completed with the Lead Practitioner and families' views are also sought to triangulate the information and provide additional assurance of the work undertaken and the difference it is making to families.

22. Capturing parents' voice is now routine in the partnership audits. We have heard from 46 of the 57 families from the partnership audits in Q1 and Q2 of 2022/2023.
23. Of these 32/46 (70%) rated the support as good or above. Comments from parents were very positive about the support they have received and some parents could clearly see the impact of interventions. Comments from parents have enabled the auditor to validate information evidenced on case files and state "that the child and family are more visible". Parent's voice has been insightful.
24. We can see that some parents really value the support and are able to build trusted relationships with the lead practitioner. We can see that some families feel valued, understood and have their identity considered. For those parents who completed the questions, we can see that this support has made a difference to them and their family.

Parent – *"It was a weight off my mind to get the support", "It really did- I can not express how much gratitude I have for the support I have received. A house, goods, a job everything!", "Yes she went above & beyond to help us.*

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.

"No – we've not had a meeting since before Easter."

H said that she felt she and her husband always "had their say at meetings and they felt listened to; she expressed frustration that at some meeting other professionals didn't turn up but was pleased the FLP would always chase these works up and get their feedback and share this with the family".

25. A further adaptation of the tool is to ask families to rate the quality of support on offer. In 2021/2022, we heard from 64 of the 100 families (64%) that had received a partnership audit. Of these, 30% rated the service as excellent and 41% as good. It is very positive that 45 parents/carers rated the support as good or excellent. This trend also continues in 2022/2023, as to date we have spoken to 46/57 families (80.7%) and 70% rate the service as good or excellent.
26. In 2021/2022, we heard from 9 families who rated the support as poor and 8 families to date in 2022/2023 have also rated the offer of 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 will be included in the new Lead Practitioner Community of Practice meetings starting 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	17	Excellent	37%
Good	26	Good	41%	Good	15	Good	33%
Okay	10	Okay	16%	Okay	6	Okay	13%
Poor	9	Poor	14%	Poor	8	Poor	17%
Blank	30	Blank	N/A	Blank	11	Blank	N/A

27. 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 can be seen that this support has made a difference to them and their family.

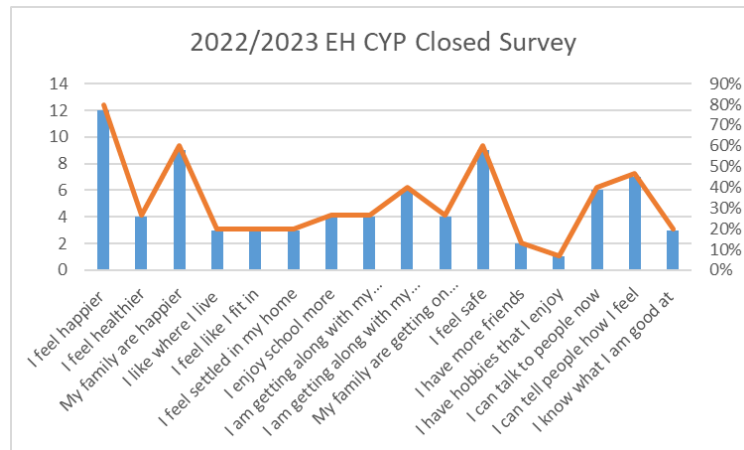
“It help me to control things and to know what I needed to focus on. I felt less overwhelmed and it made things more manageable. I really don’t think I would still be here if I hadn’t had Lauren’s support”

“Hannah was clear that there has been improvement since Leah became involved, she is pleased that B 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; she was pleased that the EH process was supporting the challenge about which school would meet his needs; also pleased that L now has a better understanding about his brother’s needs and feels better. Hannah told me that family dynamics were better too, they can now have trips at a weekends, like bowling together”.

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

28. New for this year is the Early Help Closure Surveys. To date we have had 15 closure forms completed by children and young people. On a scale of 1-5 (where one is bad and five is great), the average score for how they felt before they had help was 2.13 and this moved to 4.60 at the end of the intervention, which is a 2.47 increase.

29. Children and young people report that the support has made they feel happier 12/15 (80%), they family is happier 9/15 (60%) and they felt safe 9/15 (60%).

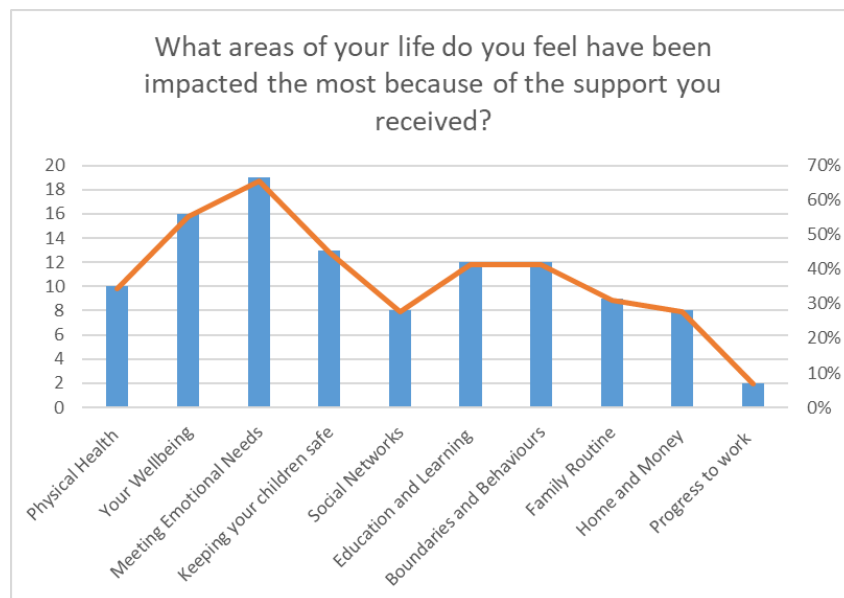


Comments:

“I feel safer. I was worrying lots and don’t feel as worried anymore”

“I feel like when early help got involved people had to listen and take note of what I was feeling. I was made to be seen”.

30. When asked what we could we have done better, 6 of the 9 said “nothing”. However, one young person said “help for my family sooner”, another “more time”.
31. In 2022/2023, we have heard from 29 families who have completed the Family Survey. 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 4.66 and this moved to 8.83 at the end of the intervention, which is a 4.17 increase.
32. Families report that the support helped with meeting children/young people’s emotional needs 19/29 (66%), improved adult wellbeing 16/29 (55%) and keeping children safe 13/29 (45%).



Early Help Activity

33. 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.
34. 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.
35. Education practitioners have a duty telephone line available throughout the day and a dedicated locality Early Help Coordinator. In 2021-22, there were 701 calls from education colleagues for support around case advice and general information (305), case closure (276) and technical support (120). In Quarters 1 and 2 2022-23 there were 299 calls from education colleagues, 107 for case advice and general information, 150 case closure; and 36 for technical support; although these quarters are quieter periods due to the School holiday period the data

trajectory indicates the Early help Coordinator service is well used by Education colleagues. Duty support is in addition to appointments on line and in person.

36. Education Lead Practitioners were invited to respond to a surveys at the end of Quarters 1 and 2 2022-2023:
- 100% stated they contacted their Early Help Coordinator for help and support
 - 84% of practitioners stated they found the Early Help Coordinator service to be good or excellent, 11% rated the service okay, and 5% poor (a single respondent)
37. Practitioners feedback that
- "Multi-agency working, support from Early Help co-ordinators" [were helpful]*
- "When I have gone in for support sessions with the early help team then have been very helpful on the whole".*
- "I really appreciate and value the support Paula continues to offer as my localities, Early Help Coordinator. Paula introduced her role and passed her contact details. She is my first point of call for advice, for signposting and sometimes just listening. Paula has supported me on many cases, in terms of practical support of the Mosaic system (which I have emailed plenty about) and for case discussion and case mapping. Paula brings patience and likeability to sometimes I imagine a difficult role. I appreciate she always is able to make me feel at ease with tasks that can be frustrating for me. I feel my working practise has improve and will continue to do so with Paula's continued support."*
38. Early Help Pathway Leads work closely with the Council's Inclusion services through the work of the SEND and Inclusion 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 and development of Team around the School model. Better connectivity with services at practitioner, manager and leadership levels will support Schools to meet pupil's needs.
39. COVID – 19 has placed additional pressures on partners, particularly our education colleagues and their ability to fulfil the lead practitioner role. The service has secured additional funding from COVID monies to recruit, line manage and provide case supervision for thirteen additional practitioners. We previously spoke of the risk in relation to embedding this a sustainable model.
40. The funding has secured a highly qualified, experienced and passionate leadership team to drive forward and improve the early help offer in Doncaster. As a result, there are more evidenced based interventions on offer in Doncaster. For

example, there are more online parenting programmes to match presenting needs in early help; understanding mental health, interventions for reducing parental conflict and several new programmes coming to support separated parents.

41. 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. As at the end of Sept 2022, there are 2850 registered learners and 2015 active learners. Evidenced based evaluations are available for completion; however, these are not mandatory as we seek to remove barriers to engagement. There have been 263 parents complete the pre and post measures evaluations for the antenatal programmes. Of these, 102 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 340 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. The programmes are now available in all languages and are constantly being developed. 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'. This programmes are live and we need continued support to advertise these programmes to parents and increase take up.
42. 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. 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. This will bring existing 'thematic' approaches together into one unified, more efficient and effective approach and ultimately enable us, as a partnership, to support children and families sooner and limit the likelihood of need escalating to the point of requiring more intensive interventions.

Early Help Training Offer

43. 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.

44. Recent developments are a second, larger cohort of the Level 3 Early Intervention qualification was enrolled in Summer 2022; Supervision for Early Help and the Neglect within Early Help courses have been significantly updated; delivery of the Outcome Star training returned; delivery of Parent Carer Assessment training began in May 2022, NSPCC Graded Care profile 2 in September 2022; and Before General Development Assessment training in partnership with Doncaster Royal Infirmary in October 2022; in addition to continued delivery of Thresholds training and the suite of Early Help courses.
45. The first 8 graduates, of the level 3 Early Intervention Qualification, 4 of whom were from Schools, were awarded their Certificate by Riana Nelson, Director of Children's Services at an event in October 2022; A further 4 learners from Schools are expected to pass the qualification this Autumn. There are 20 learners in the second cohort of this course, 8 are School staff.
46. Of the learners who have completed the qualification:
- 100% stated their knowledge of policies, procedures and legislation had increased
 - 88% stated their skills, strategies and knowledge in helping the children and their families had increased
 - 75% stated they increased confidence in discussing Early Help with families
 - 75% stated they were more likely to agree to undertaking the Lead Practitioner role

Learners most frequently chose the following words to describe the impact if the course on themselves: *"Knowledgeable, Increased awareness; Understanding; Confidence"*.

Learners most frequently chose the following words to describe the impact of the course on their organisation: *"Knowledgeable staff; Sharing knowledge; Confident staff; Safeguarding; Professionalism"*.

47. Learners feedback :

"It has really helped me to understand and embed existing knowledge. It has inspired me to support the whole family and coach them on their journeys. It has also opened up further avenues for working with parents in school, volunteers and AFCL courses. Thank you so much Emma and Diane, I could not have done this without you. ♥"

"Excellent course, I really enjoyed it. I've got to admit there were more work than I expected but when I made the time I loved the learning and research...I loved the taught sessions by Emma and liked how she adapted things for everyone as they all had different experiences of Early Intervention work. Even though Unit 1 was very

challenging, in the end it made sense and I feel it gave me the background that you are not taught on other courses”

“I have worked within Early Help for many years. The qualification has been an opportunity to show case my knowledge and skills and being able to formalise this by completing a Level 3 in Early Intervention.”

“More Knowledgeable to support families, we’ve reviewed our practice and made improvements, increased our identification of struggling families”.

48. In total, 1243 learners received Early Help training in 2021-22, of which 74% (917) were from Education. In Quarters 1 and 2 of 2022-2023, 738 learners received Early Help training, of which 44% (321) were from Education. The dip in education attendance in training reflects that Q1 and Q2 are enumerated over the summer period, with less staff available due to exams and holiday period. The notable increase learners overall is due to the expansion of the Early Help training offer, the greater range of courses ensures both new and more experienced practitioners can access the development they need and that which is most suitable to their role.

Introduction to Early help	Parent Carer Assessment
EH for Advanced Practitioners	Outcome Star
Role of the Lead Practitioner	Thresholds
Early Help Assessments	NSPCC Graded Care Profile 2
Outcomes, Plans and Closures	Before General Developmental Assessment
Managing Engagement	Neglect in Early Help
Supervision for Early Help	

49. All training sessions have evaluations^[1]. Training evaluations demonstrate value in attending, increased knowledge and confidence of practitioners as a result of attending the Early Help Training.
- 94% (133/142) strongly agree or agree that the training was of good quality and a good use of their time
 - 94% (134/142) strongly agree or agree that they have gained knowledge and skills from the training
 - 94% (134/142) strongly agree or agree that they will be able to use their skills gained in their current role.
 - 95% (135/) strongly agree or agree that the training will have a positive impact on their early help practice.

