



Agenda – School’s Forum

15:30 – 18:00, 25 November 2021

Bentley My Place, Askern Road, Bentley, DN5 0HU

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 Leanne Hornsby, Assistant Director, Education, Skills, Culture and Heritage. 15:40

 - 2.2 School Funding Formula 2022/23 and National Funding Formula update; 15:50
incl.
 - a) Central school services block budgets, LA Statutory duties funding and maintained schools de-delegated budgets 2022/23; and, *[Stephen Boldry]*
 - b) Central Early Years Expenditure Budget 2022/23 *[Steph Douglas / Neil McAllister]*
 - c) Maths and Literacy Lead Officers update *[Paul Ruane]*

 - 2.3 Dedicated Schools Grant Quarter 2 revenue monitoring 2021/22 16:10
[Stephen Boldry]

 - 2.4 Early Help Strategy Update Verbal Update *[Alison Tomes]* 16:20

 - 2.5 SEND and Behaviour Update *[Martyn Owen and Rebecca Mason]* 16:35

 - 2.6 High Needs Block – Out of Authority Placements 16:50
Out of Authority placements –
 - a) Future Placements Strategy *[Rebecca Wiltshire & Lee Golze]*
 - b) DCST *[Rebecca Wiltshire & Lee Golze]*
 - c) Children with Disabilities *[Rebecca Wiltshire & Lee Golze]*
 - d) SEN *[Rebecca Mason /Angela Harrington]*

 - 2.7 Election of Chair until 31st March 2022 (Verbal discussion) 17:15

3. Any Other Business

4. Date & Time of next meeting
 - Regular meeting – 8:30am, Thursday 10th February 2022, TBC.

Schools Forum Membership List

Schools Members

Maintained Members

Primary

Main Member

Beverley Lockwood	Kirkby Avenue
David Richardson	Sunnyfields Primary
Karen Fagg	Park Primary

Substitutes

Carolyn Buckley	Travis St Lawrence
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Governor Member

Janine Reid	Barnburgh Primary
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Special School

Headteacher Main Member

Paul Scotting	Stone Hill School
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Governor Member

Geoff Bowley	Stone Hill School
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Pupil Referral Unit

Kath Formby	Maple Medical
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Karen Green	Levett
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Academy Members

Primary

Main Member

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

Governor Members

Vacant	
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Secondary

Main Member

Wendy Adeniji	Trinity Academy
Vacant	
Richard Brooke	Delta

Governor Member

Lesley Bailey	Delta
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Special School

John Coleman	Nexus Multi Academy Trust
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Joel Hardwick	Nexus Multi Academy Trust
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Alternative Provision Academies

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

Diocesan Representatives

Philip Patterson	Diocese of Hallam
Philippa Cousins	Diocese of Sheffield

Substitutes

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

Lesley Clark	Little Oaks
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16-19 Providers

Julie Kaye	Doncaster College
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Observers

Robert Barratt	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 meeting at Bentley MyPlace on Thursday 25 November 2021, commencing at 3:30pm.

PRESENT: B Lockwood, K Fagg, D Richardson, R Austwick, P Scotting, J Coleman, L Clark, L Pyott.

APOLOGIES: L Bailey, J Reid, G Bowley, W Adeniji, K Formby, P Cousins, L Hornsby, L-M Ball, F Campbell, L Golze.

1 SUBSTITUTES

L Pyott (for J Kaye Doncaster College)

2 OBSERVERS

S Boldry, D Blakesley, M Owen, D Brogan, S Douglas, A Tomes, P Ruane, N McAllister K Featherstone-Bennett, A Hood, K Anderson.

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 23 September 2021

RESOLVED (1)

- a) That the minutes of the meeting held on 23 September 2021 be agreed as a true record.

5 MATTERS ARISING

With reference to 6.1, Strategic co-lead posts for 5 priority areas, the details for these posts are currently being finalised and an update should be available for the next meeting.

With reference to section 5, it was confirmed that Leeds LA high needs underspend was incorrect due to payments being held back for early years providers. Wakefield Council's c£1m underspend was due to in house services to deal with SEMH pressure to put them ahead of curve.

6 UPDATE FROM PAUL RUANE, HEAD OF LEARNING PROVISION, LEARNING OPPORTUNITIES: CHILDREN & YOUNG PEOPLE SERVICES

- 6.1 Members were informed that the Education & Skills 2030 Strategy had been presented to Directors with co-leads to be appointed to each priority. Working parties to then start with co-leads in the new year.
- 6.2 The Global Education Leaders Partnership (GLEP) conference had been helpful and was a big success. It brought together education thinkers and leaders and focused on the many good things happening in Doncaster. A briefing note will be sent out.
- 6.3 Members were informed that there had been 13 school inspections (9 Primary and 4 Secondary) with some promising outcomes.
- 6.4 Members were updated on the covid-19 issues, all schools are open, but Covid rates remain high with some schools having to close certain year groups.

RESOLVED (3)

- a) A briefing note on the GELP conference to be provided.

7 SCHOOL FUNDING FORMULA 2022/23 AND NATIONAL FUNDING FORUMLA

Members were presented with reports outlining the schools funding formula for 2022/23, Central Early Years Expenditure Budget 2022/23, Maths and Literacy Lead Officers update and Trade Union Facility Time.

Discussion took place on the following issues:-

- 7.1 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 2022/23 is not changing.
- 7.2 Members were also informed that the LA will not be requesting for any of the schools block to be transferred to the High Needs Block.
- 7.3 Members were informed about a small change that has been announced in relation to school business rates, the business rates payment system for schools is being centralised with the ESFA paying billing authorities directly on behalf of state funded schools from 2022-23 onwards.
- 7.4 For 2022-23 formula it is estimated that there is sufficient funding to use all factors in the formula the same as the National Funding Formula as detailed within appendix A with the Minimum Funding Guarantee at +2.00% and have no cap on gains.
- 7.6 Members were asked to agree to the Central Schools Services Block. The provisional allocation for 2022/23 is £1,624,611 based on October 2020 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.
- 7.7 Members were provided with a report on the Early Years Block central budget and informed that LA's are allowed to set aside 5% of the Early Years funding for central costs. A review of projected Early Year Block funding for 2022/23 shows there should be available resources within the Early Years Block budget to cover these central costs which will

- amount to just over 4.29% of the overall Early Years funding. Members were reminded that these budgets cover the retained duties, Early Years sufficiency – capacity and planning and the Early Years inclusion team.
- 7.8 An update on the Lead officer for Maths and English was provided. Discussion took place around the good work that is taking place around maths and English and the impact this was having across all schools.
- 7.9 Members were provided with the funding proposal for the LA Statutory Duties for Maintained Schools for 2022-32 (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 2022/23 of £1,624,611 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 2022/23 be set at £19.99 per pupil and the de-delegation of budget for School Improvement for 2022/23 be set at £10.74 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 £33.80 was AGREED
- g) The de-delegation of budget for central services for Staff absence Compensation – TU facilities times, the new rate of £9.65 was AGREED.

8 DEDICATED SCHOOLS GRANT (DSG) Revenue Monitoring Quarter 2 2021/22

Members were presented with a report outlining the forecast outturn for the DSG in 2021/22 as at Q2.

Discussion took place on the following issues:-

- 8.1 Members were informed that the in-year forecast overspend for 2021/22 is currently £4.2m, this is shown in appendix A of report 2.3 with a breakdown for each block.
- 8.2 The schools block is forecast to underspend by £562k mainly due to underspends on the provisional Growth Fund payments (appendix C) offset slightly by an overspend on the staff compensation budget.

- 8.3 The central schools services block is showing a projected underspend of £20k this is due to underspends within the schools forum budget.
- 8.4 The High Needs Block overall is showing a projected £4.7m overspend. The budgets have increased to estimated expenditure based on 2020/21 outturn levels and known changes. The overspend is mainly due to pupils educated out of authority with additional cost pressures from out of authority residential placements being identified and specialist post 16 institutions with further overspends on EHCP top up funding and North Bridge Enterprise College.
- 8.5 The Early Years block is showing as breakeven for the year.
- 8.6 Members attention was then brought to the medium term financial plan, this is a tool used for the school forum. DfE announced in July 21 an extra £4.3m DSG High Needs Block for Doncaster in 2022-23.
- 8.7 The current High Needs Medium Term Financial Plan is forecast to be overspent by £9.3m by the end of 2024-25, with total overspends of £13.2m expected at the end of 2021-22, £14.4m in 2022-23 reducing to £13.1m in 2023-24. It should be noted that these figures could change significantly (both up and down) dependent on the future years high needs block settlement from the DfE.

RESOLVED (5)

- a) That the reports be received and noted.

9 EARLY HELP STRATEGY UPDATE

Members received an update on the Early Help Strategy.

Discussion took place on the following issues: -

- 9.1 Members were informed that a new localities model had been agreed and was planning to be put in place from April 2022.
- 9.2 Members were also informed that work to look back over the last 4 years had commenced but was proving difficult due to different people managing Early Help compared to 4 years ago.
- 9.3 Members were informed that a new case management system had been introduced into the Service.
- 9.4 A discussion took place on the number of young (0-5 years) children who had not had the same interaction with other children and agencies compared to children pre pandemic and it was estimated that a third more children now require support as a result.
- 9.5 It was confirmed that the number of portage cases continues to increase with children having more complex needs. Support in the future is expected to remain high and would put the sector under pressure.

RESOLVED (6)

- a) That the update be received and noted.

10 SEND AND BEHAVIOUR UPDATE

Members received an update on SEND and behaviour.

Discussion took place on the following issues: -

- 10.1 Members received a report on the behaviour improvement programme and inclusion and were informed that this work originally started in 2018 to have a more centred approach to learning with work being completed as alongside to SEND Strategy. Members requested for a milestone report to be presented showing a comparison in Doncaster on the progress against the plan.
- 10.2 Members were informed that there has been an increase in demand in Doncaster which mirrors the national picture however Doncaster had made improvements despite the demand pressure.
- 10.3 It was confirmed that there was an increasing demand for SEMH places and work continued to align our funding as close as possible to schools.
- 10.4 Members were also informed of work that was taking place with secondary schools on an attendance strategy.

RESOLVED (7)

- a) That the update be received and noted.
- b) To produce a milestone report showing a comparison in Doncaster on the progress for behaviour and inclusion against the plan for the group.

11 HIGH NEEDS BLOCK – OUT OF AUTHORITY PLACEMENTS.

Members were presented with various reports relating to the High Needs Block – Out of Authority Placements.

Discussion took place on the following issues: -

- 11.1 Future Placement Strategy & DCST - Members received a report which informed that there have been a lot of barriers - covid related, purchasing properties, the impact of covenants on properties, the purchasing of fire doors and governance. There are currently 4 homes in very real progress of completing that will provide 14 new places to bring children back, if these come to fruition.
- 11.2 Members were informed that children from existing high cost placements had to be matched to enter these homes one up and running.
- 11.3 Members were also informed that the cost of a current out of area place was now £3,000 per week in some cases compared to £1,200 a few years ago due to the lack of beds available. It was confirmed that this is the national picture.
- 11.4 The current plan for Oaklands is being looked at again with other options also being considered following parental consultation on the future of the home.

- 11.5 The next key priority and focus for the Future Placements Strategy is to look at fostering arrangement in Doncaster. Discussion took place on the number of in-house providers compared to independent fostering agencies and the allowance rate current foster carers are paid.
- 11.6 Children with Disabilities – Members were informed that there are currently 30 children with disabilities in care with children in a mixture of settings including foster care, in house provision and external provision.
- 11.7 SEN – Members were informed that the current estimated spend for SEN Placements is £6.7m compared to a budget of £5.6m due to the number of cases currently through the system and the number of children moving into Doncaster with SEN.
- 11.8 It was confirmed that there are currently 2340 EHCP's which is an increase of 10% from last year.
- 11.9 Members were informed that there is current pressure on special school places and the opening of Bader had helped in taking children that would have previously been placed out of Doncaster so cost avoidance rather than a cost saving.
- 11.10 The year 11 and year 14 children options are still being dominated by parental rather than pupil preference.
- 11.11 The placements at Doncaster College were discussed as to what they can offer and work together to improve the offer. It was confirmed that theirs is a need to win the hearts and minds of the parents. Doncaster College discussed an open event for parents and carers to come in so that they can detail the support they can provide in smaller classes and tailored support.

RESOLVED (8)

- a) That the reports be received and noted.

12 ELECTION OF CHAIR UNTIL 31st March 2023

- 12.1 A brief discussion took place on the appointment of the Chair until the 31st March 2023 however it was decided to leave this item until the beginning of the next meeting.

RESOLVED (9)

- a) That this agenda item be considered at the next meeting.

ANY OTHER BUSINESS

There was no any other business

DATE AND TIME OF NEXT MEETING

The next regular meeting of the Schools Forum will be held at 3.30pm via Microsoft Teams on Thursday 10 February 2022

Actions from the meeting 25 November 2021:

- PR - A briefing note on the GELP conference to be provided.

Actions from the meeting 23 September 2021:

- SD - Additional information to be provided on the Early Help Strategy to show how the funding from the school forum has changed how the service looked 4 years ago to how it looks now.
- MO/RM - To produce a milestone report showing a comparison in Doncaster on the progress for behaviour and inclusion against the plan for the HN sub group.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

SCHOOLS FUNDING FORMULA 2022/23

Purpose

1. This report is provided to finalise the schools block funding formula for 2022/23.

Recommendation

2. That Schools Forum members:
 - Note and provide comment upon the School Funding Formula 2022/23
 - Agrees the allocation of the Central School Services Block (CSSB) of the Dedicated Schools Grant (DSG) for 2022/23;
 - Agrees Early Years central Expenditure Budget (included in 2.2b)
3. That maintained Primary Schools representatives:
 - Agree the continued de-delegation of budgets centrally for 2022/23; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2022/23, which were previously funded through the Education Services Grant (ESG) general rate (further information included in 2.2c and 2.2d).

School Funding Formula 2022/23

4. The Department for Education (DfE) published "The national funding formulae for schools and high needs 2021 to 2022 in July 2021 (appendix A), which set out ongoing arrangements for setting the local formulae for determining individual schools' budgets in 2022 ('soft' funding formula), in consultation with schools in their area, and that the structure of the schools national funding formula in 2022-23 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 are not proposing any transfer, therefore all school block funding provided to the LA will remain in the schools block for allocation to mainstream schools in 2022/23.

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 2021/22 which used NFF funding factors.
8. As the national funding formulae for schools and high needs 2022 to 2023 guidance from DfE sets out that the structure of the schools national funding formula in 2022-23 is not changing we are not proposing any changes to the principles adopted in 2021/22 local funding formula for 2022/23. Some small changes have been announced in relation to school rates with the business rates payment system for schools being centralised with the ESFA paying billing authorities directly on behalf of state funded schools from 2022-23 onwards.
9. For the 2022-23 formula 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 +2.00% and have no cap on gains.

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 +2.00%.
 - No gains cap has been required for 2022-23. All schools will receive their calculated gains.
10. The factors and resulting MFG are indicative only and use October 2020 census data at this stage therefore the actual factor values and allocations for 2022/23 are still subject to change based on school level data from the October 2021 census (e.g. changes to pupil numbers, additional needs profiles and premises funding such as rates).
 11. These must be used for the 2022/23 funding formula, with submission due to DfE in January 2022 and provided to schools in February 2022 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 +2.00% 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) 2022/23

12. The provisional funding allocation for the Central School Services Block (CSSB) for 2022/23 is £1,624,611 (based on October 2020 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 2021, based on October 2021 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.

Budget line	Budget 2022/23 £	Notes
Servicing of Schools Forum	35,220	No increases proposed for 2022/23
School Admissions	314,470	No increases proposed for 2022/23
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)	233,318	School Forum approval is not required, although should be consulted. The budget figure is to be advised by DfE (December 2021).
Former ESG Retained Duties	871,663	Balance of CSSB - this budget line will be updated in December 2021 based on any net change to total CSSB funding and Copyright Licences cost.
	1,624,611	

Early Years central Expenditure Budget

13. Further information is contained within report 2.2b

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

14. We reported in the last 5 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 2022/23:

- *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.*
15. 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.
16. The costs for 2022/23 have been reviewed and it is proposed that the maintained Primary Schools **de-delegation of budget for former ESG funded services for 2022/23 be set at £19.99**, as set out in Appendix C (£0.46 per pupil more than the equivalent rate for 2021/22, with the increase relating to pay award on staff costs).
17. It is proposed that the maintained Primary Schools **de-delegation of budget for School Improvement for 2021/22 be set at £10.74** as set out in Appendix C (£0.12 per pupil more than the rate for 2021/22, with increase relating to pay award on staff costs, the proposal to continue to fund the Maths and Literacy leads for the 2021/22 financial year and the reduction in expected funding from the School Monitoring & Brokerage Grant). Further information is contained within report 2.2c.

Maintained Primary De-delegation

18. 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.

19. 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).
20. It is proposed that maintained Primary Schools only continue to agree to the de-delegation of budget, but at increased levels from 2021/22, for the following services, as set out below and in Appendix C:
- Staff Absence Compensation - Maternity (£33.80 per pupil, increasing from £31.56);
 - Staff Absence Compensation – TU facilities time (£9.65 per pupil, decreasing from £10.14);
21. Maternity – The previous years expenditure is as follows, 2016/17 £417k, 2017/18 £319k, 2018/19 £437k 2019/20 £392k 2020/21 £369k. The 2021/22 projection shows that there are a reduced number of maintained schools and an estimated £320k is required.
22. 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.
23. Trade Union Facility Time – It is proposed to reduce the budget to £72k for 2022-23 which equates to £9.65 per pupil (2021-22 budget £85k and £10.14 per pupil). The decrease is due to 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.
24. Each of the trade unions has confirmed that during 2021-22 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 £10.14 could be approved which would generate a budget of £76k. 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

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

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Department
for Education

The national funding formulae for schools and high needs

2022-23

July 2021

Contents

Background	3
The national funding formula for schools	5
Increasing funding factor values	5
Supporting small and remote schools	5
Further changes to NFF factors	6
Completing our reforms of the national funding formula	7
Key features of the local funding formulae	7
Factor values and total spend in 2022-23	9
The national funding formula for high needs	10
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 2022-23	19
Annex B: The structure of the high needs national funding formula (NFF) in 2022-23	27
Annex C: Initial government response to consultation on the review of national funding formula for allocations of high needs funding to local authorities: changes for 2022-23	30

Background

1. The Government is committed to its mission to provide a world-class education for all children, irrespective of their backgrounds, and to level up opportunity so that all children can realise their potential, preparing them for a fulfilling and successful adult life. In light of the COVID-19 pandemic, which has caused unparalleled disruption to the education of our nation's children and young people, this commitment is now more important than ever.
2. We have supported that commitment with the largest cash increase for schools in a decade. Core school funding increased by £2.6bn in 2020-21, and is increasing by £4.8bn and £7.1bn in 2021-22 and 2022-23 respectively, compared to 2019-20, including significant additional funding for children with special educational needs and disabilities. Now, by publishing provisional school and high needs funding allocations for 2022-23, we are delivering the final year of that three year funding commitment.
3. These allocations are separate to the three major interventions we have made to support education recovery in response to the COVID-19 pandemic – worth over £3bn in total. The education recovery support is a multi-billion-pound, ambitious package across early years, schools and colleges which will provide 100 million hours of tutoring for 5–19-year-olds and 500,000 training opportunities for teachers. That is provided on top of the core schools funding allocations announced today.
4. Next year, school funding is increasing by 3.2% overall. The national funding formula (NFF) continues to distribute this fairly, based on the needs of schools and their pupil cohorts. The NFF is levelling up school funding: increasing core factors of the formula by 3%, while ensuring that every school is allocated at least 2% more funding per pupil.
5. In 2022-23 we are also significantly increasing the extra support the NFF provides for small and remote schools. The maximum amount of sparsity funding schools can attract through the NFF is increasing by £10,000, to £55,000 for primary schools and £80,000 for all other schools. We are also improving the accuracy with which we identify schools' remoteness by using road distances instead of straight line distances in our calculations, and introducing a new distance "taper". This will significantly increase the number of schools attracting sparsity funding. As a result the total allocation to small, remote schools through the sparsity factor has more than doubled, from £42 million in 2021-22 to £95 million in 2022-23.
6. We are also introducing further changes to improve the operation of the schools NFF. These include:
 - Decreasing the funding lag for the "FSM6" deprivation funding factor by 9 months, by moving from using the previous year's January census to the

October census for measuring eligibility. This increases the amount of funding allocated for deprivation in the NFF through this factor to £1,369 million in 2022-23.

- Centralising the business rates payment system for schools, so that ESFA will pay billing authorities directly on behalf of state funded schools. This will simplify the process and decrease administrative burdens for schools.
7. High needs funding is increasing by £780m, or 9.6%, in 2022-23 – following the over £1.5 billion increase over the last two years. This brings the total high needs budget to £8.88 billion. The high needs NFF will ensure that every local authority receives at least an 8% increase per head of population, and up to 11%. This vital extra resource will continue to help local authorities manage their cost pressures in this area, while the government remains focused on completing the cross-departmental review of the SEND system to ensure that it supports children and young people with SEND as efficiently and effectively as possible.
 8. Following the responses to the high needs formula consultation we have made technical changes to the historic spend factor within the high needs national funding formula. The factor has been updated to use 50% of local authorities' actual spend data in 2017-18 rather than their planned spend.
 9. In parallel with the changes being implemented for 2022-23, the Government is in the process of [consulting on how we complete our reforms of the NFF](#) for mainstream schools whereby individual school budgets would be set through one single national formula - rather than through 150 separate, and different, local authority funding formulae. The proposals in that consultation would be implemented in future years – not 2022-23.
 10. This document sets out the main changes to the National Funding Formulae in 2022-23. Annex A also provides an overview of the schools NFF as it stands in 2022-23 following changes made in previous years. Annex B details the structure of the high needs national funding formula in 2022-23. Annex C covers the initial response to the consultation on high needs funding for 2022-23.
 11. For more detailed information, please see the [schools, high needs and CSSB technical notes](#).

The national funding formula for schools

12. The basic structure of the schools national funding formula (NFF) is not changing in 2022-23. For 2022-23, we have changed a small number of the existing features of the formula. These are outlined below. A full description of the 2022-23 formula, in light of these changes, is set out in Annex A.

Increasing funding factor values

13. The additional money we have invested in schools for 2022-23 means that we can increase the core factors in the NFF – the basic per pupil funding factor (AWPU), additional needs factors and the school lump sum – by 3%.¹
14. The minimum per pupil levels and the NFF funding floor are increasing by 2%. This means that every school will attract an increase in their pupil-led funding of at least 2% per pupil, compared to their baseline. The free school meals factor will also increase by 2%, as the factor value is based on an estimate of the actual cost of providing school meals.
15. Premises funding will continue to be allocated at local authority level on the basis of actual spend in the 2021-22 APT, with the PFI factor increasing in line with the RPIX measure of inflation to reflect the use of RPIX in PFI contracts.

Supporting small and remote schools

16. The Government is committed to supporting small and remote schools; some schools are necessarily small because they are remote and do not have the same opportunities to grow or make efficiency savings as other schools. Small and remote schools attract additional funding through the “sparsity” factor in the schools NFF.
17. Building on the additional support provided in 2021-22, the Government is going further by increasing both the number of schools attracting additional support and the amount they can attract:
 - The maximum amount of sparsity funding schools can attract through the NFF increases by £10,000, to £55,000 for primary schools and £80,000 for all other schools.

¹ The factor values have been uplifted by 3% and then rounded.

- Schools' sparsity distances will be calculated by road journeys, replacing the previous straight-line distance methodology. This will improve the accuracy with which we identify schools' remoteness and significantly increase the number of schools attracting sparsity funding.
 - A new sparsity distance threshold taper will apply. This means that schools whose sparsity distance is between 1.6 and 2 miles (for primary schools) or 2.4 and 3 miles (for secondary schools) will now attract some additional funding through the sparsity factor.
18. As a result of these changes, the total allocation to small, remote schools through the sparsity factor has increased to £95m in 2022-23, £53m more than in 2021-22, and over 2,500 schools have attracted sparsity funding in 2022-23, over 1,300 more than in 2021-22.
19. Further details are available in the [response to the sparsity consultation](#), published alongside this policy document.