50. Feedback from training:

^[1] These were changed in Nov 2021 to capture quality, knowledge, skills and impact.

“The delivery of the course was fantastic. It was made very clear to understand. This is definitely will be taken forward in our setting. I found the attachments very helpful. Emma and Lindsay were very helpful and knowledgeable and engaged with us throughout. They clarified all questions and nothing was too much trouble for either of them. Thank you very much for a clear vision of to move forward.”

“It was a very inspiring and informative session that will really guide me in completing supervision.”

“Very interesting course, lots of knowledge gained and feedback given to team”

“I am new to post and this authority, so it was really useful to gain a good understanding and knowledge of Early Help/Mosaic The break out rooms gave great opportunity to work with other professionals and discuss the task and how see things from other professional’s points of view”

“This course was very informative for me as I am new to my role. I feel I am more prepared and confident in making decisions about students in my care.”

“The training has sparked lots of discussion between myself and my staff that I feel to be very helpful moving forward.”

Family Hubs:

51. Doncaster Family Hubs continue to be the 'place to go' for families. Service delivery has now returned to normal, providing a coordinated delivery using a blended approach of both digital and face-to-face services with clearly defined pathways based on a family’s continuing need. They have shared priorities and outcomes with co-located teams adopting a ‘think family’ ethos.
52. The number of individuals seen from Q2 2021-22 – Q2 2022-2023 was 52,531 reflecting a considerable increase in families accessing services.
53. Since September 2021, 8131 families have accessed information advice and guidance for health and development, 1699 for employment and childcare, 13,623 for relationship support for family stability and 670 supporting families with complex needs.
54. In a recent evaluation of services, families told us accessing a Family Hub has been a positive experience and 92% have become more aware of local services since attending the Family Hub.
55. The first ‘1001 Critical Days’ (from conception to age two) has been a key part of the Family Hub service offer from the outset. Services are arranged to make the parents’ journey of becoming or extending a family the best experience it can be, by improving access to a range of information, advice and guidance on a huge variety of family and child-related topics. This may include health and care, early learning and development, or even welfare needs such as housing and finance.

56. Family Hubs aim to identify and meet need at the earliest point in a child's life by building relationships early with families. They promote and raise awareness of the services available within the community by attending events, door knocking, engaging with families where they meet and 'pop-ups' - focussed activities to engage with families.
57. Family Hub teams have continued to target and encourage eligible families to access their two-year-old funding entitlement with 83.4% accessing in the summer term of 2022. In comparison to Yorkshire and Humber 76% and National 72%. This demonstrates the work of Family Hub teams in being tenacious in supporting vulnerable families.
58. Home visits are made to every family with a 2 year old who may be eligible to encourage them to take up the offer. 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; marketing materials have been developed to provide consistent branding and raise awareness.
59. Transition groups are available in Family Hubs for those children who are eligible but their families have chosen not to access the funded entitlement. This enables practitioners to have conversations with parents/carers about the benefits for children in accessing early education.
60. 'Growing Talk' is an intervention from the Doncaster Talking Together Speech, Language and Communication Pathway delivered in 6 weekly group sessions at a Family Hub. It is designed to help grow and build a child's brain for language and later learning. Suitable for children aged 2-4 years with approx. 30-50 words.
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 650 contacts per quarter the main themes of work are general wellbeing and welfare and emotional support.
62. The Young Carers team has continued to offer direct support to 330 young carers mainly around welfare and emotional support. 96% told us they feel supported by their young carers' worker.
63. An evaluation project, in partnership with Sheffield Hallam University, funded by the DfE continues.

Key findings so far were as follows:

- Governance, leadership, management and delivery of services in the Family Hubs in Doncaster is working well.
- There is a strong emphasis on working in partnership, particularly with health services and with voluntary and community sector organisations, bringing together resources, expertise, and assets to provide an integrated offer under the Family Hub umbrella.

- Data and evidence is used to support service planning and evaluation. Family Hub teams collect regular feedback from service users and draw on a range of monitoring and administrative data to assess service delivery and impact. Parent and carer voice is especially important in informing service development and parents report that feeling that their views and priorities are listened (and responded) to is vital to establishing relationships of trust with Family Hub teams.

The DfE will release the interim report detailing the full findings shortly.

64. Doncaster Family Hubs has a robust network of Family Hubs and a well-respected service offer which has been recognised as being one of 75 local authorities to be part of a two and half year programme to develop and test the new Family Hub and Start for Life Framework.
65. The Family Hubs and Start for Life sign up form has been completed and met the deadline of the 31 August to be considered in wave one. The deadline was incredibly tight as it was agreed Doncaster Family Hubs would also make an application to be a trailblazer local authority. We hope to hear the outcome within the next few weeks.

Next Steps:

66. 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 and the continued development of the Your Family Local Solutions Operating Model.
67. The Early Help Strategy has been reviewed to reflect 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.
68. 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.

69. The Local Government Association are developing LGA Early Help Peer Challenge Reviews and Doncaster has requested to be part of the pilot that will start in February 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

70. 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.

Author and Contact Officer(s):

Stephanie Douglas - Head of Early Intervention and Localities
Tel: 01302 737810
Email: stephanie.douglas@doncaster.gov.uk

Alison Tomes – Early Help Pathway Manager
Tel: 01302 735395
Email: alison.tomes@doncaster.gov.uk

Denise Beevers – Family Hub Locality Service Manager
Tel: 01302 736774
Email: Den.Beevers@doncaster.gov.uk



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Revenue Monitoring Quarter 2 2022-23

Purpose

1. This report details the forecast outturn for the Dedicated Schools Grant (DSG) budgets for the year 2022/23, as at 30 September 2022 (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 2022/23 the DfE funding settlement received in December 2021 was based on October 2021 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 2022/23, projected year-end outturn and projected year-end variance for 2022/23 based on information as at the end of Quarter 2, updated to reflect latest information.
6. The report shows a forecast in-year overspend of £6.2m for 2022/23. Reasons for variances against budgeted spend lines for 2022/23 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 (2022/23 - 2025/26) for the High Needs Block.

Schools Block

8. The Schools Block budget overall is showing a projected (£451k) underspend for the year due to underspends on the provisional Growth Fund payments for 2022/23 which are included at appendix C with final payments to be confirmed following confirmation of the October 2022 census. This is offset by an overspend on the staff compensation for maternity budget.
9. The total staff compensation budget for maternity pay contains an allocation of £264k with estimated expenditure for 2022-23 of £368k creating an overspend of £104k.
10. This maternity budget is also incorporated into budget report (item 2.3) in the proposed rate of de-delegation for this budget for 2023/24 in order to continue.

Central Schools Services Block

11. The Central Schools Services Block budget overall is showing a projected (£22k) underspend position for the year due to underspends within the Schools Forum budget with funding for these functions as agreed by School Forum in November 2021.

High Needs Block

12. The High Needs Block budget overall is showing a projected £6.7m overspend for the year.
13. Budgets for 2022-23 have increased to estimated expenditure figures (based on 2021-22 outturn levels and known changes) with the balance of these increases showing a £1.4m overspend against the contingency budget.
14. 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 £4.6m for 2022/23, further reporting on this element is detailed under agenda item 2.7.
15. The specialist post 16 institutions budget is forecast to overspend by £0.8m based on expenditure to date and starters from September 22.
16. Further reasons for the overspend include projected overspends of £0.4m on EHCP top up funding and £0.3m on North Bridge Enterprise College.

Early Years Block

17. The Early Years Block budget overall is showing a break even position for the year.

18. There is an expected overspend of £0.4m as shown against the 2 year old funding offset by underspends against the 3 & 4 year old funding.

High Needs Block Medium Term Financial Plan (2022/23 - 2025/26)

19. Appendix B sets out details of the High Needs block budget across the current and following 3 financial years.
20. Grant income and expenditure assumptions are as listed and the plan incorporates expected changes in funding through the DfE's announcement in July 22 of an extra £2.4m extra DSG High Needs Block for Doncaster in 2023-24.
21. Expenditure budgets have been reviewed based on 2021-22 outturn positions and other known changes resulting from the LA's SEND Improvement Programme. Savings figures in later years are anticipated from the current year expected spend on Out of Authority Placements.
22. The current plan also includes the continuation of 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 (approval requested as part of agenda item 2.4 of this meeting for 2023-24).
23. Allowing for the above, the current High Needs overspend position will be £21.4m by the end of 2025-26, as shown within appendix B with total overspends of £19.9m expected at the end of 2022-23, £21.4m in 2023-24 and £22.0m in 2024-25.
24. This position is not uncommon to other Councils. Work continues to review the DSG medium term financial plan in order to ensure robust expenditure projections across the period 2022/23 to 2025/26 and to build in anticipated savings expected as a result of the Future Placement Strategy, new SEND strategy and implementation of the graduated approach.
25. Doncaster Council are currently within wave 1 of the DfE's Delivery Better Value in SEND programme, with evidence being produced to demonstrate and understand why the high needs costs exceed the funding available. Existing data and future predictions as part of the DBV programme are still to be analysed with an expectation this will lead into a DfE grant application during 2023. Further details regarding this will be shared at the February 2023 Schools Forum meeting where it is expected to provide some suggested mitigations to reduce the High Needs Block deficit position.
26. The current medium term financial plan does not take into account the request to Schools Forum to transfer up to 0.5% of schools block funding to the High Needs Block.

Consultation

27. 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

28. The adjusted quarter 2 updated position (end of September 2022) shows a forecast in-year DSG overspend of £6.9m. This will continue to be monitored throughout the year with updates brought to subsequent Schools Forum meetings and resources redirected as required to ensure that Doncaster children benefit from funding available.

Author and Contact Officer(s):

Stephen Boldry – Finance Manager
01302 737671
stephen.boldry@doncaster.gov.uk

APPENDIX A

Revenue Monitoring 2022/23 Quarter 2

Service	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Draft change from Q1	Quarter 1 Projection	Quarter 1 Projected DSG Variance	Change from Quarter 1
	£'000	£'000	£'000		£'000	£'000	£'000
SCHOOLS BLOCK DSG							
Individual School Budgets	36,325	36,325	0		37,974	0	0
Staff Absence Compensation - Maternity	264	368	104		376	112	(8)
Staff Absence Compensation - TU Facility	76	76	0		76	0	0
Museums-Art Gallery(Education Service)	40	40	0		40	0	0
EMTAS & GRT Virtual School	124	124	0		124	0	0
Other Insurances	9	9	0		9	0	0
Free School Meals Eligibility	24	24	0		24	0	0
Support for Schools in Financial Difficulty (Causing Concern)	64	64	0		64	0	0
Growth Fund	923	368	(555)		368	(555)	0
Additional school improvement services (incl. Maths/Literacy Lead)	107	107	0		84	0	0
Education functions for maintained schools (former ESG general duties)	157	157	0		157	0	0
Schools Block Unallocated	0	0	0		0	0	0
SCHOOLS BLOCK Sub-total	38,113	37,662	(451)		39,296	(443)	(8)
CENTRAL SCHOOL SERVICES BLOCK DSG							
Servicing of Schools Forum	35	13	(22)		13	(22)	0
School Admissions	314	314	0		314	0	0
Miscellaneous Provision (Safeguarding)	23	23	0		23	0	0
Recharges Corporate Services/Management	91	91	0		91	0	0
ICT revenue funding	99	99	0		99	0	0
National Copyright Licences	245	245	0		245	0	0
Education functions for all schools & academies (former ESG retained duties)	828	828	0		828	0	0
Learning & Behaviour Support Service	57	57	0		57	0	0
CENTRAL SCHOOL SERVICES BLOCK Sub-total	1,692	1,670	(22)		1,670	(22)	0
HIGH NEEDS BLOCK DSG							
Mainstream EHCP Top Up funding	7,608	8,075	467	Figure based on expenditure to date plus estimates for Autumn and Spring terms.	7,823	215	252
Special Schools - ISB	7,128	7,324	196	Increased from Q1 due to opening of Post 16 at Stone Hill.	7,060	(68)	264
PRUs Incl. Mulberry Unit	3,495	3,203	(292)	Budget included an estimate for SEMH provision at a PRU that is not expected to be utilised this financial year.	3,291	(205)	(88)
SEMH Provision	525	80	(445)	Full year budget for SEMH provision that is not expected to fully used this financial year as provision not established as yet.	183	(342)	(103)
North Bridge Enterprise College	794	1,086	292		1,045	251	41
Primary Outreach	360	360	0		360	0	0
Big Picture Learning	1,004	1,004	0		1,004	0	0
Secondary Outreach	109	109	0		109	0	0