Further changes to NFF factors

20. **The free school meals Ever 6 (FSM6) factor** in the NFF provides additional funding for pupils who are, or have been, recorded as eligible for free school meals at any point in the last 6 years. From 2022-23, data on pupils who are eligible is taken from the most recent October census (October 2020) instead of from the preceding January census (January 2020). This brings the FSM6 factor in line with how other NFF factors are calculated, and shortens the FSM6 funding lag in the NFF by 9 months. As FSM eligibility increased between January and October last year, this increases the amount of funding allocated through the FSM6 factor to £1,369 million in 2022-23.
21. For **the low prior attainment (LPA) factor** in the NFF, data from the 2019 early years foundation stage profile (EYFSP) and key stage 2 (KS2) assessments have been used as a proxy for the 2020 assessments, following the cancellation of these assessments due to the pandemic. This is consistent with how the LPA factor was calculated in local formulae in 2021-22.
22. Eligibility for **the mobility factor** is usually determined based on the census in which pupils first appear at their current school. In light of the cancellation of the May 2020 census, pupils who joined a school between January and May 2020 attract funding for mobility on the basis of their entry date, rather than by virtue of the May school census being their first census at the current school.

Completing our reforms of the national funding formula

23. Since its introduction in 2018-19, the schools NFF has replaced the postcode lottery of the past to ensure that funding is distributed on the basis of schools' and pupils' characteristics, not accidents of history or location. The government is committed to completing these reforms by moving to a system whereby individual schools' budgets are set by reference to the national formula, rather than through 150 independently-set, and differing, local authority funding formulae. This will ensure that schools across the country are funded on a comparable basis, as well as create a simpler, more transparent and more predictable funding system.
24. The ongoing consultation on "[Fair school funding for all: completing our reforms to the National Funding Formula](#)" sets out the government's proposal for how we should move to such an approach, and how the NFF should operate once it is fully implemented. **No new restrictions on local authority formulae are proposed for 2022-23**, so as not to disrupt local authorities' planning processes. Instead, we propose that further requirements on LA formulae are introduced from 2023-24. We strongly encourage all those with an interest to engage with this consultation.

Key features of the local funding formulae

25. We have made minimal changes to the rules governing how local authorities set their local funding formulae in 2022-23.
26. Further to the [consultation on changes to the payment process of schools' business rates](#), the **business rates** payment system for schools will be centralised and ESFA will pay billing authorities directly on behalf of state funded schools from 2022-23 onwards. Further details on this will be issued separately within the formal consultation response over the summer.
27. Local authorities will continue to set a **minimum funding guarantee** in local formulae, which in 2022-23 must be between +0.5% and +2%. This allows them to match the protection in the NFF, which we expect local authorities to continue to do where possible.
28. **The sparsity factor** continues to be an optional factor in local authority funding formulae and the same flexibilities and reasons for applications that were present in 2021-22 remain in place in 2022-23. In addition, local authorities can choose to mirror the new distance taper threshold. We have provided guidance on this for local authorities in the school funding operational guide.
29. For the **low prior attainment factor** in local funding formulae, local authorities will use 2019 assessment data as a proxy for both the 2020 and 2021 reception and year 6 cohorts. This follows the cancellation of assessments in 2020 and 2021 due

to COVID-19, and will be reflected in the data local authorities will receive from the department.

30. Finally, 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](#).

Factor values and total spend in 2022-23

	Unit Values	Total Funding (incl ACA)	Proportion of core total
Basic per pupil Funding		£29,862m	76.3%
AWPU		£29,490m	75.4%
Primary AWPU	£3,217	£14,821m	37.9%
KS3 AWPU	£4,536	£8,624m	22.0%
KS4 AWPU	£5,112	£6,045m	15.5%
Minimum per pupil		£372m	0.9%
Primary Minimum Per Pupil funding	£4,265	£279m	0.7%
Secondary Minimum Per Pupil funding	£5,525	£92m	0.2%
Additional Needs Funding		£6,662m	17.0%
Deprivation		£3,566m	9.1%
Primary FSM	£470	£453m	1.2%
Secondary FSM	£470	£282m	0.7%
Primary FSM6	£590	£639m	1.6%
Secondary FSM6	£865	£730m	1.9%
Primary IDACI A	£640	£99m	0.3%
Primary IDACI B	£490	£147m	0.4%
Primary IDACI C	£460	£135m	0.3%
Primary IDACI D	£420	£118m	0.3%
Primary IDACI E	£270	£143m	0.4%
Primary IDACI F	£220	£109m	0.3%
Secondary IDACI A	£890	£86m	0.2%
Secondary IDACI B	£700	£136m	0.3%
Secondary IDACI C	£650	£127m	0.3%
Secondary IDACI D	£595	£111m	0.3%
Secondary IDACI E	£425	£148m	0.4%
Secondary IDACI F	£320	£104m	0.3%
Low Prior Attainment		£2,640m	6.7%
Primary LPA	£1,130	£1,497m	3.8%
Secondary LPA	£1,710	£1,142m	2.9%
English as an Additional Language		£412m	1.1%
Primary EAL	£565	£307m	0.8%
Secondary EAL	£1,530	£105m	0.3%
Mobility		£44m	0.1%
Primary Mobility	£925	£35m	0.1%
Secondary Mobility	£1,330	£9m	0.0%
School Led Funding		£2,599m	6.6%
Lump Sum		£2,503m	6.4%
Primary lump sum	£121,300	£2,092m	5.3%
Secondary lump sum	£121,300	£411m	1.1%
Sparsity		£95m	0.2%
Primary sparsity	£55,000	£89m	0.2%
Secondary sparsity	£80,000	£7m	0.0%
Premises		£527m	1.3%
Area Cost Adjustment: Multiplier applied to basic per pupil, additional needs and school led funding (It is included in the factor subtotals)		£989m	
Core total (excluding funding floor)		£39,123m	
Floor		£497m	
Primary floor funding		£279m	
Secondary floor funding		£218m	
Total		£40,146m	

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 2021 census data.

The national funding formula for high needs

Updates to the high needs national funding formula in 2022-23

31. The national increase in high needs funding, from 2021-22 to 2022-23, will be £780 million, or 9.6%. This will ensure that all local authorities see increases in high needs funding in 2022-23, compared to 2021-22. 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 2022-23 we are continuing to keep the funding floor at 8%².
 - **The gains cap** – the limit on gains per head of the population compared to the baseline. For 2022-23 we are setting the gains cap at 11% which means that local authorities can see an increase of up to 11% before their gains are capped.
32. The basic structure of the high needs NFF for 2022-23 is not changing, so figure 3 in Annex B sets out the structure of the high needs NFF for 2022-23. However, some changes to individual proxy factors have been made to the high needs NFF for 2022-23.
33. Following the responses to the high needs formula consultation, the historic spend factor has been updated to use 50% of local authorities' actual spend data from 2017-18. In previous years the historic spend factor had been calculated using local authorities' planned spend in 2017-18 rather than their actual spend. The factor has been held at a cash-flat level since its introduction in the 2018-19 high needs NFF. Therefore, the increase in the total high needs quantum means that, even though authorities' total actual spend is more than the original baseline used in this factor (by £239m), the proportion of total funding going through the historic spend factor will reduce from 34% of the 2021-22 formula allocations to 32% in 2022-23. We will continue to look at reducing the significance of this factor in future years, with a view to removing it completely when we have alternative proxies to include within the formula.
34. Due to the Covid-19 pandemic, there is no appropriate 2020 attainment data to use for the two low attainment factors. We consulted on using 2019 data as a proxy for 2020, and have decided to proceed on this basis for the 2022-23 high needs allocations. This aligns with the approach taken in the schools NFF.

² The hospital education factor will also be uplifted by 8%.

35. Further information on the consultation responses and the conclusions we have reached is set out in Annex C.

The national funding formula for central schools services

The central schools services block in 2022-23

36. 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.
37. The block will continue to comprise two distinct elements: ongoing responsibilities and historic commitments.
38. In the Department's consultation on "Fair school funding for all: completing our reforms to the national funding formula for schools", which was published in [July] 2021, we set out our aim to review how central services are funded in future, and invited comments on this, in advance of more detailed consultation proposals in due course. Such changes would be for future years, and for 2022-23 the formula for allocating the CSSB follows the same approach as in 2021-22.

Ongoing responsibilities

39. 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 £284m in 2022-23.
40. 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 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. As in the schools NFF, the FSM6 factor will move to being based on the October census, rather than the January census. Both elements will be adjusted for area costs.
41. 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 5.6%.
42. In the 2021-22 DSG allocations, additional pension funding that local authorities have claimed for centrally employed teachers was rolled into the ongoing responsibilities element of the CSSB per pupil funding. For the 2022-23 CSSB this additional funding is now included in the baseline per pupil funding for ongoing responsibilities. No further adjustments will therefore be required in this respect.
43. Further details on the methodology used for the CSSB formula is set out in the 2022-23 NFF technical note.

Historic commitments

44. 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, and 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.
45. In 2022-23, for those local authorities that receive it, historic commitments funding will continue to reduce by 20% on 2021-22 allocations, the same rate as the reduction in 2021-22.
46. 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 lead-in times required for such costs to unwind. We will consider the evidence local authorities submitted for 2021-22 allocations and invite any other local authority in this position to [contact the department](#). We will make these exceptional adjustments for 2022-23 in the DSG allocations.
47. In the recently launched national funding formula consultation on completing our reforms to the schools NFF, we have set out our intentions for this funding in the future and invited views on it. We will consider the responses to this consultation in deciding how to treat this funding in future years, although our expectation remains that commitments will continue to unwind over time as contracts reach their end points. However, in 2022-23 we are not changing 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

48. 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.

49. 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.

50. We introduced the NFF in 2018-19 after significant consultation and published a full equalities impact assessment.³ 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 2022-23.

Schools NFF

Increasing the “core” NFF factors by 3%

51. We are increasing the “core” NFF factors by 3%, which affects the majority of schools. As the same 3% uplift would cover both the basic per pupil amount (AWPU) and the factors for additional needs, the balance between these factors remains broadly unchanged from before. There would therefore not be any disproportionate impact (either positive or negative) on pupils with protected characteristics.

Increasing the minimum per pupil levels

³ https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/supporting_documents/NFF_EqualityImpactAssessment.pdf

52. Increasing the minimum per pupil levels by 2% will benefit the lowest funded schools that do not otherwise attract these levels of funding through the other formula factors (i.e. for additional needs). These schools tend to have lower proportions of groups with protected characteristics than average.
53. However, these schools still tend to have some groups with protected characteristics, and the 2% increase will protect the support that these schools can give to those groups.

Increasing the funding floor

54. The increase to the funding floor in line with inflation will disproportionately benefit schools that have been more highly funded historically. These tend to be in urban areas, which are more ethnically diverse. They also have a higher occurrence of non-Christian faith schools. We assess that this will have a positive impact on these pupils.

Supporting small schools

55. We are directing more funding to small remote schools. A full impact assessment of the sparsity changes is published in the response to the consultation "[Schools NFF: Changes to sparsity funding from 2022-23](#)".
56. In summary, the changes are expected to:
- Have a positive impact on few pupils with **disabilities** as sparsity funding will continue to support the viability of small schools in rural areas, which in turn helps to mitigate the risk of pupils having to travel unreasonably long distances to their next closest school. Access to local education is likely to be particularly beneficial for children with disabilities, and there is a slightly greater proportion of pupils with SEN support or an EHC plan in sparse schools than schools nationally.
 - Have a **small positive impact** on some groups of pupils with protected characteristics related to race (including ethnicity). The overwhelming majority of pupils attending schools that attract sparsity funding are of white British ethnic origin (almost 90%). Pupils of Gypsy/Roma and traveller of an Irish heritage ethnic origins are very marginally overrepresented in schools that attract sparsity funding compared to the national average.

Technical changes to the NFF

57. We assess that the technical changes to the NFF will have a positive impact on equalities
- Basing the FSM6 factor on the October census instead of the January census will increase the number of pupils attracting funding through the FSM6 factor.

To the extent that there is a positive correlation between deprivation and ethnic minorities and SEND, this will have a positive impact on equalities.

- Changes to the mobility factor will prevent the cancellation of the May 2020 census from causing a significant drop in mobility funding. Mobility funding disproportionately benefits certain ethnic groups, particularly Gypsy, Roma and Travellers. This change will therefore have a positive impact on these groups.
- The low prior attainment (LPA) factor in the NFF disproportionately benefits pupils with SEND. The use of the 2019 assessment as a proxy for the cancelled 2020 assessments ensure that LPA funding can continue at similar levels to last year.

High needs NFF

58. 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 pupils with SEND and pupils with disabilities.
59. 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 2022-23. Therefore, we have focused this assessment primarily on the aspects of the formula that have changed for 2022-23.
60. In recognition of the fact that all LAs are facing some pressures on their high needs budgets, we are allocating increased funding through the high needs NFF. We are distributing this increase in the following ways:
- **A funding floor set to 8%.** Thus, the minimum gains in per-head funding a local authority can receive compared to 2021-22 will be 8%.
 - **A gains cap set to 11%.** This is the limit in per-head gains that a local authority can receive compared to 2021-22.
 - **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. 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 to the detriment of the provision they need.

61. We expect this distribution of funding to provide both reasonable increases to all LAs as well as ensure stability through use of the formula. As a result, and subject to local decisions on how the funding is spent in making special provision, our assessment is that the additional funding will have a positive impact for those pupils identified as having SEND (which includes those with disabilities), by improving their ability to access the right educational provision and thereby addressing educational inequalities for children with SEND.
62. We have also considered the equalities impact of the changes that we have made to the historic spend factor and the low attainment factors within the formula. Our assessment of these changes can be seen in Annex C.

Central School Services Block NFF

63. The formula that allocates the central school services block funding is broadly unchanged for 2022-23; we do not expect this to have an impact on different groups of pupils, including those with protected characteristics.
64. 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.
65. However, reducing this funding will address funding disparities to make the wider system fairer, so that educational provision for these 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 2022-23.

66. Finally, we are not making any changes to the regulations that local authorities can spend the same amount on historic commitments that they did in the previous year. A local authority can therefore maintain spending on historic commitments at current levels using other funding where appropriate.

Overall impact

67. 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 increase in funding for small and remote schools in the schools NFF is less likely to benefit pupils with protected characteristics, while the funding floor will have a positive impact. 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.
68. The exception to this is the increase to high needs funding that all local authorities are seeing, which will have a positive impact on pupils with SEND in particular, and therefore on pupils with disabilities. This is a significant additional positive impact on these pupils beyond our previous assessment.

Annex A: The structure of the schools national funding formula (NFF) in 2022-23

Overall design of the formula

1. The schools NFF determines how we distribute core funding for 5–16 year-old pupils in mainstream schools.
2. 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.
3. The funding formula is made up of 14 factors, as illustrated in the diagram below.
4. Approximately 93% 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 per pupil funding factor, which all pupils attract. The NFF allocates the rest of ‘pupil-led’ funding towards additional needs.

Figure 2 - Current NFF Funding Factors

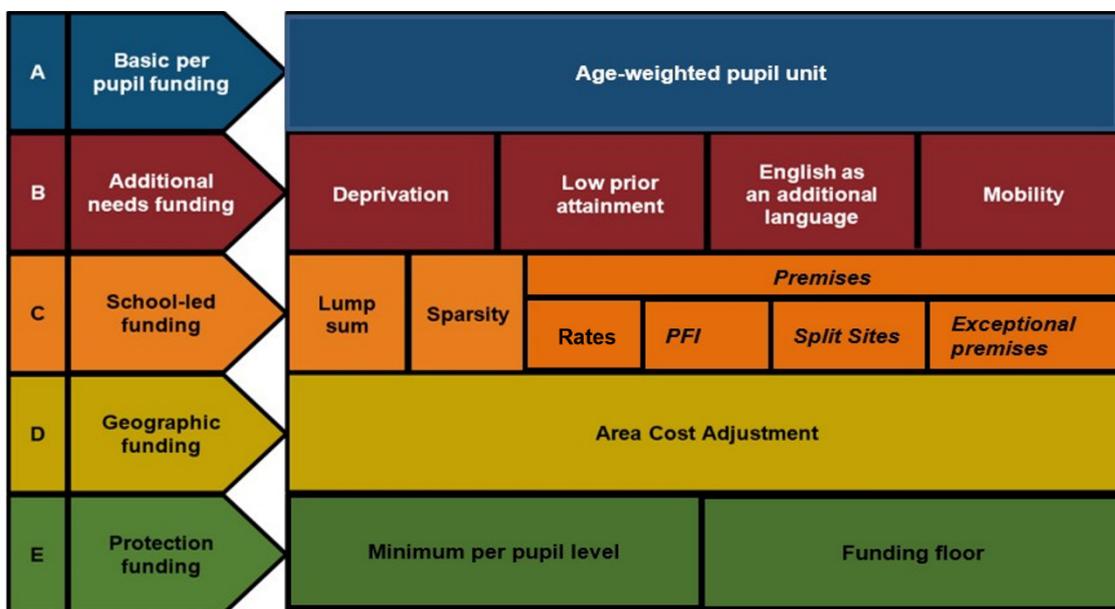


Figure 2: This illustrates the factors that are taken into account when calculating schools block DSG funding allocations through the NFF. It is not to scale. PFI, Split sites and Exceptional Premises factors are allocated to local authorities on the basis of historic spend.

5. 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%

of all funding through additional needs factors based on deprivation, low prior attainment, English as an additional language and mobility.

6. 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.
7. ‘School-led’ funding is allocated through various factors according to a school’s characteristics. All schools attract a lump sum of £121,300. 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.
8. 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.
9. 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.
10. The following sections give more detail on the design of the individual factors within the schools NFF.

Pupil led factors

Basic per pupil funding

11. 75.4% of the schools NFF is allocated through the basic per pupil funding, which every pupil attracts. The amount varies by age. In the 2022-23 NFF pupils in

reception to year 6 attract £3,217; pupils in year 7 to year 9 attract £4,536, and pupils in year 10 and 11 attract £5,112.

Additional needs factors:

Deprivation

12. The NFF allocates 9.1% 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
13. Schools attract £470 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.
14. 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
15. 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 £590 for each primary pupil and £865 for each secondary pupil eligible for FSM6 funding.
 - o IDACI
16. The NFF allocates 3.7% of its funding to pupils eligible for IDACI funding. This 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 bands⁴.
17. The IDACI bands are set out in the table below.

⁴ 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	£640	£490	£460	£420	£270	£220	£0
Secondary unit value	£890	£700	£650	£595	£425	£320	£0

18. 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

19. We are allocating 6.7% of the NFF in respect to pupils with low prior attainment (LPA).

20. 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 £1,130 and £1,710 respectively⁵.

English as an additional language

21. 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. 1.1% of the NFF is allocated through the EAL factor.

22. Schools attract £565 for all EAL-eligible primary pupils, and £1,530 for all EAL-eligible secondary pupils.

Mobility

⁵ For 2020 where these assessments have been cancelled, schools are allocated funding based on the previous year's results.

23. 0.1% of the total NFF funding goes to pupils eligible for mobility funding.
24. The mobility factor supports schools in which a significant proportion of pupils join the school part way through the year.
25. Pupils are classed as mobile if they joined the school at a 'non typical' date within the last three years. Schools attract £925 for eligible primary pupils, and £1,330 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

26. Every school attracts a lump sum of £121,300 through the NFF irrespective of its size or phase. The total spend on the lump sum represents 6.4% of the NFF.

Sparsity funding

27. 0.2% of the NFF is allocated through the sparsity factor, for small and remote schools.
28. 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.
29. A school is eligible for sparsity funding if:
 - For all the pupils for whom it is the nearest "compatible" school⁶, the average distance from the pupils' homes to the second nearest compatible school is above the relevant distance threshold. From 2022-23 these distances are measured using road distance measures. 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.
30. Primary schools qualifying attract up to £55,000 and all other schools up to £80,000. Schools with a lower number of pupils attract a higher amount than those

⁶ 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.

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 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

31. The NFF allocates funding to reflect the costs associated with a school's premises and overheads.
 - o Rates
32. From 2022-23, the payment of business rates will be centralised, with ESFA paying rates directly to billing authorities on behalf of schools. Local authorities will no longer be allocated funding for business rates, to meet the real costs of schools. Notional rates funding allocations will continue to feature in NFF allocation publications for local accounting purposes.
 - o PFI
33. 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
34. 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.
 - o Exceptional Circumstances
35. 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.

Growth funding

36. 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.

37. 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.
38. 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

39. 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.
40. 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.
41. 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 (54.2%).
 - b. Weighting the relevant GLM labour cost adjustment in line with the national proportion of spend on non-teaching staff in mainstream schools (27.7%).
42. 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

43. 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.
44. The MPPL varies from school to school depending on the year groups they have. The unit values per year group are £4,265 for primary year groups, £5,321 for KS3 and £5,831 for KS4.⁷ Each school's MPPL is calculated as a weighted average of the number of year groups they have.
45. This means that the MPPL is £4,265 for primary schools, and £5,525 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.
46. 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

47. 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.
48. In 2022-23, the formula ensures that all schools attract an increase of at least 2% in pupil-led funding per pupil compared to 2021-22.
49. LA funding formulae must include a minimum funding guarantee (MFG), that provides a similar protection to the funding floor. In 2022-23, the MFG can be set between 0.5% and 2%.

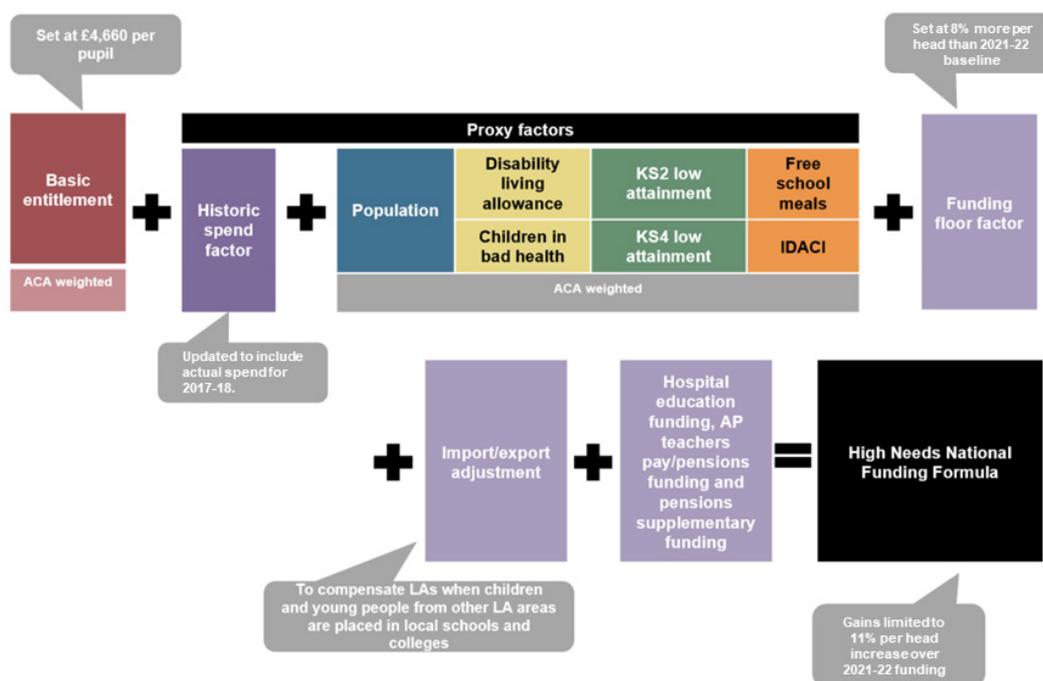
⁷ These funding levels includes £180 for primary year groups and £265 for secondary year groups added to the grant in 2021-22 to reflect the rolling in of previous pay and pensions grants into the NFF.

Annex B: The structure of the high needs national funding formula (NFF) in 2022-23

Overall design of the formula

1. 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.
2. 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



3. 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. As explained in paragraph 33 above, we have updated the historic spend factor for 2022-23 to use authorities' actual spend from 2017-18 (outturn data).

4. 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 plans (EHCPs) 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.
5. 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 2022-23 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%

6. Further information on the factors within the high needs NFF can be found in the high needs NFF technical note⁸.
7. During February and March 2021, we held a consultation as a first stage of a longer term review of the high needs funding formula, inviting views both on

⁸ [National funding formula tables for schools and high needs: 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92122/nff_tables_2022_to_2023.pdf)

changes to the funding formula for 2022-23 and on more substantial changes that could be made in future years, following the next stage of the formula review. The changes arising from this consultation for the 2022-23 high needs allocations are outlined below and in the consultation response at Annex C.