APPENDIX A

Revenue Monitoring 2022/23 Quarter 2

Service	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Draft change from Q1	Quarter 1 Projection	Quarter 1 Projected DSG Variance	Change from Quarter 1
	£'000	£'000	£'000		£'000	£'000	£'000
Children's Specialist Equipment	102	159	57		159	57	0
Specialist Post 16 Institutions	4,077	4,888	811	The Q1 projection was based on pupils of 139 and an estimate net growth of 5 from September, however there has been an increase of 22 to 161 in September and growth of 5 more throughout the year. This also includes expenditure of £425k that related to 2021-22.	4,753	676	135
Post 16 FE Colleges	754	468	(286)	Post 16 FE colleges is based on current pupils and there is no growth included.	457	(297)	11
Pupils Educated Out Of Area - LA SEN	6,460	9,308	2,848	There are currently 165 children in placements, with net growth of 24 more expected. At Q1 we had projected 41 growth with 29 of these starting in September, there are 47 agreed at panel, so 18 more than we had projected for September and 6 more than the full year. The growth is based on an increased average cost of £65k - £11k higher than Q1 as there are more expensive placements such as Fieldside being agreed.	8,521	2,061	787
Pupils Educated Out Of Area - LA CWD	1,544	1,723	179		1,723	179	0
Pupils Educated Out Of Area - DCST	3,263	4,810	1,547	Figure included is the estimate at month 4. The month 6 estimate will be confirmed later this week.	4,633	1,370	177
Specialist AP provision	500	500	0		500	0	0
Other LA recoupment	578	562	(16)		578	0	(16)
ASD SCHOOLS SUPPORT	690	692	2		694	4	(2)
HI SCHOOLS SUPPORT	829	728	(101)		770	(59)	(42)
VI SCHOOLS SUPPORT	347	400	53		392	45	8
Pre-School Inclusion - Portage/SEN	1,132	1,106	(26)		1,131	(1)	(25)
Learning & Behaviour Support Service	921	914	(7)		921	0	(7)
Pupils Educated At Home	94	87	(7)		89	(5)	(2)
Independent Behaviour Provision (Tops Team)	153	149	(4)		150	(3)	(1)

APPENDIX A

Revenue Monitoring 2022/23 Quarter 2

Service	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Draft change from Q1	Quarter 1 Projection	Quarter 1 Projected DSG Variance	Change from Quarter 1
	£'000	£'000	£'000		£'000	£'000	£'000
Contributions to Centrally Retained & De-delegated Budgets	92	92	0		92	0	0
High Needs Contingency/Unallocated	(1,434)	0	1,434		0	1,434	0
HIGH NEEDS BLOCK Sub-total	41,125	47,827	6,702		46,438	5,313	1,390
EARLY YEARS BLOCK DSG							
Nursery Education Fund - 2 year olds	3,128	3,487	359		3,468	340	19
Nursery Education Fund - 3 & 4 year olds	15,783	15,363	(420)		15,354	(429)	9
Early Years Retained Duties	716	716	0		716	0	0
Early Years Pupil Premium	268	274	6		268	0	6
Early Years Contingency	0	55	55		89	89	(34)
High Needs Block transfer to EY Block - Early Help funding	450	450	0		450	0	0
Disability Access Fund	110	110	0		110	0	0
EARLY YEARS BLOCK Sub-total	20,455	20,455	0		20,455	0	0
EARLY YEARS BLOCK DSG							
Grand Total	101,385	107,614	6,229	In-year 2022/23 overspend of £6.229m	107,859	4,848	1,382

APPENDIX B

Dedicated Schools Grant High Needs Block Medium Term Financial Plan (2022/23 - 2025/26)

High Needs Block Funding	2021-22	Estimated				Notes/Assumptions
		2022/23	2023/24	2024/25	2025/26	
Initial DSG Settlement	42,747,785	48,455,344	50,878,111	52,404,455	53,976,588	2022-23 funding based on National Funding Formula (DfE update March 22). The DfE have also advised that assumptions for additional increase in DSG budget should be 5% in 2023-23 and 3% beyond 2023-24.
less High Needs Places deductions (Academies)	-6,670,669	-6,881,335	-6,881,335	-6,881,335	-6,881,335	Deductions as per March 22 notification.
less HN funding transfer to EY block (Early Help Strategy)	-450,000	-450,000	-450,000	-450,000	-450,000	Subject to annual School Forum approval in September each year.
	35,627,116	41,124,009	43,546,776	45,073,120	46,645,253	
High Needs Block Expenditure Projections						
Mainstream EHCP Top Up funding - EHCP's	5,393,152		0	0	0	
Mainstream EHCP Top Up funding - High Needs	592,405		0	0	0	
Mainstream EHCP Top Up funding - Specials	460,267	8,075,000	507,444	507,444	507,444	Increase adjusted 5% for 23-24 based on 21-22 outturn increase, however 21-22 increase was £1.1m and 22-23 increase only shown as £0.4m.
Mainstream EHCP Top Up funding - AP & Tuition	609,192		0	0	0	
Mainstream EHCP Top Up funding - Other	190,427		209,946	209,946	209,946	
Locality Based Approach Element 3 (EHCP's, High Needs & AP & Tuition.			7,937,907	8,176,044	8,421,326	Increases of inflation of 2.0%. Prior year funding based on paying place funding reduction years due to special schools that have academised.
Special Schools	6,997,770	7,324,000	7,291,543	7,437,373	7,586,121	
Special Schools Outreach	0		-175,000	-175,000	-175,000	Reduction of Outreach budget to Special Schools from Sept 22.
Special Schools Outreach	0		140,000	140,000	140,000	Increase internal staffing within the Outreach Team for Special Schools Outreach from Sept 22 - assumption of 2 Teachers and 1 LSA
PRUs Incl. Mulberry Unit	3,023,770	3,203,000	3,207,615	3,271,768	3,337,203	Increases of inflation of 2%. Prior year funding based on paying place funding reduction years due to special schools that have academised. Mulberry children at Maple to continue. Levett to take 100 children now they have moved to the new site.
PRUs Incl. Mulberry Unit	0		350,000	350,000	350,000	Funding increase to Levett for additional SEMH places. Additional £350k per annum from April 22 creating an additional 12 places at Levett from April 22
SEMH Provision	0	80,000	540,750	556,973	573,682	SEMH Locality based model - 3 localities paying £175k each from Jan 23 creating 10 places per locality (additional 30 places in total) Expectation that this will be a year on year saving as children move into mainstream provision and providers paid based on a reduction of OOA places. Also including a general price inflation estimate of 3% p.a.
SEMH Park Primary	0	0	88,500	88,500	88,500	Due to commence Sept 22 costing £88.5k per annum for 4 children (original pilot) to fund additional staffing within the SEMH unit at the school.
North Bridge Enterprise College	1,171,600	1,086,000	880,352	423,340	75,640	Assumption that all placements at NBEC to end Aug 25. Reducing numbers per year.
Primary Outreach / Primary Learning Centres	308,960	359,980	370,779	381,903	393,360	Local Authority staffing (former Bentley HS) + pay inflation estimate 3% p.a.
Secondary Outreach / Secondary Learning Centres	107,000	109,140	112,414	115,787	119,260	Local Authority staffing (former Bentley HS) + pay inflation estimate 3% p.a.
Big Picture Learning	418,470	1,003,850	885,210	885,210	885,210	Based on latest BPL cost model.
Children's Specialist Equipment	100,000	159,000	163,770	168,683	173,744	Allocation provided to Adult Services for children's equipment. Budget increased due to amount of equipment being provided to children. More analysis required in this area. Future years requires confirmation but included general price inflation 3% p.a.
Specialist Post 16 Institutions	3,197,460	4,888,000	4,457,840	4,591,575	4,729,322	Assumption of a further 10% activity increase in expenditure in 22-23, 5% increase in 23-24 as expected tailoring off of EHCP requests. Savings included of £250k for the opening of Stone Hill post 16 (12 places) from Sept 22 with negotiations continuing on the amount of top up to be paid. This should free up spend at CSC (average cost £35k per place) less top up to be paid to Stone Hill. Also including a general price inflation estimate of 3% p.a.
Post 16 FE Colleges	453,680	468,000	470,710	484,831	499,376	Assumption of a further 10% activity increase in expenditure in 22-23, 5% increase in 23-24 as expected tailoring off of EHCP requests. Also including a general price inflation estimate of 3% p.a.
ASD Schools Support	681,680	692,000	714,820	736,265	758,353	Local Authority staffing + pay inflation estimate 3% p.a.
HI Schools Support	773,330	728,000	793,100	816,893	841,400	Local Authority staffing + pay inflation estimate 3% p.a.

High Needs Block Funding	2021-22	Estimated				Notes/Assumptions
		2022/23	2023/24	2024/25	2025/26	
VI Schools Support	323,180	400,000	403,760	415,873	428,349	Local Authority staffing + pay inflation estimate 3% p.a. (2022-23 increase to include Habilitation Officer post).
SEN Pre School Inclusion, Portage, Seedlings & Early Intervention Allowance	915,500	1,106,000	1,165,727	1,200,699	1,236,720	Local Authority staffing + pay inflation estimate 3% p.a.
Pupils Educated Out Of Area - SEN	7,147,810		8,693,820	9,374,711	9,374,711	There are currently 139 children in placements, with net growth of 14 more expected. The growth is based on an average cost of £54k per year and is pretty conservative based on 32 and 25 net growth the past 2 years.
Pupils Educated Out Of Area - SEN		9,308,000	-1,400,000	-1,400,000	-1,400,000	Reduction of SEMH Out of Authority Placements from April 22 (both SEN & Trust placements). Assumption that with 42 new places being created less OOA places required next year and beyond (20 places less growth based on 28 places being made in the last 12 months (2020-21 AY) and 75% of these would not had required OOA in the future) and 8 existing OOA placements can be brought back to Doncaster (assumption that this will throughout the year). More detailed financial modelling required for this.
Pupils Educated Out Of Area - CWD	1,776,110	1,723,000	1,344,000	1,184,000	1,184,000	Currently there are 13 external CWD Placements which is 4 above average. As part of the Future Placements Strategy options are being explored as to whether to open 4 bed CWD unit at Oaklands or continue with the original plan of 2 x two bed CWD homes. By bringing 4 placements back to in house provision (provided by DCST) this will reduce the costs to the High Needs Block as the children will either be educated in a mainstream setting or if required external day education will be commissioned costing on average c.£60k per annum which is significantly less than 50% of external placement packages being charged to the High Needs Block. The projection assumes the In House provision will be operational from 1st Oct 2022.
Pupils Educated Out Of Area - Trust	4,210,670	4,810,000	3,565,551	3,227,364	3,227,364	At the end of March DCST had 51 OOA placements; and their projection was for this to 43 at this time. As part of the Future Placements Strategy the plan to reduce the numbers includes assumptions that the new 3 x 2 bed homes + 1 x 4 bed home + 1 x 4 bed 16+ home all open by 1st October 2022 (2 x 2 bed open April 22), 1 x 2 bed open June 2022, 1 x 4 bed open August 2022 & 1 x 4 bed 16+ open October 2022. This will result in 14 fewer OOA placements. Please note the DSG forecast also assumes Education costs of £700k per annum for children who for example are in a fostering placement that require external education provision to be commissioned; like SEN these costs are charged 100% to the High Needs Block and are increasing. Future years includes inflation 4.9% 22/23 and 3% following. For 21-22 the AP budget overspent. The Service Manager has produced a Service Plan April 22 to confirm that during 22-23 savings will be made of £298k from various providers against AP spend. For 22-23 a further savings of £45k is required to fund a temporary post which the Service Manager is confident will allow the capacity to ensure that all pupil placements are ended within a 12 week timescale, thus allowing 2 children to benefit from a 24 week package, rather than the current one child at the current time. This should ensure that further savings are made against these placements. Future years includes a general price inflation estimate of 3% p.a.
Specialist AP provision	721,310	500,000	515,000	530,450	546,364	
Pupil Educated At Home	83,180	87,000	97,253	100,170	103,175	Local Authority staffing + pay inflation estimate
Learning & Behaviour Support Service (including Secondary Alternative Provision Funding)	891,580	914,000	949,544	978,030	1,007,371	£350k of this budget relates to Local Authority staffing plus £550k partial devolution of the DSG High Needs Funding, related to alternative provision, to Doncaster Secondary Schools to use the funding to reduce fixed term/permanent exclusions and increase school attendance of outlined vulnerable groups. Future years includes inflation estimate 3%
Other LA recoupment (SEN)	561,130	562,000	595,303	613,162	631,557	Budget for pupils education in a special school out of Doncaster with 22-23 based on outturn position including general price inflation of 3% for future years.
Independent Behaviour Provision (Tops Team)	150,080	149,000	157,096	161,808	166,663	Local Authority staffing + pay inflation estimate 3% p.a.
Contributions to Centrally Retained & De-delegated Schools Budgets	73,730	92,000	85,000	80,000	80,000	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 academise.
Gross Expenditure	41,333,443	47,826,970	45,119,753	45,633,801	46,101,158	