Annex C: Initial government response to consultation on the review of national funding formula for allocations of high needs funding to local authorities: changes for 2022-23.

Introduction

1. On 8th February 2021, we launched a consultation that formed the first stage of the high needs national funding formula (NFF) review.
2. We asked six questions on:
 - How we use historic levels of local authority expenditure in the funding formula
 - Attainment data used in the funding formula
 - Proxy factors for special educational needs and disabilities (SEND) and alternative provision (AP)
3. This is the government's initial response to this consultation and briefly sets out our consultation proposals; the responses received to these, providing a question-by-question analysis; and the decisions made, taking into account these responses. This initial consultation analysis, and government response, focuses on the changes which we are taking forward for the high needs NFF in 2022-23. The high needs funding allocations for 2022-23 can be accessed [here](#).
4. The responses received to the consultation question on the SEND and AP proxy factors are **not** covered in this publication as we are not introducing any changes to the 2022-23 high needs NFF. We will publish our response to these questions at a later date.

Responses received

5. We received a total of **688 responses** to the high needs NFF consultation. The largest proportion of responses received was from mainstream maintained schools and academies (41%), followed by local authorities (26%) and multi academy trusts (9%). A full breakdown of respondents' organisations can be viewed in figure 5 below.

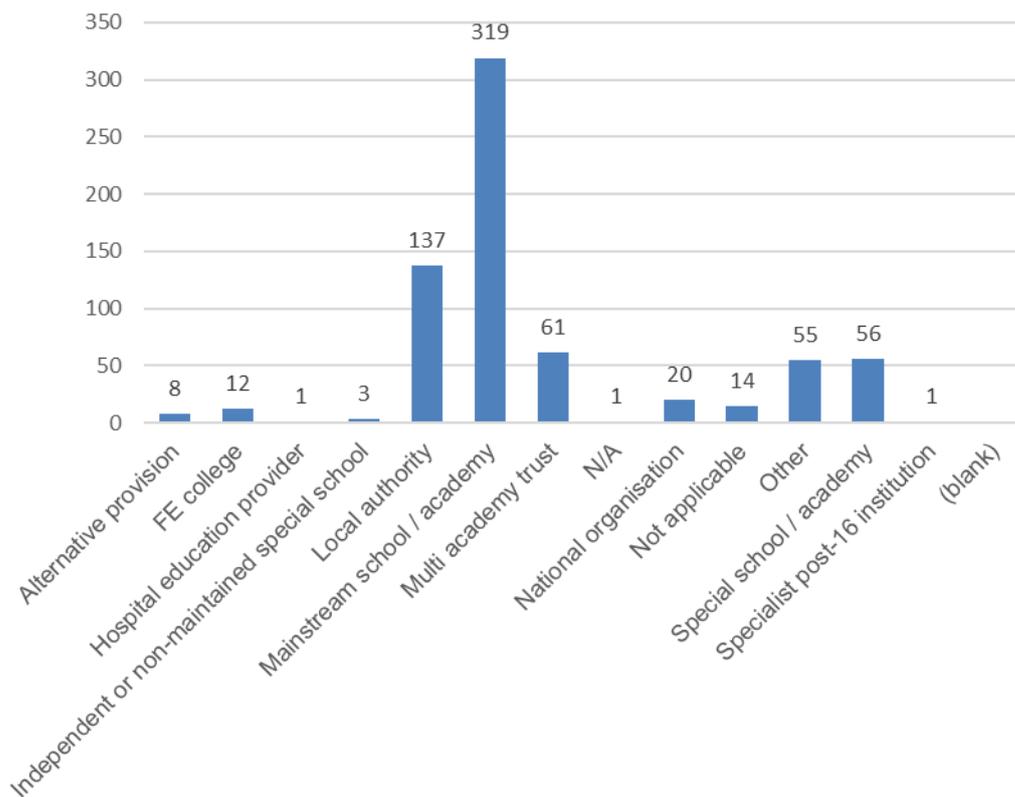


Figure 5: respondents to the high needs consultation grouped by organisation

6. Geographically, respondents were located in 139 different local authorities and district councils. There were only 15 authorities in which no respondents identified themselves. Respondents within some authorities, however, provided more responses than in others. The local authorities that respondents were most commonly located within were Kingston upon Hull (56), then Wiltshire (41) and Salford (35).

7. All 688 respondents answered questions 1-4 on the historic spend factor reform proposals and the low attainment factor. 472 respondents (69%) also provided an answer to question 5 which requested suggestions for new SEND proxy factors. Question 6, which related to the equalities impact of the proposals, received 235 comments – however many of these were general comments rather than those relating specifically to our proposals.

How we use historic levels of local authority expenditure in the funding formula

Summary of consultation proposals

8. The historic spend factor in the high needs NFF is included the high needs NFF to reflect the fact that the demand for SEND and AP provision varies considerably between areas because of local factors that are outside the direct control of local authorities, and which are difficult for local authorities to influence quickly. Since the introduction of the high needs NFF in 2018-19 we have calculated this lump sum element based on 50% of each local authority's planned expenditure on high needs in 2017-18. This planned expenditure was reported by authorities for the purpose of establishing a baseline. We have kept this as a flat-cash amount to reduce its influence in the formula over time: the weighting of the factor within the formula has reduced by 10 percentage points from 44% of funding in 2018-19 to 34% in the 2021-22 formula.
9. We now have access to local authorities' actual expenditure on high needs from the 2017-18 financial year. In some cases, the actual expenditure varied significantly from the planned expenditure baseline we have used for the calculation of the historic spend factor.
10. In the consultation we proposed to replace the current lump sum included in the formula calculation with an amount calculated on the basis of actual expenditure in 2017-18. We believe that this would be a better representation of the historic pattern of expenditure in a local authority, and thus act as a better proxy for local factors outside the authorities' direct control. We also highlighted that we do not intend to update the factor on a regular basis, as this could provide perverse incentives for authorities to spend more. Question 1 in the consultation covered this topic.
11. As a result of significant high needs funding increases over the past two years, and keeping the factor at the same cash level, the weighting of this factor within the formula has reduced. This reduction has been rapid, and the extent of the reduction in this proportion may be greater than the extent to which some authorities have been able to make changes to influence their historic spending patterns. As well as considering a move from using data on planned spend to actual spend we therefore sought views on whether to increase the weighting of the historic spend factor. Question 2 within the high needs NFF consultation covered this topic.
12. We are also aware that the use of the historic spend factor is not an ideal long-term solution to high needs funding, as we move further away from the 2017-18 baseline. However, we do recognise that the local patterns of supply and demand for SEND and AP provision can take some years to change. Question 3 in the consultation requested views on the extent to which the high needs funding

formula should reflect the historical patterns of local demand, and how important respondents felt this representation was within the funding formula. It also asked for suggestions for replacements to the historic spend factor.

Response to the consultation

Question 1: proposal to use actual expenditure from 2017-18

Do you agree that we should replace the current lump sum included in the formula calculation with an amount calculated on the basis of actual local authority expenditure, as reported by each local authority?

	Total	Percentage of responses
Agree	358	52%
Disagree	226	33%
Unsure	104	15%

13. All 688 respondents provided an answer to this question. A majority of respondents agreed with our proposal. 54% of local authorities, 50% of mainstream schools / academies, 61% of multi academy trusts, and 54% of special schools / academies agreed with the proposal to update to actual spend.
14. We received many comments, with 399 of the 688 responses commenting on this question. The most common comments alongside 'agree' responses were similar to this comment from a local authority finance officer: "actual spend in a year is a more current measure of incidence of SEN in a local area, rather than a budget that was determined in the previous financial year". There was a general consensus that a move to actual spend would make the historic spend factor more representative of actual need, when compared to planned spend from the same year.
15. Some respondents raised concerns that the move to actual spend would create a perverse incentive for local authorities to spend more on high needs in future years. We have been clear, however, that we do not intend to update the historic spend factor to use data from a more recent year, since its purpose is to capture historic patterns of spend and provision that take time to change.
16. We have therefore decided to move forwards with this proposal to **update the historic spend factor from planned spend in 2017-18 to actual spend in 2017-18** for the 2022-23 high needs NFF and beyond. This change will ensure the historic spend factor is a better representation of past spending levels when

compared to the planned spending amounts that we had to use in the initial years of the formula.

Question 2: increasing the proportion of actual expenditure from 2017-18

Do you think that we should increase the percentage of actual expenditure in 2017-18 included in the funding formula calculation, or leave it at 50%?

	Total	Percentage of responses
Increase	264	38%
Keep at 50%	102	15%
Decrease	191	28%
Unsure	131	19%

17. Again, all 688 respondents answered this question. The option to increase the proportion of actual expenditure proved the most popular response, although responses to this question were more varied than those to question 1, and there was no majority in support of any given option. When considering responses from specific organisations the percentage of those agreeing with the “increase” proposal was; 34% of local authority responses, 40% of mainstream school / academy responses, 25% of multi academy trust responses, and 52% of special school / academy responses. The option to increase the percentage of historic spend within the formula was the most popular for all but four groups; those from multi academy trusts, the single hospital education provider, and those who selected ‘other’ on average favoured a decrease, and those from post-16 providers favoured remaining at 50%.

18. 368 respondents provided comments in their responses to Question 2. A common theme among the comments provided by those answering ‘increase’ was that “historic factors are the most pressing in High Needs Funding, as with the 0-25 profile it can take a generation for costs to exit a system”, indicating that it can take several years to change past patterns of expenditure.

19. On the other hand, in the comments from those that answered ‘disagree’, there was a general lack of support for the use of the historic spend factor within the high needs NFF.

20. A further comment made typically by those who favoured a decrease in the percentage was that money through the historic spend factor within the formula reduces the funding that would otherwise go through the other proxy factors,

which these respondents felt were a better representation of current need. Although we understand this point, and do want to move away from using the historic spend factor in future, we are conscious that removing, or significantly reducing, historic spend in the NFF in 2022-23 would cause significant turbulence in LAs' high needs allocations – and an increase in LAs on the minimum funding floor in the high needs NFF.

21. As there was no clear consensus in the responses, and no clear advantage in either an increase or a decrease in the percentage, we have opted to **keep the historic spend factor at 50%** for the 2022-23 high needs NFF.

22. Local authorities' actual spend in 2017-18 was, on average, higher than their planned spend, and we will increase the total allocated through the historic spend factor accordingly. However, we will continue to keep the historic spend factor in 2022-23 at the cash level recorded in 2017-18 (that is, we will not uplift the actual spend figures from 2017-18 in line with inflation); and we will continue to base each authority's allocation through the historic spend factor at 50% of their spend in 2017-18. Taken together, this will mean that the overall weighting of the historic spend factor within the formula will continue to reduce, as total high needs funding increases: the weighing of the historic spend factor in the 2022-23 high needs NFF is 32%, down from 34% in 2021-22.

Question 3: finding an alternative to the historic spend factor

To what extent do you agree that the funding formula should include factors that reflect historical local demand for and supply of SEND and AP provision?

	Total	Percentage
Strongly agree	118	17%
Agree	179	26%
Neither agree nor disagree	120	17%
Disagree	150	22%
Strongly disagree	121	18%

23. Again, all 688 respondents provided an answer to this question. In total, 297 respondents answered either agree or strongly agree; 271 answered either disagree or strongly disagree. Thus, responses were very balanced, with only slightly more (26) respondents agreeing than disagreeing. The spread of responses differed when considering respondent types. For example, responses from special schools favoured agree (53% agree or strongly agree compared to

30% disagree or strongly disagree) whereas responses from mainstream schools and academies favoured disagree (31% agree or strongly agree compared to 42% disagree or strongly disagree). In most cases the two agree options were more commonly selected than the two disagree options.

24. 429 respondents provided comments alongside their answer. The 'agree' comments tended to highlight that "numbers can fluctuate from year to year" and that the existence of the historic spend factor provided stability over these fluctuations and a "baseline for needs-led demand". On the contrary, those who disagreed focused on how the factor was "out of date" and argued more or all of a local authority's high needs funding should be passed through the other proxy factors.

25. The question also asked respondents if they had potential alternatives to the historic spend factor. Of the 429 responses that included comments for this question, 153 suggested alternatives to the historic spend factor. These alternatives were most commonly population related, for example replacing the historic spend factor with the population factor. A second common suggestion was simply using the other proxy factors in lieu of the historic spend factor. It is worth noting that replacing the current historic spend factor with the other, existing factors in the high needs NFF would have the same effect as simply removing the historic spend factor, and result in the formula having no proxy for the variation in local demand and supply that the historic spend factor currently provides.

26. Considering the range of views expressed and suggestions made in this consultation, we have decided **to consider further what options are available and consult again in the next stage of our high needs NFF review. Our longer term ambition is to remove the historic spend factor from the formula**, acknowledging that historical levels of spending will become less and less relevant to an authority's current need to spend. However, we are not convinced that the historic spend factor can simply be removed without an effective replacement that better reflects local issues and can be kept up to date. Furthermore, it is also important that changes to this factor are taken forward carefully, so as to avoid unmanageable changes to local authority high needs funding allocations. We will therefore give further consideration to the options available and consult on changes before we replace the historic spend factor.

Attainment data used in the funding formula

Summary of consultation proposals

27. Low attainment at the end of key stages 2 and 4 are two of the group of six proxy factors used in the high needs NFF as indicators of SEND. This is because there is a strong association between low attainment and some types of SEND. These low attainment factors are calculated using attainment data for pupils living in a

local authority over the past 5 years of key stage 2 tests and GCSE exams.

28. Owing to the disruption caused by COVID-19 pandemic, we cannot use data from 2020 in the low attainment factor in the high needs NFF. No national key stage 2 tests took place in summer 2020, and the GCSE exam results for this year will not be appropriate to use for this purpose. Using the same data as in the 2021-22 high needs NFF (2015-2019 exam results) was considered, however this would result in outdated 2015 data being retained in the formula. We therefore proposed updating the formula, in order to remove the 2015 data from the formula but using 2019 data in lieu of the missing 2020 attainment data – essentially double weighting the 2019 attainment data. This proposal mirrors the approach we are taking in the schools NFF. Question 4 in the consultation covered this topic.

Response to consultation

Question 4: attainment data used in the funding formula

Do you agree with our proposal to update the low attainment factors using data from 2016, and to substitute the most recent 2019 data in place of the missing 2020 attainment data?

	Total	Percentage
Agree	410	60%
Disagree – calculate in the same way as last year	35	5%
Disagree – other	175	25%
Unsure	68	10%

29. All 688 respondents provided an answer to this question, with a majority agreeing with our proposal to double-weight 2019 attainment data to account for the missing 2020 attainment data. When considering responses from specific types of organisation, all but one group had ‘agree’ as the most popular response. The only organisation type that did not follow this pattern was national organisations, who favoured the ‘disagree – other’ option.

30. 369 of the 688 respondents provided comments on this point. The comments from those who answered agree tended to echo this response, given by multiple respondents from within Kingston-Upon-Hull, stating that they “agree that the most up to date data available should be used, as this more closely links funding with local need”.

31. A common comment from those answering ‘disagree – other’, was the request to use a 4-year average rather than a 5-year average. Reformulating the high needs

NFF to include a 4-year average rather than a 5-year one would reduce the weighting of the more recent data, assuming we would use the 2016-2019 test and exam results. We therefore do not think this is a suitable alternative.

32. Since this update will ensure that the data used to calculate the high needs NFF proxies is as up to date as possible, and therefore the best representation of current need, and reflecting the majority of consultation responses, we have decided to **substitute the most recent 2019 data in place of the missing 2020 attainment data**.
33. A common concern given in response by those who disagreed, beyond the scope of the question asked in the consultation, was that low attainment is not a good proxy factor for the level of SEN in a local area. The next stage of the high needs NFF review will look at the SEND proxy factors and explore the suitability of current and potential new proxies.

Equalities impact assessment

34. Our initial assessment was that our funding reform proposals may impact positively on children and young people with a disability by improving the local authority level distribution of resources they can access, and so better matching available resources to need. We concluded that there was no evidence to suggest our proposals would have a negative impact, either on those with a disability, or on those young people with other protected characteristics. We requested comments on this point within the high needs NFF consultation.

Response to consultation

Please provide any information that you consider we should take into account in assessing the equalities impact of the proposals for change.

35. We received 235 comments in response to this question. However, many of these were general comments rather than those relating specifically to our proposals.
36. After considering all of the comments received in response to this, we have concluded that updating the historic spend factor to actual spend in 2017-18 rather than planned spend in 2017-18, and using 2019 data as a proxy for 2020 data in the low attainment factors, will have no negative impact on children and young people with a disability or with any other protected characteristics. The proposals may impact positively on children and young people with a disability by better matching available resources to need and so improving the local authority level distribution of resources they can access. We have no evidence to suggest there would be a negative impact, either on those with a disability, or on those young

people with other protected characteristics. All local authorities will continue to receive significant per head funding increases in 2022-23.



Department
for Education

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BREAKDOWN OF FACTORS PROPOSED 2022/23- MAINSTREAM SCHOOLS/ACADEMIC YEAR 2021/22

Funding Factors	21/22 Formula Factors (for information)	22/23 Proposed Formula Factors
OPTION		
Basic per-pupil funding		
AWPU - Primary	3,123.00	3,217.00
AWPU - Secondary KS3	4,404.00	4,536.00
AWPU - Secondary KS4	4,963.00	5,112.00
Minimum Funding Level - Primary	4,180.00	4,265.00
Minimum Funding Level - Secondary	5,415.00	5,525.00
Additional Needs Funding		
Deprivation		
FSM Primary	460.00	470.00
FSM6 Primary	575.00	590.00
IDACI Band F Primary	215.00	220.00
IDACI Band E Primary	260.00	270.00
IDACI Band D Primary	410.00	420.00
IDACI Band C Primary	445.00	460.00
IDACI Band B Primary	475.00	490.00
IDACI Band A Primary	620.00	640.00
FSM Secondary	460.00	470.00
FSM6 Secondary	840.00	865.00
IDACI Band F Secondary	310.00	320.00
IDACI Band E Secondary	415.00	425.00
IDACI Band D Secondary	580.00	595.00
IDACI Band C Secondary	630.00	650.00
IDACI Band B Secondary	680.00	700.00
IDACI Band A Secondary	865.00	890.00
Low Prior Attainment		
Low Prior Attainment-Prim	1,095.00	1,130.00
Low Prior Attainment-Sec	1,660.00	1,710.00
Looked After Children		
LAC - Primary	0.00	0.00
LAC - Secondary	0.00	0.00
English as an additional language		
EAL - Primary	550.00	565.00
EAL - Secondary	1,485.00	1,530.00
Mobility		
School led Funding		
Lump Sum		
Lump Sum - Primary	117,800.00	121,300.00
Lump Sum - Secondary	117,800.00	121,300.00
Sparsity		
Sparsity - Primary	45,000.00	55,000.00
Sparsity - Secondary	70,000.00	80,000.00
Growth Fund	387,520.00	TBC
Ratio	1	1
	35	35
MFG	2.00	2.00

BREAKDOWN OF FACTORS PROPOSED 2022/23- MAINSTREAM SCHOOLS/ACADEMIC SERVICES 25 November 2021

Funding Factors	21/22 Formula Factors (for information)		22/23 Proposed Formula Factors
CAP	0.00		0.00
Scaling %	0.00		0.00
% Allocated through following			
Lump Sum & AWPU	77.51		78.06
Dep & Att	18.70		19.13

Local authority Statutory duties for maintained schools 2022/23 (relating to services relevant to Education Services Grant).

Service Areas (as referenced in Schools revenue funding 2021 to 2022 Operational guide)	2021/22 costs for comparison	2022/23 costs (Apr 22 - Mar 23) School Improvement Monitoring & Brokerage Grant funding £	2022/23 costs (Apr 22 - Mar 23) DSG de-delegated school improvement £	2022/23 costs (Apr 22 - Mar 23) DSG de-delegated former ESG £	Notes/Post titles
School Improvement - Schools Causing Concern (page 57)	76,660	48,879	26,891		Head of Education (Paul Ruane) - from April 2022, 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. Grant expected for April 2022 - March 23 and the estimate for Doncaster for 2022/23 financial year is £146,636, which will cover the costs as shown. 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 2022/23 - total funding required for this post £26,891.
School Improvement - Schools Causing Concern (page 57)	56,792	48,879	7,913		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	7,158		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	70,050	-	44,941		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, 2018/19, 2019/20, 2020/21 and 2021/22 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)	39,493	-	-	31,516	Proposal to fund costs at 2021/22 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)	31,357	-	-	24,970	Proposal to fund costs at 2021/22 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)	6,000	-	-	5,000	Proposal to fund costs at 2021/22 level - covering SACRE
Statutory & Regulatory duties - Religious Education (page 73)	0	-	-	0	No costs for 2022/23. Review of specification due every 4 years.
Education Welfare - annual inspection of school registers (page 74)	5,945	-	-	5,075	Proposal to fund reduced costs based on 2021/22 - covering 5 hours per maintained school (reduction from 21/22 as now based on 35 maintained schools as at 1st Nov 21).
Asset Management (page 74)	81,325	-	-	65,060	Proposal to fund in line with costs for 2021/22 - 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 35 maintained schools at Nov 21). 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)	40,148	-	-	30,148	Proposal to fund in line with costs for 2021/22 - 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);
	463,806	146,636	86,903	161,769	

Cost to Schools Block	80,043	148,998	cost relating to Maintained Primary Schools	
Cost to High Needs Block	6,861	12,771	cost relating to Maintained Special Schools & PRU's	
Indicative cost per pupil (maintained primary) - TOTAL REQUEST (APT de-delegation)		£10.74	£19.99	Based on number of pupils in maintained schools (as at 1st Nov 21) using October 2020 census data.
		90,371	168,223	
		81,764	152,202	
<u>Comparison to funding provided for 2021/22</u>				
rate included in 21/22 APT		£10.62	£19.53	
		£0.12	£0.46	
Difference between rate requested and pro rata rate from last year				

Maintained Staff Absence 2021-22			
Schools Block budget	258,100.00	31.56	
High Needs Block budget	17,580.00		
Total 2021/22	275,680.00		
Proposed 2022-23			
Maternity	301,714.29	33.80	16/17 cost was £417k, 17/18 £319k, 18/19 £437k, 19/20 £450k, 20/21 £369k 21/22 estimated at £320k times the number of expected academy conversions.
TOTAL	301,714.29	33.80	

TU Facilities 2021-22			
TU facilities	82,930.00	10.14	Based on 2020-21 discussion and rate
High Needs Block budget	2,339.00		
Total 2020/21	85,269.00		
Proposed 2022-23			
TU Facilities	71,975.00	9.65	Revised salary for 2022-23
TOTAL	71,975.00	9.65	
	75,594.28	10.14	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 2022/23

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 Early Years Inclusion Officers.

Recommendation

2. That Schools Forum agrees the following Early Years Central Budget from Early Years Block DSG Budget of £715,570 for 2022/23.

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 2022/23 shows there should be available resources within the Early Years Block budget to cover these central costs which will amount to 4.29% 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 2022-23

5. Budgets for Early Years retained duties are proposed to continue at the current budget levels (plus pay inflation) of £88,460 for 2022/23.
6. This includes funds to support 2.19 FTE posts within the Pupil Place Planning team to ensure the efficient processing of funding claims for 2, 3 & 4 year olds in Private Voluntary and Independent (PVI) settings, and costs within the Learning Provision Organisation Service relating to the statutory Sufficiency Duty.

Central Early Years – Early Years Sufficiency - Capacity & Planning 2022-23

7. Provision was made from the Early Years Block budget in 2020/21 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. 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 £87,570 in 2022/23.

Central Early Years – Early Years Inclusion Team 2022-23

9. 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 both schools and settings.
10. 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.
11. Early years and childcare providers have continued to be readily accessible and flexible throughout the Covid-19 pandemic. Clear advice and support from the Early Years Inclusion Team has enabled early years and childcare providers to implement the preventative measures rapidly and to offer increased childcare places when lockdown restrictions were enforced. Additionally, new multidisciplinary packages of support around trauma have been developed to support well-being and mitigate the impact of the pandemic.
12. At 81.7%, Doncaster Local Authority continues to buck the trend by performing at 19.7% above the national average of the number of eligible 2-year-old children taking up free access to childcare, with the Authority ranked sixth nationally. Nationally, take-up fell by 7% in 2021, 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.
13. The number of 3 year to 4-year-olds accessing free childcare remains high at 94.7%, which continues to outperform the national average of 90%. 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 throughout the pandemic. There has, and continues to be an extremely strong offer, which remains crucial in supporting key workers and vulnerable children in particular.