High Needs Budget Variance (in Year) **5,706,327** **6,702,961** **1,572,977** **560,682** **-544,095**

DSG Schools Block, Early Years Block Variance -1,130,173 -473,000

Overall DSG Balance **13,626,072** **19,856,033** **21,429,010** **21,989,692** **21,445,597**

Summary table

Description	2022/23 £000's	2023/24 £000's	2024/25 £000's	2025/26 £000's
DSG High Needs Block grant (after deductions)	41,124	43,547	45,073	46,645
High Needs Block expenditure	47,827	45,120	45,634	46,101
In year High Needs Block variance	6,703	1,573	561	-544
In year Schools & Early Years Block variance	-473	0	0	0
Overall DSG Balance	19,856	21,429	21,990	21,446

CHECK 0 0 -0 0

Growth Fund Payments for Financial Year 2022/23																			
School	Criteria met	Increase in PAN per year group	Year Groups increase applies to	£ AWPU per pupil increase	Original PAN	Increased PAN - Agreed by LA, from Sept 2022	Final October Census 2022 pupil numbers Reception	actual pupil number increase on original PAN	Total pupils Oct 21 (excl. nursery)	Total pupils Oct 22 (excl. nursery)	Funded increase in pupil number (Capped at overall increase from Oct 21 to Oct 22 census)	Minimum Funding (Average Teached Cost for 7 months) for Criteria 1 ONLY	Maintained / Academy	Growth Fund payment for period Sept 22 - March 23 (7 months)	Growth Fund payment for period April 23 - August 23 (5 months) ACADEMIES ONLY	Growth Fund payment for period April 23 - August 23 (5 months) CRITERIA 1	NOTES	End Date	
Rossington All Saints	1	30	7	£4,536	150	190	200	50	750	800	50	£24,410	Academy	£132,300	£94,500	£0	New class for year 7 pupils to increase pupil numbers by 50	AY 23-24	
Hall Cross	1	30	7	£4,536	280	310	313	33	1442	1475	33	£24,410	Academy	£87,318	£62,370	£0	New class for year 7 pupils to increase pupil numbers by 30	AY 23-24	
Don Valley	1	16	7	£4,536	224	240	240	16	1032	1048	16	£24,410	Academy	£42,336	£30,240	£0	New class for year 7 pupils to increase pupil numbers by 30	AY 25-26	
														£261,954	£187,110	£0	Total Payments 21/22 Growth Fund		
																	£449,064		
AWPU Rates 2022-23 APT																			
Primary (Years R-6)	£3,217.00																		
Key Stage 3 (Years 7-9)	£4,536.00																		
Key Stage 4 (Years 10-11)	£5,112.00																		
														Financial Year breakdown			22-23	23-24	
																	Apr - Aug 22	£106,430	Growth Fund 21-22 (Apr - Aug 22 payments)
																	Sept - Mar 22	£261,954	Growth fund 22-23 (Sept 22 - March 23 payments)
																		£187,110	Growth Fund 22-23 (Apr - Aug 23 payments)
														CN029			£368,384	£187,110	

The Bright Programme

Promoting and encouraging mentally healthy and supportive schools in Doncaster

A healthy population is one of any nation's most important assets. Good health supports positive social and economic outcomes for the individual and for society.¹

For: Doncaster Primary, SEND and Secondary schools

Timeframe: 24 months, with the plan of looking for additional funding to support the seed funded initiatives, and provide post programme legacy.

Overarching mission of the programme: To improve the mental health and wellbeing of staff and pupils in Doncaster schools through creative interventions and support, with the aim of reducing stress and anxiety, and building resilience, confidence and a sense of being valued.

Funding Request:

Version 1 (if the School's Partnership Programme is funded) £18,841

Version 2 (without funding from the School's Partnership programme) £34,662

Why fund the Bright Programme

The arts are powerful and transformational, they are intrinsic to our humanity and wellbeing, and their power to heal and care is remarkable. Now more than ever they are needed to help heal the gaping wound in our school's Mental Health and Wellbeing as we battle with these turbulent times. The effect of the Covid-19 Pandemic on the world was brutal, the demand on schools and teaching staff monumental, the impact on children colossal. We need to act now to help make a fundamental difference to the lives and futures of our children and young people and protect and rebuild the wellbeing and resilience of the staff that care and teach them – they are our school's greatest assets and we must protect them.

We believe this programme will be an important step in developing successful Mental Health and Wellbeing support within Doncaster school environments for their staff and pupils.

Within the borough there is good practice happening in schools, there is increased investment from NHS England in this area but the funding and interventions from a national level still fall woefully short of what is needed to help our children, young people and school staff now. There is hope, but we must act now to seize that hope, share good practice, innovate our approaches, and combat the crisis by using the arts and arts interventions through The Bright Programme.

Evidence of the Need

Children and Young People

On Sunday 22 May, the Guardian's Health Policy Editor wrote that the "*evidence for the ongoing deterioration in youth wellbeing is detailed, considerable and overwhelming*"¹, and indeed it is:

- Children's Society has found that happiness levels among children and young people have declined to the extent that 7% of 10- to 15-year-olds in the UK are unhappy with

¹ <https://www.theguardian.com/society/2022/may/22/evidence-of-uks-child-mental-health-crisis-is-stark-and-compelling>

their lives. They identify school, appearance and friends as the main drivers of their discontent.

- NHS Digital's most recent survey of the mental health of children and young people in England, published last September and based on data collected in February and March 2021, provided stark evidence of the sharp downturn. There were 534,000 under-18s in touch with services before the pandemic, a figure that has risen to 650,000.
- Rates of probable mental disorders among six- to 16-year-olds increased from 11.6%, or one in nine, in 2017 to 17.4%, or one in six, the health service's statistical research agency found. Among the same age group, 39.2% experienced a downturn in their mental health while only 21.8% reported an improvement.
- Among 17- to 23-year-olds the picture was even more pronounced: 52.5% said their mental health had declined and only 15.2% that it had improved. Many people this age are trainee teachers and new ECT's entering and working schools in Doncaster.
- About 1.5 million under-18s will need new or extra help with their mental health as a direct result of Covid, according to the Centre for Mental Health thinktank. The record 420,314 young people being treated every month by NHS services are likely to be part of the total, but even if they all are that still leaves almost 1.1 million more yet to seek help.

The national picture is clearly reflected in Doncaster. The evidence for the 2021/2022 academic year will be available at the beginning of the 2022 academic year. However, we can see from the most recent mental health indicator results from Public Health Doncaster's Pupil Lifestyle Survey 2020/21 school year completed during the pandemic, includes comparators to the 2019/20 school year completed before first lockdown demonstrates the national trends within our borough:

- The trend for how happy primary aged children feel with their lives at the moment is downwards. A lower percentage of children said they were very happy in 2021 compared to 2020, and there is a small percentage increase of children saying they are not happy from 2020-2021. There was a small increase of "Happy", though this could be compared with the larger decrease of very happy.
- When answering "*What makes Doncaster children sad or worried*", the highest percentage answer for 2019, 2020 and 2021 is exams and tests. "Things you see or hear in the news" was not answer at all in 2019 or 2020, but 13% of children answered this in 2021.
- Worrying about "Mental health" has increased from 2020 – 2021, as has "The way you look", and "physical health".
- When answering the question "*Do you feel able to get love and support from home if you are upset or worried about something?*", there has been a decrease in children saying yes, an increase in children saying no and an increase in children saying 'sometimes'.
- Resilience was measured by answering questions: "If I don't succeed at something" and "if something goes wrong" and measured via positive or negative answers. High resilience has gone down year by year 2019-2021 and low resilience has increased.
- There is a small increase in children saying that they do not feel listened to by the adults making decisions about them, and a small decrease year on year about them saying yes.
- Young people who are identified as having a disability, SEN or young carer are more likely to have a poorer quality of mental health and have a higher than average

School Staff

In order for schools to function well, and CYP to excel in learning they need to be in an environment that is mentally healthy, with consistent staffing, and manageable and productive stress levels. Keeping valued staff in work and supporting their mental wellbeing is key to that. Nationally teacher retention is creating a vulnerable situation for schools with 44% of teachers in England plan to quit within five years², with stress and workloads highlighted as key causes.

The number of UK teachers and education staff who are suffering both psychologically and physically due to their work is growing - despite perceptions that pressures reached their highest during the COVID crisis. The [2021 Teacher Wellbeing Index](#), an annual report by charity Education Support in conjunction with YouGov, found that teachers' mental health is getting worse - not better - in several areas, compared to a year ago at the height of the Covid pandemic ³

The report found that:

- a growing number of teachers have reported behavioural, psychological or physical symptoms - including panic attacks, anxiety, depression, insomnia, difficulty concentrating, mood swings, forgetfulness, overeating and tearfulness - as a result of pressures they face at work. That number stood at 77% this year, up from 74% in 2020.
- one in five staff (19%) experienced panic attacks in the last year, among other symptoms linked to mental health. That was the same proportion as the previous year, suggesting that teachers' mental health is not improving as many had hoped it would following the return to classrooms and a lifting of restrictions that piled pressure on teachers during the pandemic. That figure was significantly higher for those who had been in the sector for 0-2 years compared to those who had been in it for longer.
- Work-life balance and excessive workloads remain persistent issues relating to symptoms of poor mental health, but the proportion of teachers and staff citing Covid-19 as the factor contributing to poor mental health soared from 33% in 2020 to 62% in 2021.
- Four in ten (38%) teachers reported experiencing mental health issues in the past academic year, up seven percentage points on 2020. More than three-quarters (77%) of all staff experienced symptoms of poor mental health linked to their work, with the proportion reporting psychological symptoms such as depression, anxiety and panic attacks standing at 51%.
- The 2021 Index also highlights the stress on headteachers and senior leaders and the continuing effect that Covid-19 is having on schools and those who work within them. The proportion of senior leaders who said they experienced mental health issues in the past academic year rose from 29% in 2020 to 41% this year, while 38% said their symptoms could be a sign of exhaustion. The impact of COVID-19 on heads and senior leaders' mental health also increased significantly from last year (33%) to 62% this year.

² Poll of teachers before the National Education Union annual conference <https://www.theguardian.com/education/2022/apr/11/teachers-england-plan-to-quit-workloads-stress-trust#:~:text=Ahead%20of%20the%20National%20Education,would%20leave%20within%20two%20years.>

³ <https://www.educationsupport.org.uk/> - All figures, unless otherwise stated, are from YouGov Plc. Total sample size was 3354 adults. Fieldwork was undertaken between 15th June - 20th July 2021. The survey was carried out online. The figures have been weighted and are representative of all UK Teachers.

- According to the 2021 Index, three-quarters of teachers (74%) think their Initial Teacher Training (ITT) courses do not prepare them well to manage their own wellbeing, while six in ten (61%) said they did not receive sufficient guidance about their mental health and wellbeing at work. Only four in ten (39%) said they received sufficient guidance (7 percentage points lower than in 2020).

Furthermore, according to a report by Mind on the consequences of the coronavirus pandemic, it will be not only the teaching staff and SLT within a school environment, all staff who *“struggled before now struggle more People who were more likely to struggle with their mental health before the pandemic have experienced the greatest impact. They report an increase in the severity of challenges they’re facing now and concerns about the future.”*⁴

Why Cast

At Cast, we believe in the creative potential of every individual and the transformative power of engagement with the arts. Cast’s work enriches the lives and inspires the people of Doncaster and the wider region, contributing to vibrant and creative communities. The valuable opportunities that we create for communities and families, enables them to share positive arts activities that will enhance family cohesion, confidence, resilience, communication and wellbeing.

As Doncaster's flagship theatre our purpose and mission is to be a resource for the people of Doncaster, and in particular children and young people to access, be inspired, experience the Arts, and the many benefits that brings. The diverse, creative experiences that we offer are enjoyed in an atmosphere that is both welcoming and supportive. We are committed to ensuring parity of inclusivity for people with additional needs to engage with our programme, through adapted participation programmes, supporting access for those with disabilities, and continuing to remove barriers for people accessing the theatre. Our experienced Participation Team will be leading on the projects using their skills and knowledge to create a varied, accessible, enriching programme for all of the children and young people that are able to participate. We celebrate and recognize the power of partnerships, and working with education, arts and health organisations to have the greatest and most meaningful impact. We are a key member of the Doncaster Cultural Education Partnership, and we are proud to work closely with the other Arts Organisations within the borough to further developing our impact; we would want to use this work as well as the partnerships and work developed through our wider programme to support the initiative.