14. 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 98.5% against a national figure of 96%.
15. The Early Years Inclusion team is currently supporting 374 children with additional needs in both schools and settings, including 44 children supported at home by the Portage Home Visiting team. This is approximately a third more children than usual. Alongside this, a graduated approach model has also been devised and implemented to support early years settings with their understanding of Special Education Needs and Disabilities. Also, a 'Category of Need' guidance has been developed, in line with the graduated approach, to enable all providers to embed the SEND Code of Practice. This is leading to an increase in early identification and earlier intervention for children with SEND and developmental delay.
16. 2020/2021 has been an 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 both before and since the start of the pandemic, there is an awareness that the sector retains significant, ongoing challenges, including the implementation of a reformed EYFS framework, a revised inspection regime, financial strictures, increased numbers of young children with developmental delay and the ongoing COVID-19 pandemic. 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 2022/23 is £540,489, 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, 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.

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SCHOOLS FORUM – FUNDING PROPOSAL TEMPLATE

Required Information	Lead Officers for Maths and English Update and Request for Further Funding
LA Lead Officer / Commissioner	Paul Ruane, Head of Learning Provision
Proposal Title	Maths and Literacy Lead Officers (Learning Standards and Effectiveness officer for English and Maths)
Proposal Summary	<p>This paper provides a request to fund for a further financial year until 31/3/2023, salaries for the Lead Officers for Maths and English.</p> <p>The focus of this work is the officers’ strategic development of the RWM Doncaster strategy as well as their continuing support in our lowest performing schools.</p> <p>Although there have been no statutory national assessments since 2019, intelligence from Officers, together with a range of other sources has informed the overall view of the situation in terms of English and Maths across schools in Doncaster. As a result of the pandemic and the disruption that has occurred in schools, there are targeted, intensive and some previously self-improving maintained schools who will require significant further support. These are the schools that are targeted for extra support from English and Maths Officers. It is essential to maintain the upward trajectory of outcomes and for these officers to continue their work beyond 31 March 2022.</p> <p>Their work aligns very closely with the three-tier risk assessment approach with specific support agreed at school support and challenge meetings.</p> <p>For this work to have an impact on 2022 outcomes and beyond, it is crucial that there is further funding to enable this work to continue. During the last year, the RWM (Reading, Writing and Maths) Officers have worked with a wide range of schools, both remotely and when circumstances allowed in schools:</p> <p>Carcroft Primary</p> <p>Work to support the leadership team to successfully implement a new phonics programme. Support with staff training, groupings and quality assurance to ensure the programme had maximum impact within the school.</p> <p>Impact – Please see the extract from the OFSTED report below</p>

rigorous system to identify and support pupils with SEND.

- You and your leadership team have also prioritised reading. The phonics leader has overseen training and support to make sure that staff know how to teach early reading consistently. This is supporting the delivery of the phonics programme to children in early years and pupils in key stage 1. It is also helping phonics teaching for pupils who are in key stage 2 but are still struggling to learn to read. Teaching includes live lessons, in small groups or on a one-to-one basis, for pupils learning at home. Pupils who have fallen behind with learning to read are also receiving extra sessions to help them catch up. Leaders are aware that their actions are making an increasingly positive difference. However, many pupils remain behind the expected pace of the phonics programme.

Windhill Primary School

Work with the reading subject leader to train her on using the York Assessment of Reading Comprehension (YARC) to assess children and identify gaps in reading

Review of maths teaching and learning in school.

Impact – Report provided with clear next steps for action, school to implement the agreed actions.

Willow Primary School

Quality assurance of the work of the school in developing reading. This review was conducted remotely.

Quality assurance around the provision in maths. Meeting conducted remotely, but further meeting planned to take place in school.

Impact – identified practice that can be shared more widely across Doncaster.

St. Joseph's and St. Theresa's Catholic Primary School

Work to support the development and the effectiveness of the phonics provision. Support with increasing consistency of phonics teaching and assessment to ensure the programme has maximum impact within school.

Reading review to evaluate reading in school followed by support to developed reading provision

Impact – Report confirmed the impact of developing the phonics lead and phonics provision within school, and the school was provided with clear next steps for action.

Rosedale Primary School

Reading review to evaluate the reading curriculum in light of changes made post-Ofsted. This review was conducted remotely

Impact – Clear report provided with next steps linked to reading. Supported school evaluation of impact of new reading approach.

St. Mary's Catholic Primary School, Edlington

Reading review to evaluate work done to develop the reading curriculum in school. (September 2021)

Impact – Report provided to school with clear next steps for action, school to implement the agreed actions.

St. Francis Xavier Catholic Primary School

Reading review to evaluate work done to develop the reading curriculum in school (September 2021)

Impact - Report provided to school with clear next steps for action, school to implement the agreed actions.

Holy Family Catholic Primary School

Reading review to evaluate work done to develop the reading curriculum in school (September 2021).

Impact - Report provided to school with clear next steps for action, school to implement the agreed actions.

Kirk Sandall Infant School

Support to develop writing across school. This includes the development of Y1 comparative moderation documents

Impact – strengths of the subject leader has significantly improved and has increased in confidence in the role. The whole school English curriculum plan is now in place, and is beginning to have impact in classrooms, including with writing across the wider curriculum.

St Alban's Catholic Primary School

Work to support the leadership team and the Year 1 teacher to successfully develop their existing phonics programme. Support with staff training, groupings and quality assurance to ensure the programme had maximum impact within the school. In addition to this, there was also specific support for Year 1 to develop reading and writing provision.

Mallard Primary School

Support to develop Y2 reading at the stage of transition to KS2 as well as phonics and early reading throughout KS1, through developing more effective and accurate phonic assessment practices. Writing moderation training for Early Reading Lead, Y2 and Y3 teachers.

Development of the Doncaster Read, Write Maths Strategy

**RWM Doncaster
Project Rationale**

In addition to agreed specific work in targeted schools, the English and Maths Lead Officers have developed Reading, Writing and Maths Strategies, which have grown and evolved to become one strategy connecting all three strategies

together – RWM Doncaster, which has recently been launched across Doncaster.

The key priorities of Best Start, Accelerating Achievement, a New Model of Post-16 Education, New Skills and Pathways to Fulfilling Life and Work and Equitable and Inclusive Learning outlined in the Education and Skills 2030 strategy provide an overall framework for the RWM Doncaster strategy. RWM Doncaster is closely aligned to the values and objectives of the 2030 strategy and has been developed over a number of months in collaboration with a wide range of partners across Doncaster. Teachers, Headteachers, Library Leads, English and Maths Hub representatives among others, have helped to create an inclusive strategy with the aim of providing the best possible learning opportunities for all Doncaster learners.

RWM Doncaster is a new, four-year plan crossing all phases of education. This has been developed and refined over the 20/21 academic year by the English and Maths Lead Officers. The primary 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 or short term initiative. The intention is to deliver long lasting improvement in reading, writing and maths with significant, sustainable impact over the next four years and beyond.

RWM Doncaster is based on the strong belief that there is significant overlap in the skills needed to become successful and motivated readers, writers and mathematicians.

There is the belief that learning is linked and that it does not exist in isolation. Throughout life, we use our learning in a connected and cohesive way. RWM Doncaster is committed to the belief 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.

RWM Doncaster has developed from the combined work on the Reading and Maths strategies by the English and Maths Lead Officers and has been further enhanced by the addition of a writing strand. Weaving these three strands together has produced a coherent, reflective and ambitious RWM Doncaster strategy. This strategy has been shared and developed with a number of colleagues including local leaders, representatives of the Youth Council, the Adult, Family and Community Learning team (AFCL), the Employment and Enterprise Team, Enterprise coordinators within the Transformation Team, the Opportunity Area (OA), Maths and English hub representatives, the Doncaster Cultural and Education partnership (DCEP), the National Literacy Trust (NLT), the EYFS team and the libraries team. Collaboration and consultation are important elements in RWM Doncaster.

RWM Doncaster has been shared with Heads of Service at Doncaster Council and with the Directorate Leadership Team (DLT)

Strategy Priorities

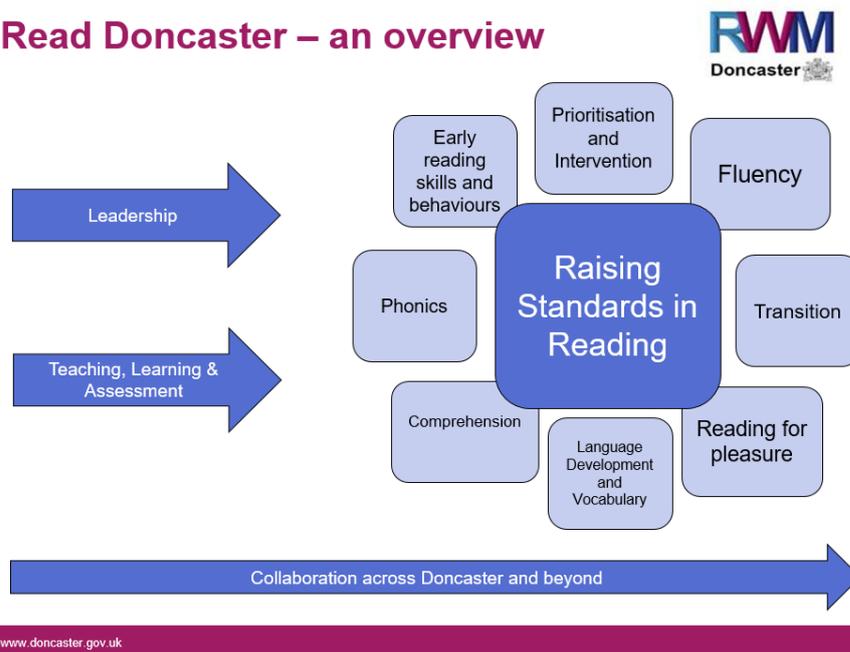
These priorities have begun to be addressed and will continue to be addressed, developed and actioned in a variety of ways, including through:

- a range of CPD and networks offered to all Doncaster schools and settings
- targeted support for identified groups of schools
- bespoke support for specific schools
- encouraging and facilitating links between schools and partners within and beyond Doncaster in order to share good practice
- celebration events featuring acclaimed keynote speakers in the fields of reading, writing and maths
- events to raise the profile of reading, writing and maths in schools, such as RWM Enterprise 22 and the Read Aloud Award in partnership with the library service.

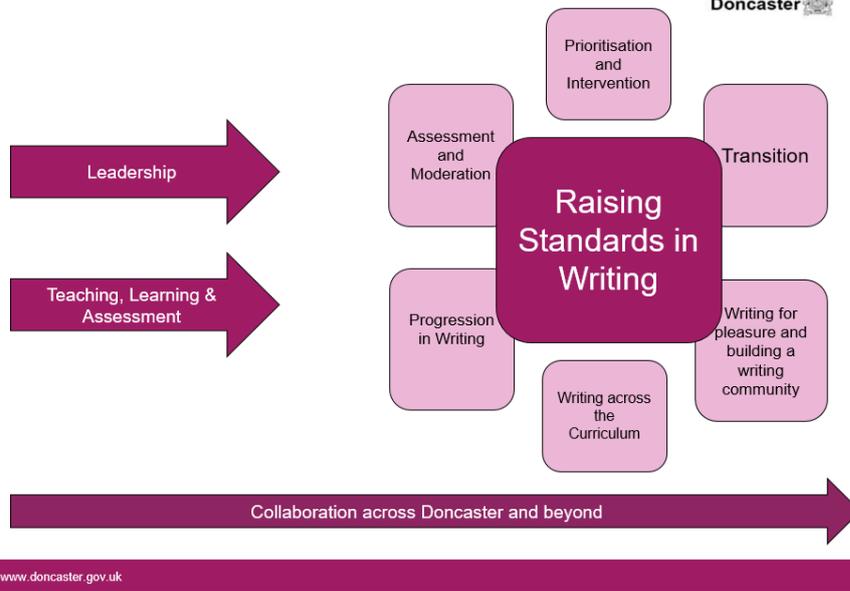
CPD, school support and networks are aimed at leaders and class teachers from all phases and the wider community through routes such as the Adult, Family and Community Learning team and the Enterprise and Employment team.