Why the arts

The evidence of the positive impact of the arts upon wellbeing, confidence, resilience, pride, aspirations and a sense of being valued is overwhelming.

Published in November 2019, the World Health Organisation (WHO)’s report looked at the role of the arts in improving health and well-being. The report, written with University College London, is the ‘most comprehensive’ to date to explore the impact of the arts on health and reviewed more than 3,000 studies and over 900 global publications. Lead author, Dr. Daisy Fancourt, said interaction with arts, including literature, music and dance,

⁴ <https://www.mind.org.uk/media/8962/the-consequences-of-coronavirus-for-mental-health-final-report.pdf>

can “affect social determinants of health, improving social cohesion and reducing social inequalities and inequities. Crucially, the arts can support the prevention of illness and promotion of good health.”⁵ There is strong evidence that practising the arts can be used to build capacity for managing one’s mental and emotional well-being, and using the arts to promote mental health and wellbeing is “*an investment in a person’s comprehensive wellbeing. It’s especially important in long-term care,*” according to researcher Kai Lehikoinen, who is the director of the Center for Educational Research and Academic Development in the Arts (CERADA) at the University of the Arts Helsinki (Uniarts Helsinki) in Finland.⁶

We know Arts and culture promote community cohesion and reduces social isolation- which in turn, strengthens infrastructures and boosts local economies. (Arts Council England and the University of Warwick) and that far ranging benefits include Students are more active citizens who engage in the arts are twice as likely to volunteer and 20% more likely to vote.

Research by the Scottish Government has shown that those who participated in a creative or cultural activity were 38% more likely to report good health compared to those who did not. For participants in dance, the figure reporting good health leapt to 62%. Part of this reason is that creating art reduces cortisol levels (markers for stress), and that through art people can induce positive mental states, furthermore neuroscientists have proved that engagement in arts activity can release dopamine which creates an intense sense of reward.

In addition to this we have proof after proof that engaging in creative programmes at Cast increases wellbeing, confidence, resilience and pride for people of all ages and backgrounds.

*“From: Donna Powell-Pires >
Sent: 10 April 2022 22:06
To: Sarah Clough <Sarah@castindoncaster.com>
Subject: Re: Hunt, Photos, and the next exciting opportunity!*

Hi Sarah,

I just wanted to say a massive thank you form Allegra and I for all of your hard work, your time and patience and for looking after Allegra and providing such a truly wonderful experience!

She has had an amazing time from the start of Hunt rehearsals to the finished performance...

I feel it has been a life enhancing adventure, Allegra has grown in confidence and has loved the whole experience and the opportunity to meet new friends!

We loved being part of the audience to witness the amazing acting, it looked so wonderful and atmospheric with the lighting and sound thank you once again!”

Other evidence includes:

⁵ <https://collegeofmedicine.org.uk/the-arts-can-have-a-significant-positive-impact-on-health-who-report-says/>

⁶ <https://www.news-medical.net/news/20201116/Culture-and-arts-can-have-positive-effects-on-health-show-studies.aspx>

It's like exercise for your soul': how participation in youth arts activities contributes to young people's wellbeing.

<https://www.tandfonline.com/doi/full/10.1080/13676261.2017.1380302>

- *How arts interventions can achieve social outcomes:* <https://ae-sop.org/wp-content/uploads/sites/63/2018/09/Active-Ingredients-Report-Sept-2018-Final-low-res.pdf>
Okruszek, Ł., Aniszewska-Stańczuk, A., Piejka, A., Wiśniewska, M. and Żurek, K. 2020. [pre-print]
- Safe but lonely? Loneliness, mental health symptoms and COVID-19.
<https://psyarxiv.com/9njps>
- <https://www.mentalhealth.org.uk/blog/how-arts-can-help-improve-your-mental-health>

The Bright Programme

Programme Aims:

In order for schools to function well, and children & young people to excel in learning, they need to be in a supportive environment that is mentally healthy, with manageable and productive stress levels.

The aim of this programme will be to:

- To support Doncaster schools to be mentally healthy environments with wellbeing at their heart.
- To provide support for those within school environments who are finding that they have poor mental health.
- To develop a sustained programme that uses the arts to improve the mental health and wellbeing of teaching staff and pupils, looking to positively impact the whole school environment.
- To celebrate the positive impact of the arts upon the mental health and wellbeing within a school environment, and the role arts initiatives can play to reduce stress and anxiety.
- To identify the key causes of stress and develop arts-based initiatives to combat those by school development, and through personal action.
- To develop initiatives that will use the arts, and in particular creativity and play, to increase pupil and teacher resilience, sense of value, self-esteem and pride in a supported environment.
- To make teachers, children and young people feel valued.
- To create a platform to share best practice within the borough, and wider regional and nation initiatives, encouraging peer learning, support and development.
- To support, and improve, the Mental Health and Wellbeing of staff, including ECT staff.
- To use the arts as a framework to create positive and enriching experiences for teachers, pupils and school environments.

The programme:

- The programme that will use the arts to positively impact the mental health and wellbeing (MH&W) of school staff and pupils over a sustained period.

- The programme will celebrate and promote best practice within the borough encouraging both peer learning and learning from arts, Mental Health and wellbeing experts. We will focus on how we can disseminate and share models (i.e. example through academy chains or pyramid schools) to ensure that more staff, pupils and schools benefit from the programmes learning.
- The programme will deliver a series of CPD and networking events, that support Teaching staff in the implementation of learning. These will be key touch points where schools share their learning and impact within the school environment, causes for concerns and barriers.
- The Bright programme will innovate through creating new models of practice and initiatives to improve wellbeing and mental health within the school environment. This will be achieved through partner schools and artists working in partnership, and use the arts, and in particular creativity and play, to increase pupil and teacher resilience, self-esteem and pride in supported environments. Through creative interventions the programme will have work to reduce anxiety and stress in pupils and teachers, and support schools in the development of their mental health and wellbeing plans.
- We will create a network of ECTs (Early Career Teachers) from all participating schools. The network will support with MH&W with termly meetings to provide peer support and expert advice to help prepare them for managing mental health and wellbeing as a teacher.
- Using the arts as a framework to create positive and enriching experiences for teachers, pupils and school environments. For example, a network meeting might be at Cast where they would take part in an enriching music experience singing that could be related to the curriculum (CPD) and support wellbeing - i.e. have a talk or seminar by a MH&W professional re. strategies, case studies, neuroscience of creativity and play and the impact on mental wellbeing, network and share amongst peers creating connection and support networks, attend a show and have a lovely time feeling valued.

Programme Engagement

There will be two stages of engagement:

- Stage One will be open to all schools to join and access to become Bright schools, this will involve signing up to a Mental Health and Wellbeing pledge (to be co-designed by staff and pupils from the Partner schools), and places at the staff networking, ECT networks event and CPD events.
- Stage Two: We are looking to work with 4 partner schools: 1 x Secondary, 2 x Primary and 1 Special School as the key partner schools. These schools will be the focus of the in-depth evaluation and project initiatives Bright Partner schools. At the start of the programme we anticipate schools to be at a different stages, and that this will support and develop the provision and initiatives.

Each Bright Partner school will:

- Identify a Senior Leadership Team member and a member of staff to be the key contact, and help share, celebrate and advocate for project successes that could have positive impacts on MH&W of schools across the borough
- Representatives from each school will form a steering group that will help to guide the choice of CPD, best practice sharing, networking events and the development of

innovative project initiatives. Schools will receive a contribution towards staff time in order to provide cover to enable this engagement.

- Will work with the Project Manager to identify key causes of stress and anxiety within the school environment and develop and deliver initiatives to combat them by school and through personal action.
- Take part in project initiatives and be open to innovation and experimentation
- Be part of the evaluation process, including tracking of wellbeing within their school environments using the Warwick Edinburgh scale for wellbeing.
- The programme will support schools in the development of their Mental Health and Wellbeing (MH&W) plans for teaching staff/pupils/school environment that are practical and workable, and that use the arts to promote MH&W within their school settings etc

Measuring Impact.

- Use of an evaluation metric to measure the impact of Mental Health and Wellbeing with partner schools, and participants engaging in Bright Programme initiatives.
- Teacher and Pupil surveys including a baseline survey to track progress in participating schools
- Case studies on initiatives
- Qualitative and quantitative data from participants and participating schools.
- Surveys

The Bright Programme - Version 1		
Budget dependent on Cast receiving the School's Partnership funding		
Item	Info	Amount
Project Management	Covered by Education Manager	£0
Post overheads: stationery, phone, etc.	Covered by Education Manager	£0
Management Fee	Covered by Education Manager	£0
Admin Support Time	2 day per month for 24 months	£4,800
Arts Based MH&WB Networks	3 x teachers meetings per year - Space, Catering and Content	£2,100
Contribution to partner School Staff Cover	Each partner school gets a contribution towards staff cover	£3,200

The Bright Programme - Version 2		
Budget dependent on Cast receiving the School's Partnership funding		
Item	Info	Amount
Project Management	Daily rate £175. 2 day per week	£8,400
Project Delivery	Daily Rate £100. 1 day per week	£2,400
Management Fee	4% across two years	£2,662
Admin Support Time	2 day per month for 24 months	£4,800
Arts Based MH&WB Networks	Teacher's Network (3 per year) and ECT Network (3 per year). Space, Catering and Content	£4,200
Contribution to partner School Staff Cover	Each partner school gets a contribution towards staff cover	£4,000

	for Bright Project Development, Showcases and steering meetings. 4 days at £100 per school across each academic year -	
Marketing budget	Marketing/ Comms/ Photography etc	£600
Seed funding for creative initiatives		£7,141
Evaluation and Constulation		£1,000
Total		£18,841

	for Bright Project Development, Showcases and steering meetings. 5 days across each academic year - 2 x 10	
Marketing budget	Marketing/ Comms/ Photography etc	£600
Seed funding for creative initiatives		£10,000
Evaluation and Constulation		£2,000
Total		£39,062

SPARK

Cast's dynamic school membership programme

"A creative education is the greatest gift we can give"¹

For: Doncaster Primary, SEND, Secondary schools and Academy Chains

Timeframe: 24 months

Overarching mission of the programme: To create a programme of work in partnership between Cast – the city of Doncaster's flagship theatre and Doncaster schools and academies, that will enrich the creative and cultural lives of Children, Young People and schools within the wider borough of Doncaster. The partnership models will provide access and engagement to the arts which will empower and inspire the next generation and those who work with them, helping to create a vibrant and thriving city.

Funding Request: £61,159

Why fund the Spark Programme

"For our long-term prosperity and our happiness, there is no better investment than to give all children the opportunity to play, to explore their curiosity and creativity by making art of every sort as a part of their education."²

The arts are powerful and transformational, they are intrinsic to our humanity and wellbeing, and their power to positively impact the experience of education, of staff and of pupils is huge. The SPARK partnership programme provides a clear structure to support the access and development of arts within schools and opportunities to experience and engage with the city's flagship theatre. The funding of a dedicated member of staff and seed funding for strategic initiatives, will support the development and delivery of arts in schools across the borough, provide careers development pathways and inspiration and work to encourage creative thinking and resilience in Doncaster schools. The programme will advocate and champion the positive impact of the arts and the dedicated staff member will reach out and develop links and accessibility to the theatre, which is after all a resource that belongs to every person within the borough.

The partnership programme is three tiered which means that all schools should be able to access the opportunity, at a level that is appropriate to their situation, and can then be supported to increase the cultural opportunities within schools through on-going partnership work. We are asking for the School's Forum to subsidise the cost of running the programmes to enable it to be accessible to all schools by increasing the capacity within the theatre to deliver the programme. The programme will work to encourage schools to invest in and recognize the value of the arts, and the development of successful approaches to arts education throughout the borough. As well as looking to innovate and inspire through new work. Through our school partnerships we will work to consult key stakeholders to develop a provision that has the voice, opinions and needs of children and young people, teachers and education establishments at its heart.

The partnership programme will focus on:

¹ <https://www.tes.com/magazine/archive/creative-education-greatest-gift-we-can-give>

² <https://naae.org.au/evidence-and-research>

- access to opportunity and experience of the arts, helping school enrichment and the delivery of a broad and balanced curriculum
- raising of aspiration by widening of career opportunities and understanding
- supporting and enhancing creative teaching and teachers across the borough
- the development and sharing of innovative creative programmes that will positively impact schools in Doncaster
- consulting and championing the voice, opinions and needs of Children and Young people in the borough.

Why fund Cast

At Cast, we believe in the creative potential of every individual and the transformative power of engagement with the arts. Cast's work enriches the lives and inspires the people of Doncaster and the wider region, contributing to vibrant and creative communities. The valuable opportunities that we create for communities, schools and families, enables them to share positive arts activities that will enhance cohesion, confidence, resilience, communication and wellbeing. As the city of Doncaster's flagship theatre, our purpose and mission is to be a resource for the people of Doncaster, and in particular to enable children and young people to access, be inspired, experience the Arts, and the many benefits that brings. The diverse, creative experiences that we offer are enjoyed in an atmosphere that is both welcoming and supportive. We are committed to ensuring parity of inclusivity for people with additional needs to engage with our programme, through adapted participation programmes, supporting access for those with disabilities, and continuing to remove barriers for people accessing the theatre. Our experienced Participation Team will be leading on the projects using their skills and knowledge to create a varied, accessible, enriching programme for all of the children and young people that are able to participate. We have an excellent track record of engaging with schools, and we have skilled practitioners and managers who have worked with children, young people and teachers, furthermore within the department we have staff that have worked as teachers and lecturers in schools and colleges in Doncaster.

Through the partnership programme, we wish to support more schools, children and young people to experience and access the work on our stages. We offer very best performing arts, with visits from world renowned companies such as the Royal Opera House, Northern Ballet and Music in the Round taking place alongside the newest freshest work from emerging artists in our second space.

We celebrate and recognise the power of partnerships, and that by working with education, arts and health organisations we can have the greatest and most meaningful impact. We are a key member of the Doncaster Cultural Education Partnership (and the DCEP's Cultural Education Manager is hosted at Cast), and we are proud to work closely with the other Arts Organisations within the borough to further developing our impact; we would want to use this work as well as the partnerships and work developed through our wider programme to support the initiative. We have excellent strategic partnerships with local, regional and national arts organisations. Examples of this include:

- pre-pandemic we worked with Active Fusion on an annual Primary Dance festival, culminating in a celebration event at Cast where pupils from 5

primaries performed world dance on our main stage, after learning took place in schools.

- We are a lead member of the [Doncaster Cultural Education Partnership](#), and on 27 May 2022, we worked in partnership with the Doncaster Cultural Quarter to host a creativity day for 5 schools, culminating in a performance on Sir Nigel Gresley Square
- We are a member of the Theatre Nation Partnership, working with the [National Theatre](#) on a project for 5 Secondary Schools due to start delivery in Sept 2022, that will bring £249k over three years into the borough to develop Youth Voice. We aim to work with 4 main-stream schools, and one SEND school.
 - We are a leading partner in the [Royal Opera House](#)'s Doncaster partnership, and have been instrumental in enabling schools across the borough to engage, through a fully funded programme, with CPD and school projects with world leaders in participatory dance. In September, we will be hosting a gala performance, and schools engaged in the programme will have the unique perform with ROH dances, as well as having the opportunity to watch the gala at specially subsidized rate. We are also working with ROH to deliver a Middle Leadership programme for Doncaster teachers.
- We are part of the [Global Streets partnership](#) and work with them to bring world-renowned, mind-blowing street theatre to Doncaster. This includes creative wrap around activity in schools and communities, and opportunities to perform. This year we are bringing [Dundu. – the giants of light!](#)
- We run regular outreach sessions in Thorne Academy, West Road Primary in Thorne/Moorends and Toll Bar Primary. In the 2021/22 academic year we worked in partnership with Thorne Academy and Cast Youth Theatre on a play that was performed from students and members as part of our annual National Theatre Connections Youth Theatre Festival.

This is just a small selection of the work that Cast does with schools and the many opportunities that we can help deliver, facilitate and broker. We can be, and have been both a deliverer of, and a conduit to enable arts organisations to deliver, excellent work within the borough, inspiring schools, and helping to create a thriving hub for learning within the borough. Cast is committed to consulting with our stakeholders and have recently developed a consultation framework that we would work through in order to ensure that we are responsive to the needs and interests of children, young people and educators within the region. The establishment of the bi-annual teacher consultation events (as highlighted in the partnership features below) will give us the opportunity to positively influence our planning and programmes on stage. We are asking for resource to help enable us to deliver those opportunities, and to create stronger links with schools across the borough to ensure that the opportunity to experience and benefit from these opportunities are experienced by schools boroughwide.

Why fund the arts in schools

The power of a creative education is profound. The positive impact upon our children, schools, staff, families and communities is immense. The arts enrich lives

and experiences within and outside of the classroom, increase engagement, attainment, and attendance – they are the key to creating fulfilling educational experiences, that are remembered for their joy and positive transformational effect. Children and Young People have a right to cultural literacy. This is not an “add on” or a “nice to have”, but knowledge, skills and experiences that can make the difference in their education leading to better and more fulfilled lives. The Durham report highlights that *“Notably, it is among young people from disadvantaged backgrounds and those at risk of being culturally marginalised where opportunities for creativity are now most limited. Such neglect and exclusion is not acceptable or desirable for the future of our people and country.”*³. The Spark programme seeks to readdress that inequality.

Creativity is the core skill of the 21st century – it will transform the life chances and experiences of our country as we move into an age where many of the jobs and type work our children are doing are not yet dreamt of. The world has woken up to the demand for the creative skills as in clearly demonstrated in the Durham Report - countries such as *“Finland, Australia, Singapore and Canada evolving creativity focused education systems to future-proof their prosperity”*, and in *“a 2015 World Economic Forum Report the top four competencies required for students to approach complex challenges were found to be critical thinking, creativity, communication and collaboration. The importance of creativity and creative thinking has also been emphasised by global business bodies like UNESCO; international educational bodies like PISA, and the OECD. In the UK, the CBI has recognised the importance of creativity to our economic future as does the All Party Design and Innovation Group. According to The Economic Graph (a digital representation of the global economy based on 590 million LinkedIn members, 50 thousand skills, 30 million companies, 20 million open jobs, and 84 thousand schools) creativity is the second most desirable competency in an employee (after cloud computing).”*

Providing gateways and pathways for our schools to benefit should be a core mission of our education system. It is our children’s right to demand to have access to and develop the skills that will prepare them for their future.

“If creativity and creative thinking are necessary capacities for young people, then the Commission believes that their universal provision should be a matter of strategic concern and social justice.”

But this is not just about the future, the arts can make a fundamentally positive impact on their education and learning right now, the Leeds based In Harmony project saw a 78% increase of children’s performance levels in core subjects after the first year of children regularly engaging in daily music activities⁴. Research across the world is demonstrating in the impact of the arts in schools, as the NAEE’s evidence demonstrates *“There is a strong relationship between the cognitive capacities developed through learning and communicating in dance, drama, media arts, music and the visual arts, and students’ academic and social skills. Positive effects of young people involved in arts-rich education programs include achievements in reading, language and mathematics development,*

³ <https://www.dur.ac.uk/creativitycommission/report/firstreport/>

⁴ https://www.artscouncil.org.uk/sites/default/files/infographics/Evidence_review_Infographic_March_2014.jpg

*increased higher order thinking skills and capacities, increased motivation to learn, and improvements in effective social behaviours.*⁵

Measuring Impact.

- Teacher and Pupil surveys including a baseline survey to track progress in participating schools
- Tracking engagement from the baseline over the two-year partnership
- Case studies on initiatives
- Qualitative and quantitative data from participants and participating schools.
- Surveys
- Statistics and data on number of people engaging over the two years

SPARK Partnership Overview

Membership Aims

To support schools and teachers to create excellent schools and school environments.

To support teaching staff to work with creativity, and to provide peer support and networks for sharing and learning through the creative arts.

To support children and young people to understand and be inspired by the creative career paths and opportunities available to them.

A strengthened creative career and education that connects schools and pupils to local cultural organisations and artists.

To support a well-balanced curriculum that will develop learner creativity in non- traditional learning environments, for example theatres.

To support schools to raise levels of attainment and attendance and help pupils to reach their potential.

To create strong links between Doncaster schools and their theatre, Cast.

To support schools to bring Cast to the classroom and the classroom to Cast.

To help schools to celebrate and enjoy the wonderful work they do.

To support the improvement of mental health and well-being within schools.

To create work and provision that is responsive to Doncaster school's needs and celebrates the area, students and staff.

To provide excellent arts experiences that inspire children, young people and adults through school's engagement.

How the SPARK partnership programme supports the aims of the Doncaster Education and Skills Strategy 2030

⁵ <https://naae.org.au/evidence-and-research>

Accelerating Achievement: Support a broad and balanced curriculum & Approaches to teaching and learning and that develops the whole person.

Accelerating Achievement: Projects that support raising levels of achievement and ensuring pupils reach their potential.

Accelerating Achievement: Helping to nurture an outstanding education workforce.

New Skills & Pathways to Fulfilling Life and Work: Establish Learning Partnerships with Local and Regional Industries that Provide Quality and Sustainable Employment.

New Skills & Pathways to Fulfilling Life and Work: Remove barriers to employment and develop, retain and attract talent.

Equitable & inclusive Learning: Champion and Empower Disadvantaged Learners to enable social mobility.

Equitable & inclusive Learning: Improve Outcomes for Minority & Vulnerable Learners.

Budget

SPARK - Cast's School's Creative Partnership Programme		
Item	Info	Amount
Education Manager	Full time post for 24 months	£44,896
Post overheads: stationery, phone, etc.	7.50%	£3,367
Management Fee	4% across two years	£1,796
Admin Support Time	2 day per month for 24 months	£2,400
Education Networks	Teacher's Forum (3 per year) and ECT Network (3 per year). Space, Catering and Content	£4,200

Marketing budget	Marketing/ Comms/ Photography etc	£1,500
Seed funding for creative initiatives		£3,000
Total		£61,159

Partnership Levels

	Open to Primary, Junior, and Secondary Schools			Open to Academy
	Fuse	Ignite	Glow	Shine
Annual cost to school	£40 (plus VAT)	£500 (plus VAT)	£5000 (plus VAT)	£250 (plus VAT)
Monitory value of Partnership	£840 (Plus VAT)	£2,300 (plus VAT)	£8110 (plus VAT)	
Saving per school partner	£800 (Plus VAT)	£1,800 (plus VAT)	£3110 (plus VAT)	
Hours of Contact	18 hours	116 hours	270 hours	
Key Features	Membership managed by the Participation department	Membership managed by the Participation department	A dedicated member of Cast staff to manage the partnership	A dedicated member of Cast staff to manage the partnership
	First access to special offers and news about Cast's programme and work on stages.	First access to special offers and news about Cast's programme and work on stages.	First access to special offers and news about Cast's programme and work on stages.	First access to special offers and news
	Listed on Cast's website as a School Partner	Listed on Cast's website as a School Partner	Listed on Cast's website as a School	Listed on Cast's website as an Academy Partner

(under level of membership)	(under level of membership)	Partner (under level of membership)	
Access to use Partner logo on website, school comms as desired	Access to use Partner logo on website, school comms as desired	Access to use Partner logo on website, school comms as desired	Access to use Partner logo on website and comms as desired
School Priority Booking (same timeframe as Cast members)	School Priority Booking (same timeframe as Cast members), and advanced panto booking	School Priority Booking (same timeframe as Cast members), and advanced panto booking	Bulk discounts on multi school memberships, with creative projects planned between the Academy chain schools. 1 - 4 schools - 10% discount; 5 - 8 schools - 20% discount; 8+ schools 25% discount
Membership to the Teacher's Forum. This includes invitations to Teachers' Forum training and Teachers' Forum networking events per year x 2 teachers, and discounts on additional training and forum attendance.	Membership to the Teacher's Forum for 2 x Teachers. This includes invitations to Teachers' Forum training and Teachers' Forum networking events per year, and discounts on additional training, and discounts on additional training and forum attendance.	Membership to the Teacher's Forum. This includes invitations to Teachers' Forum training and Teachers' Forum networking events per year, and discounts on additional training and forum attendance.	Cast will work in partnership with the school to develop arts ambitions, including the development of Arts Awards and Artsmark plans, funding and new project development
1 x Schools tour of Cast for 15 pupils, plus staff per tour. Discount on additional tours.	2 x schools tour of Cast for 15 pupils, plus staff per tour and creative	4 x schools tour of Cast for 15 pupils, plus staff per tour and creative session at	(Early Career Teachers) Teachers invited to joins Cast's NQT network

	session at Cast. Discount on additional tours.	Cast. Discount on additional tours.	
Youth Theatre taster workshop/Assembly	Creative Careers Session/presentation for 2 x classes	Creative Careers Session for 2 x classes	
Support in the development of Arts Award plans	2 x Youth Theatre taster workshop/ Assembly	1 x Youth Theatre after schools/extra-curricular session for 30 weeks of the year	
Teacher rep invited to bi-annual teacher consultation guest events	Support in the development of Arts Award plans	Guaranteed Work Experience Placement for 20 hours	
All ECT's (Early Career Teachers) invited to joins Cast's Teachers Forum - New Teachers Group	1 x Creative Arts project of up to two classes - schools can choose projects to focus on transition, literacy, family engagement, or a creative arts subject, culminating in a Creative Sharing at Cast. Project designed in partnership with schools at the start of academic year.	1x Creative Arts project of up to four classes - schools can choose projects to focus on transition, literacy, or a creative arts subject, culminating in a Creative Sharing at Cast. Project designed in partnership with schools at the start of academic year.	
	Teacher rep invited to bi-annual teacher consultation guest events	Creative School Enrichment Session x 30 weeks	

School invitation to Cast member events	3 x Creative Session/Artist/Creative - led Talks
All ECT's (Early Career Teachers) invited to joins Cast's Teachers Forum - New Teachers Group	Support in the development of Arts Award plans
	1 x wellbeing day at Cast for 30 teachers designed in partnership with the school
	Work in partnership with the school to develop arts ambitions, including the development of Arts Awards and Artsmark plans, funding and new project development
	School invitation to Cast member events
	Teacher rep invited to bi-annual teacher consultation guest events
	Student rep on Cast's Youth Board



1 x Youth Voice Project
All ECT's (Early Career Teachers) invited to joins Cast's Teachers Forum

Doncaster Inclusion Services

Update for Schools Forum Position November 2022

- Attendance and pupil welfare service
- Behaviour outreach services
- School exclusion and suspension
- Alternative provision and PRU

Attendance and pupil welfare service

Children Missing from Education (CME) or not accessing Full time provision

We have a clearly established procedures and local arrangements for ensuring that young people on a reduced offer are monitored and supplied with support where necessary. OFSTED commented that 'The oversight of pupils on part-time timetables is strong.'

What does the data say:

The use of reduced timetables by schools has increased since the end of lockdown, with increases in key populations such as those who have medical needs, those with complex behaviour and mental health needs. As of Feb 6th there are 254 young people with reduced offers.

What have we done?

- Ensured new, succinct updates regarding the September 2022 DfE guidance around part-time timetables are created, socialised with schools and the updates reflect local context
- The Local Authority has well established and communicated procedures for monitoring the use of reduced timetables by schools
- We work directly with all schools to advise regarding procedures for ensuring attendance and suitable education.
- Part time timetable use is monitored weekly by the LA on a school, Trust and locality level. This data supports officers to complete support and challenge during Team around the School meetings and via Schools Briefings. Accountability is high with senior leaders ensuring robust monitoring and challenge measures are in place at a team level.
- The Graduated Approach advises schools how reduced hours/part timetables can be used as part of a graduated approach of support. Alternative provision is available to schools for funded, short term reintegration packages through the Doncaster Inclusion Panel. All children and young people who access AP provision via Inclusion Panel have time-bound, LA Case Officer monitored packages of support, which support full reintegration into mainstream school.
- All young people in alternative provision work towards full time education, if this is not already the cases, with daily safeguarding checks built into plans. Our Day 6 offer is full time and our permanently excluded young people nearly always access mainstream school and start within timeframe. We have also developed new

provisions for more vulnerable young people to support them back into the school environment or into meaningful workplace experience.

- We have regularly re-issued our CME and Reduced Timetable guidance to schools and officers are working with schools in order to strengthen school interventions.
- Data regarding reduced hours, exclusions etc. are reviewed as part of our school improvement and accountability processes.

Impact

In 2020-21 98% of permanently excluded young people (all of which accessed some support through the Inclusion service) have been reintegrated into school and remain in school at the 6 month post-admission check.

Robust mechanisms are in place to ensure Doncaster schools move to reduce their use of part time timetables by December 2022, in line with government guidelines. This is while ensuring no young person is adversely impacted for legislation changes.

What Next?

- We are allocating attendance officers to work in schools. As part of our Memorandum of Understanding we will expect any potential CME cases to be overseen by the allocated officer to ensure fidelity to policy.
- We are delivering CME and EHE workshops to the wider system including schools, social care staff and health colleagues.
- We are reissuing our guidelines and a handbook for managing attendance/ CME issues in schools.
- We are reviewing the feedback loop around reduced offers through panels.
- We are working with local schools and trusts in order to extend our in borough SEMH provision, whilst working to develop the SEMH offer.
- Monitoring of part time timetables to include Trust level challenge as appropriate
- Widening of established alternative provision offer to schools to ensure more short term placements are available to schools to support reintegration and fulltime education
- Increased LA oversight of managed moves across all key stages, in line with national guidance

Exclusion, provision and outreach

Early Intervention Approaches to Inclusion and Behaviour

Our Behaviour Transformation Programme continues to deliver an early intervention approach to meeting behaviour needs, with a graduated approach and a specialised alternative provision framework. Decisions around provision for young people are made using a multi-agency model as detailed as a best practice model in the DfE Green Paper: "Send Review: Right Place, Right Time) 2022.

What have we done?

- Continued development of a Memorandum of Understanding with all secondary schools, with devolved funding used to build early intervention approaches in school, supplemented by direct access to support and guidance to prevent exclusions. Each school has targets to reduce exclusions, with data subject to peer challenge.
- To complement this we have developed a Local Solutions approach and a 'Team around the school' model, working with early help leads, CAMHS and social care to develop plans with our schools where this is most needed. This reflects the Borough's strategy to further develop a Locality Model.
- Introduced a "triage" model of outreach support for secondary schools in response to local need, ensuring commitment to the Locality Model
- Ensured a carousel of school leaders attend, and are decision makers of the Doncaster Inclusion Panel with particular emphasis on secondary school leaders.
- Created and promoted a local position to mitigate impact of national changes to managed moves, school exclusions and part time timetables.

Impact

- 50% of PEX called in were withdrawn by quality Initial Assessment, challenge and bespoke support at the point of PEX
- 87% decrease in PEX rates since 2018
- 51% of cases that come through triage are heard at panel. This was 38% in 2019-20
- All young people's cases heard at Inclusion Panel are provided with provision
- 90% of children and young people successfully reintegrate into schools following AP intervention
- Parental advocacy has supported 8 families to appeal the PEX decision. 7 of these decisions were overturned.
- Case work is strong; this is highlighted through high reintegration rates (post AP provision) and low numbers of provision extension requests
- Support for schools via BOSS is readily available and flexes to meet demands of schools.

- High numbers of children and young people are supported by BOSS whilst remaining in schools with the team supporting 578 children and young people in 2021-2022
- The BOSS CPD and Training offer has delivered whole school training around key inclusion themes in 56 settings this year.
- Effective monitoring of school-led part time timetables across all key stages – commended by OFSTED during social care inspection (May 2021)
- 95% allocated a new school via the IYFAP process went onto school roll within published timescales. Only two children and young people did not.
- All permanently excluded children accessed high quality Day 6 provision within statutory timescales
- Where there have been exclusions, all statutory timeframes have been met and all young people have transitioned into mainstream provisions without further permanent exclusion
- Exclusions have been low for SEND groups (reducing from 28 in 2018-2019 to 6 in 2020-2021) and Children in Care (reducing from 1 to 0).
- Through our inclusion panel, 199 students have accessed time bound placements over the last academic year, including a number where emergency placements were required as a response to growing mental health needs. There has been a 98% reintegration rate into schools for these pupils.
- Provision commissioned through our alternative provision targets effective support to mainstream, with nearly all young people who have accessed it over the last two years doing so. Our borough wide In- Year Fair Access processes are reviews annually and have been effective in ensuring that young people experience a supported return to mainstream following a permanent exclusion. In 98% of cases over the last two years, young people have been admitted to their new school within the expected timeframe

What next?

With this system now embedding, we acknowledge that accelerating reductions in exclusions will continue to be a challenge for us, despite improvements of late. Our next steps *include*:

- Continue to work proactively with each school to audit inclusive culture and approaches to mental health. This will include use of the mental health audit tool.
- Work with other teams and services to deliver a joined up locality triage for secondary schools- the MAST approach
- Ensure the KS1-3 maintained PRU flexes to meet the demands of the cohort
- Borough wide mental health charter being produced for all agencies with a focus on school responses.
- Continue Team Around The School work - multi-agency support and challenge around school strategies to increase inclusion.

- SEND Strategy – reshaping of LA services and funding model to support early intervention as per our co-produced Graduated Approach.
- New mobility protocol to reduce in year mobility of vulnerable pupils.
- Embed trauma-informed approaches into 12 schools using Trauma Champion team and associated project work
- Review 100% of Team around the School interventions and produce evaluation showing impact against inclusion indicators
- Begin Team around the School with 5 identified schools and settings including those with higher levels of exclusion
- Work with 3 identified secondary schools to support development of a refreshed Behaviour Policy using trauma-informed approaches and monitor the impact of this against exclusion rates
- Empirically review the impact of the BOSS on fixed term exclusion rates across the borough



**Doncaster
Council**

Future Placements Steering Group

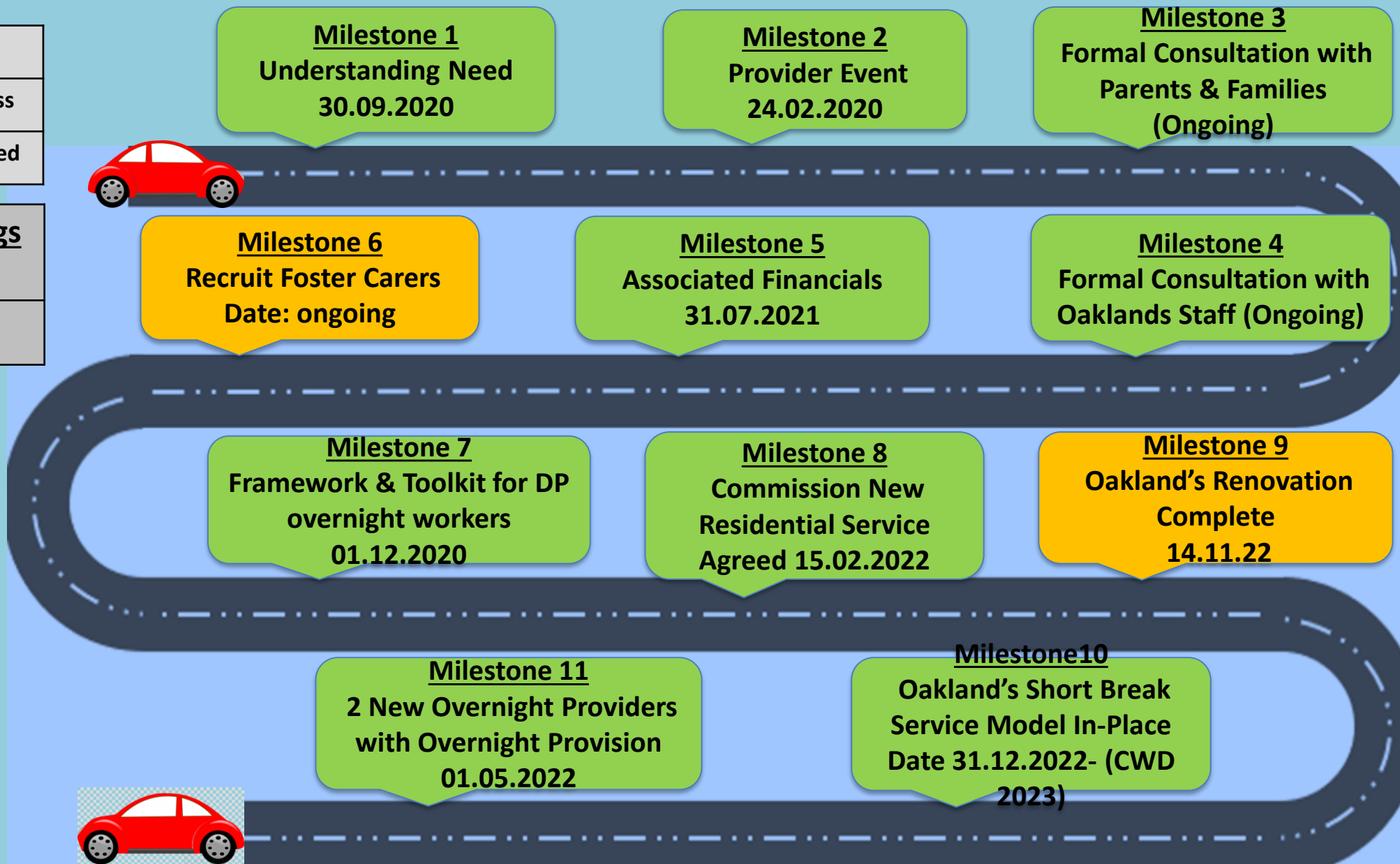
November 2022

Theme Milestones & Updates

Future Placements Strategy – Theme: Short Breaks

	Complete
	In Progress
	Not Started

Associated Savings Short Breaks:
£250,000



Short Breaks Theme

Strengths	Challenges	Next Steps
<p>Positive consultation sessions held with staff, parents and neighbours. Fortnightly update emails promised until build work starts- these will then be taken over by PBM Newsletter.</p> <p>Final design plans and model agreed and signed off including use of Bungalow 2 as permanent CWD home</p> <p>Remedial work required in Bungalow 2 to make it fit for purpose for use by Short Breaks service while Bungalow 1 is being refurbished has been agreed and is near to completion</p> <p>Pre-meet on 8th June with Design Team, PBM and Oaklands to finalise preparations. Work to commenced 20th June</p> <p>Shut down period will be a maximum of</p>	<p>Finalising the Financial Model - Savings delay until 22 / 23.</p> <p>Overnight provision cannot be identified for contingency period unless parents use direct payment worker / childminder- the shut down period will be a maximum of 2 weeks so hopefully any impact on families will be minimal</p> <p>Two week shut down in November- will cause no delay. Diamond Centre to be used. Fire assessment to be done during this period.</p> <p>Staffing levels- current vacancies at Oaklands means that there is a waiting list for SB packages to start and not all current packages can be delivered fully. This is impacting service delivery now but will impact it further if it is still an issue when the building works are complete</p> <p>Site security and Safety whilst maintaining an</p>	<p>Commence Refurb Works.</p> <p>Continue to communicate with Parents, Staff, Neighbours and Ward Members regularly- to include Monthly update newsletters from PBM</p> <p>Continue to push recruitment</p> <p>Finalise new specification for service delivery</p> <p>Further work with market to understand / offer overnight support</p> <p>Market Engagement Event</p> <p>Feed into review of SB framework</p>

Future Placements Strategy – Theme: Bringing CIC Home / 16+

	Complete
	In Progress
	Not Started

DCST MTFS (Medium Term Financial Strategy) savings target 2022/23 – 2024/25:
 Bringing CIC Home/16+ & reducing the number of OOA & external 16+ placements

£3,710,000



Strengths	Challenges	Next Steps
<p>Future Placement Strategy</p> <ul style="list-style-type: none"> • Keys to your future (K2F) – remains positive and a young people continue to access the project. • FPS has progressed and a number of properties which are all being progressed • Appointments have been made to some of the new homes so that preparation can take place to open. • Fostering work has strengthened, the actions set at the last inspection have all been met. • New foster care allowances have been approved. • Strong performance around conversion to special guardianship order. 	<ul style="list-style-type: none"> • Issues with fire doors – which will create delay in homes going live • Recruitment of more foster carers - there is still not enough carers but we have plans in place • Continues to be pressure around staffing residential children’s homes. • Pressures on internal placement provision means more external provision is being sourced. 	<ol style="list-style-type: none"> 1. In house emergency options being explored. 2. Continue improvement and development works with the fostering services. 3. Continue with progression of new housing provision. 4. Recruitment drive remains ongoing.
<p>CIC – identifying those who could come home - -</p> <ul style="list-style-type: none"> • New SGO policy in place for those children who are placed with in house foster carers. This has generated a good deal of initial interest. • Work around reunification has now begun. Some children have already returned home and a further cohort have been identified where a return to parents is deemed to be an appropriate care plan. • The number of children in care has stabilised. <p>Agenda Item No. 2.7a</p>	<ul style="list-style-type: none"> • Children are sometimes returning to parental or family care in an unplanned way due to options not being considered at the earliest opportunity. • The unaccompanied asylum seeking children (UASC) population has increased sharply. This puts additional pressure on placements. 	<ol style="list-style-type: none"> 1. Service managers are considering how we better utilised support services, such as edge of care, to assist in preventing admissions to care. This work will also consider how these service can support families where children exit care and return to live with parents or family members.

Future Placements Strategy – Theme: Fostering & Staying Put

	Complete
	In Progress
	Not Started

Associated Savings Fostering & Staying Put:
Fostering: £2,287,000
Staying Put: £70,000 (Investment)



Strengths	Challenges	Next Steps
<p>Staying Put Allowance implemented</p>	<ul style="list-style-type: none"> Completed in 2021 and offer remains in place 	<p>Continue to promote staying put</p>
<p>Recruitment & Marketing Strategy is in place</p> <ul style="list-style-type: none"> Enquiries and applications continue to be received and remain buoyant Draft Framework around “Specialist” recruitment <ul style="list-style-type: none"> Progressing Parent and Child Placement Fostering Strategy is being completed and Comms Plan in place Radio advertising has occurred Raising social media footprint Looking at other strategies/support to recruit fostering 	<ul style="list-style-type: none"> Targets to increase the number of children to 276 by end 2023. Covid potentially still impacting on this area and enquires being made Challenges with recruiting “specialist” carers Finalising framework which includes elements of therapeutic mapping & support (BCH work stream) Need to prevent children entering care, to enable placement availability for children to return to the Borough 	<ol style="list-style-type: none"> Strategy continues to be reviewed regularly for impact. Recruitment campaign focuses on all children as need is in each age group. Diverse recruitment campaigns in place featuring our carers and young people. Discussions across South Yorkshire regarding the use of fostering recruitment agencies. Focus on compliance prior to developing the specialist schemes Specialist carer offer will be developed including parent and child placements as well as unplanned / emergency placements
<p>Fostering Action Plan has been produced to enable a number of initiatives to be explored and is being updated to focus on support further</p> <ul style="list-style-type: none"> Looking at number of ways of work to improve / increase number of carers Development of a Kinship Team to bring new focus on this area and allow fostering to focus on fostering 	<p>Capacity to progress in a timely manner, need to breakdown and start with what might be most effective</p> <p>Team Manager now to be recruited as Registered Manager no longer needed from 1/9/22 when Trust Fostering ceases to exist</p> <p>Number of issues with in fostering has come about</p>	<ol style="list-style-type: none"> Progress areas of the plan which will help support more enquires into fostering being made. Likely to also increase IFA transfer conversations Kinship Team has been developed to allow Trust Fostering to focus on mainstream recruitment and retention. Panel development plan completed – Panel Advisor commenced 21/2/22

Finance Position at Quarter Two - Children with Disabilities (CWD)

At quarter two the Council's spend on CWD Out of Authority placements in financial year 2022/23 is forecast to be £3,805,563 of which the Dedicated Schools Grant High Needs Block is projected to fund £1,439,808 of these costs.

Year	Net Increase / Decrease in children	Gross Spend £	DSG	CHC	General Fund
2019/20	-1	2,537,796	1,075,730	389,732	1,072,334
2020/21	4	2,682,836	1,091,811	333,561	1,257,464
2021/22	-1	3,631,501	1,522,274	325,201	1,784,026
2022/23	0	3,805,563	1,439,808	667,242	1,698,514

There is an over spend of £74,808 against a Dedicated Schools Grant High Needs Block allocation of £1,365,000 due to increased package costs and delays in implementing the Future Placement Strategy due to the impact of Covid-19.

Year	1st April	New Placements	Projected Growth	Total New Placements	Leavers	Due to Leave In Year	Total Leavers	31st March
2019/20	10	4		4	5		5	9
2020/21	9	4		4	0		0	13
2021/22	13	1		1	2		2	12
2022/23	12	3	1	4	2	2	4	12

The Future Placement Needs Strategy links to the review of CWD placements with the intention to bring Out of Authority placements back to Doncaster to reduce the costs to the High Needs Block from 2023/24 onwards.

The successful implementation of the Future Placement strategy for Children with Disabilities and complex needs is contingent both on the re-opening of Oaklands residential Home , which remains on track for between March and April 2023 and the accessibility of appropriate education provision within the borough.

The key priority of ensuring that children are able to return to the borough has previously been hampered by the amount of time it has taken to obtain appropriate education placements, especially for those children with complex needs.

In order to mitigate this and to allow for more effective care planning an analysis is underway of all children placed outside of the borough, their specific educational needs, the provider landscape in Doncaster and our ability to match children either to our own residential homes or with foster carers.

The Virtual School has prioritised children base upon risk, their needs and vulnerabilities and Children's Social Care are now engaged in a matching exercise to better understand where these children can be placed locally.

Finance Position at Quarter Two - Children’s Social Care Out of Authority Placements

The forecast over spend at quarter two to the Council’s General Fund is £4.57m and to the DSG High Needs Block is £1.55m.

At the end of September 2022 there were 49 OOA placements and 1 Parent & Child placement; 7 less than at the beginning of April 2022.

The forecast for the rest of the financial year includes the following assumptions:

- Growth of 9 placements (Oct to March) = +9
- Parent & Child placement ends after 12 week assessment period = -1
- 1 of the existing placements turn 18 this financial year = -1
- There are currently 4 vacancies at the existing in house homes; assumed these are filled by OOA placements in December x 2 & January x 2 = -4
- The two Skylarks properties (4 beds) are operational from February onwards) and filled by OOA placements = -4
- Assumed 6 transfer to Keys to Your Future in 2022/23 – 2 due to have moved first week in Oct, 2 matched for end of Oct and assumed 8th property due in January 2023 is filled by 2 OOA = -6
- Cambourne (2 beds) is not operational in 2022/23.

The number of OOA placements, including Parent & Child placements, at 1st April 2022 were 57 and based on the assumptions above the number at 31st March 2023 will be 43 and the average for the year will be 50.

Year	1st April	New Placements	Projected Growth	Total New Placements	Leavers	Forecast to Leave In Year	Total Leavers	31st March
2019/20	35	29		29	21		21	43
2020/21	43	32		32	19		19	56
2021/22	56	38		38	37		37	57
2022/23	57	12	9	21	19	16	35	43

The Children’s Social Care MTFs assumed placement numbers would be 43 at 1st April 2022, 29 at 31st March 2023, and the average for the year would be 34 placements.

The budgeted placement cost for 2022/23, including a 4.9% inflationary increase, is £254k per annum. The average placement cost for the 50 OOA placements at the end of Sept is £291k per annum, mainly due to 5 packages costing between £11.5k to £13.1k per week. The average placement cost for the first 6 months of the year is £293k per annum; £39k more per annum than budgeted.

The additional 14 OOA placements above the budgeted amount of 43 at 1st April 2022 meant a significant budget pressure was carried forward into 2022/23. The forecast over spend to the Council’s General Fund of £4.57m due to the pressure carried forward from 2021/22 is expected to continue throughout 2022/23 as the forecast number of placements for the year is 50, 16 more than

budgeted, and the current average cost of packages for the year to date is £39k more per annum per placement than budgeted.

The budgeted funding from the DSG High Needs Block is £3.26m based on the Children's Social Care MTFS assumed placement numbers; therefore the increased activity detailed above impacts on the DSG funding required. The 2022/23 DSG forecast at month 6 is £4.81m: additional funding of £1.55m above budget.

Year	Net Increase / Decrease in children	Gross Spend £	DSG	CHC	General Fund
2019/20	8	7,530,000	3,076,000	105,000	4,349,000
2020/21	13	11,381,000	3,462,000	79,000	7,840,000
2021/22	1	14,937,000	4,211,000	19,000	10,707,000
2022/23	-14	15,491,000	4,810,380	92,350	10,588,270

Demand continues to be affected by increasing numbers of Unaccompanied Asylum Seeking Young People who arrive in Doncaster via the National Transfer Scheme (NTS). In September 2021 6 young people were received via NTS by September 22 this number had increased to 30 and it is anticipated that that as a minimum this number will 48 as a minimum by September 2023. This does not account other Spontaneous Arrivals which occur and are harder to forecast.

Consequently whilst the overall CIC population is increasing , a comparative analysis of the CIC population between September 21 and 22 demonstrates that the CIC population excluding UASC's has actually reduced by 12. This is encouraging and demonstrates the emerging efficacy of activity like Families Together, which is focussed on providing holistic support to families at point of crisis to keep children living at home, where it is safe to do so.

A new strategy to further reduce costs of the high value placements has also been launched. This involves the Strategic Leads for both Practice Improvement and CIC and Permanence, jointly chairing weekly reviews of all children's placements, with a view to ensuring the packages of support which are commissioned at the start of the placement, are still effective in meeting children's needs. This includes the regular review of staffing levels and also the delivery of therapeutic elements of children's packages. This activity began on the 24th of October and has already realised a reduction in children's placement costs, across the whole system of £12k per week. The overall aim of the activity is to reduce the net spend on these high value packages by 10% overall.

The aims of the Future Placement Strategy continue to be impeded by difficulties in Residential recruitment, where there are currently 50 vacancies. Targeted recruitment campaigns are constantly running, however Doncaster is not currently competitive in terms of remuneration with sub regional authorities and private organisations. A comparative analysis of pay and rewards structures is underway, which it is hoped will support more successful recruitment.