RWM Doncaster – An overview

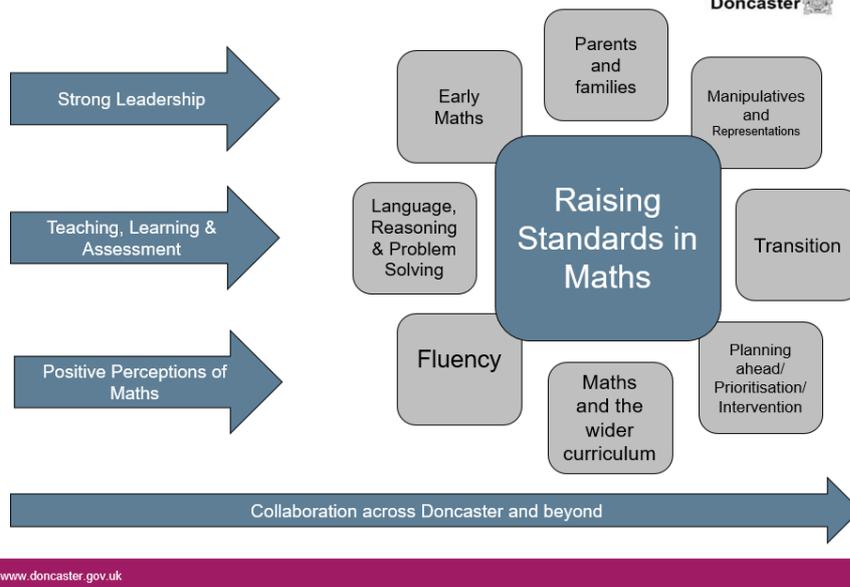
Read Doncaster – an overview



Write Doncaster – an overview



Maths Doncaster – an overview



RWM Doncaster CPD offered in the past 12 months

- CPD to support the phonics screening check
- CPD on the effective delivery of Letters and Sounds
- Creation of CPD packages to be used to support the AFCL team with developing reading in Key Stage 1 and Key Stage 2
- Joint work with Partners in Learning on the Opportunity Area's 'Developing Writing' programme

- Joint work with Partners in Learning to create a bank of diagnostic assessments, together with CPD in their use, to support reading and writing,
- RWM Doncaster **Celebrate RWM Doncaster** launch event with keynote speeches from Professor Kate Cain in reading comprehension and Professor Mike Askew in maths, with a focus on reasoning, problem solving and creativity in maths. Both keynotes emphasised the links and interconnectedness of reading, writing and maths.
- An oracy programme aimed at a targeted group of schools to offer support in developing oracy and to impact on attainment at the end of KS1 and KS2 in reading, writing and maths.

RWM Doncaster CPD planned for the next 12 months, including partnerships with a range of professionals

- A bank of training and opportunities linked to the Equity and Diversity reading group, developed in partnership with headteachers, teachers, English and library leads from a range of schools. This will include the sharing of a case study and further training on diversity, a resource to support schools build their diverse book stock and the Diversity and Equity book awards
- RWM Doncaster Networks for Y1/2, Y3/4 and Y5/6 colleagues. This will replace the former Y2 and Y6 networks and ensure clearer progression across school in reading, writing and maths.
- RWM Doncaster Enterprise 22 event aimed at young people in Primary, Secondary and Post 16 schools and settings. This will bring together the skills of reading, writing and maths, together with enterprise and skills. This will give young people the opportunity to develop the skills needed for business in real and meaningful contexts whilst still at school. The event will see RWM Doncaster collaborating with Doncaster businesses.
- Further **Celebrate RWM Doncaster** events will be run termly. The next event will feature keynotes from leaders at the forefront of reading, writing and maths. Professor Teresa Cremin, Felicity Ferguson and Ross Young have already confirmed that they will be speaking at the Spring Term celebration event.
- **Danum Read Aloud** award organised in partnership with Helen Foster from the library service
- Reading for Pleasure CPD with Teresa Cremin planned for next academic year
- RWM Doncaster English and Maths subject leader network that can be accessed by all Doncaster schools and settings, but will be offered free of charge for all Maths and English leads in targeted or intensive schools.

Additional Activity including personal professional development and building networks

- Personal professional development linked to reading, writing, maths and oracy

- Working with Partners in Learning to support the delivery of the reading element of the OA funding reading and writing programme
- Word Aware training – attending an online course in January to enable us to deliver Doncaster Word Aware CPD to Doncaster schools.
- Membership of the Teacher’s reading group for Yorkshire – aim to run one for Doncaster next year

Building networks

- Creation of the RWM Doncaster steering group – making links to a range of partners across South Yorkshire and beyond
- Links with the EYFS team – joint school reviews, feedback and consultation on the earlier versions of the strategies
- Engagement with the Challenge Partners Reading network including some support and links with the group
- Membership of the transition steering group
- Invited to become a Research school partner
- Membership of the Literacy Campaign steering group
- Links made with Aiden Nichol and the Youth Council including developing their engagement in a number of RWM projects
- Membership of the National Literacy Trust local leaders' group
- Partner of the South Yorkshire Reading Guarantee which links LAs and English hubs across South Yorkshire
- Collaborating with South Yorkshire Maths Hub – making links with primary and secondary representatives. Regular meetings held.
- Strong links being made with the Adult and Family Learning Team
- Enterprise – links being made with local businesses, through Employment and Enterprise Team and Doncaster Chamber of Commerce.

Income generation

The team were asked to generate income through their role. Some income has been generated this year and there are plans to develop this side of the strategy in the coming academic year through partnerships and extending the CPD on offer through RWM Doncaster. This income generation target will be increased during the 2022/23 financial year through the offer of training, courses and reviews to academies.

Some examples of income generation are provided below. This offer can be expanded for future years.

In-school consultancy

Reading reviews - **£1,200**

CPD offer

Phonics training - **£90.00**

Training through the research school - **£1,800**

Projected CPD offer income for November 2021: **£3192**

- RWM Doncaster Phase networks Session 1 (see * below) - **£3042**
- RWM Doncaster English and Maths Subject Leader Network – Session 1 (09/11/21 & 10/11/21) (offered at no charge to targeted and intensive schools): **£150**

Total income projected to be generated by the end of November - **£6,282**

RWM Doncaster Y1/2 Network: 3 sessions:

- **02/11/21 - 34 delegates - £951 ***
- 01/02/22 - 32 delegates - £897
- 15/03/22 - 31 delegates - £870

TOTAL: 97 places booked, income generation - £2718

RWM Doncaster Y3/4 Network: 3 sessions:

- **30/11/21 - 36 delegates - £1026 ***
- 08/02/22 - 31 delegates - £882
- 20/04/22 - 24 delegates - £681

TOTAL: 91 places booked, income generation - £2589

RWM Doncaster Y5/6 Network: 3 sessions:

- **24/11/21 - 40 delegates - £1065 ***
- 07/02/22 - 35 delegates - £951
- 19/04/22 - 31 delegates - £840

TOTAL: 106 places booked, income generation - £2856

Projected minimum income for all 3 sessions of RWM Doncaster Y1/2, Y3/4 and Y5/6 phase networks over 21/22 year: £8163

Conclusion

Success in reading, writing and maths is key to supporting social mobility and remains a priority development, particularly in those schools that serve our most disadvantaged communities. The RWM Doncaster strategy aims to draw together and unite work across Doncaster to drive up standards in reading, writing and maths across the borough. It aims to bring greater consistency, coherence and positivity and a raised profile for reading, writing and maths in the lives of all Doncaster learners. RWM Doncaster is looking at learning in all

	<p>phases and all contexts with a commitment to both lifelong learning and learning for life.</p>								
<p>Number of Schools / Areas / Pyramids affected</p>	<p>All schools and settings across Doncaster. Secondary schools have been invited to be part of the work done by the RWM Doncaster team. The following secondary schools have attended either Celebrate RWM Doncaster events or launch sessions for subject leaders – UTC, McAuley, Trinity and Don Valley Academy. From the Special School/PRU sector both Stone Hill and The Levett School have attended either the Celebrate RWM Doncaster event or the subject leader sessions.</p>								
<p>Financial Value of Proposal</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th data-bbox="360 869 659 981">2020/21 £</th> <th data-bbox="663 869 962 981">2021/22 £</th> <th data-bbox="967 869 1265 981">2022/23 £</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 987 659 1281">£66,000</td> <td data-bbox="663 987 962 1281">£66,000</td> <td data-bbox="967 987 1265 1281">£45,000 (The remainder of funding to be achieved through income generation)</td> </tr> </tbody> </table>			2020/21 £	2021/22 £	2022/23 £	£66,000	£66,000	£45,000 (The remainder of funding to be achieved through income generation)
2020/21 £	2021/22 £	2022/23 £							
£66,000	£66,000	£45,000 (The remainder of funding to be achieved through income generation)							
<p>Availability of Funding</p>	<p>The requested funding is part of the request for maintained Primary Schools de-delegation of budget for School Improvement for 2022-23.</p>								
<p>Impact Analysis</p>	<p>The work of the RWM Doncaster Lead Officers continues to show impact as detailed in the narrative above. The detail on the work of the officers in specific schools also provide clear evidence of impact in terms of the increase of expertise and subject knowledge of teachers who have benefitted from working with the RWM Doncaster Lead Officers. Although there have been no national statutory assessments since 2019, there is confidence that through this coordinated strategy and accompanying CPD and school support offer, improvements will be evident in future outcomes although it is very difficult to predict the impact of the extended and continued disruption to education caused by the Covid pandemic. This is why this strategy has to be a four year one as the long term effects of the COVID pandemic on children and young people are still being discovered.</p>								

Agenda Item No 2.2c
25 November 2021

	<p>However, RWM Doncaster is strongly committed to securing deep learning at all stages and the importance of lifelong learning is emphasised in the strategy. The lead Officers for English and Maths, RWM Doncaster Officers, are now working more strategically at a system level, developing long term strategies to address the deep seated challenges faced by our schools. This approach is particularly valuable in the current context where schools are faced with a set of new challenges relating to COVID-19 and its long-term effects on attainment and progress. The continuing work of the officers is vital in ensuring that this innovative RWM Doncaster strategy is implemented over the next two years to enable long term sustainable improvements to develop.</p>
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Expected Outcomes for 2022	<ul style="list-style-type: none"> • A continued increase in Combined measures of RWM at KS1 to exceed the national figure in 2019. • A continued increase in RWM Combined measures at KS2 to close the gap to national figures • Reading outcomes at KS2 will continue to improve at a faster rate than national. • Maths outcomes at KS2 will continue to improve at a faster rate than national. • There will be a continuation of high levels of support for targeted schools in both Maths and English • Officers will continue to deliver high quality CPD for individual schools and groups of schools. • Officers will continue their strategic work with Partners in Learning and The Opportunity Area initiatives including Doncaster Stories • RWM Lead Officers will develop their respective strands to ensure long term impact, together with the RWM Doncaster single strategy
Value for Money Analysis	<ul style="list-style-type: none"> • The direct employment of these officers is a very cost effective way of delivering support compared to the cost of external consultants
Sustainability	<ul style="list-style-type: none"> • There are opportunities through Buy Doncaster Learning Futures to offer support as a traded offer as part of a wider school improvement package.
Linkages with other Partners	<ul style="list-style-type: none"> • Continuing a close partnership with a range of external providers on agreed strategic priorities.

Alternative Options Considered	<ul style="list-style-type: none">• There are no other options to deliver the quality of provision at a similar cost.
Proposed reporting timeframe to School Forum on project	<ul style="list-style-type: none">• Termly reporting on outcomes, activities and impact.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Revenue Monitoring Quarter 2 2021

Purpose

1. This report details the forecast outturn for the Dedicated Schools Grant (DSG) budgets for the year 2021/22, as at 30 September 2021 (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 2021/22 the DfE funding settlement received in December 2020 was based on October 2020 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 2021/22, projected year-end outturn and projected year-end variance for 2021/22 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 £4.2m for 2021/22. Reasons for variances against budgeted spend lines for 2021/22 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 (2021/22 - 2024/25) for the High Needs Block.

Schools Block

8. The Schools Block budget overall is showing a projected (£562k) underspend for the year due to underspends on the provisional Growth Fund payments for 2021/22 which are included at appendix C with final payments to be confirmed following the October 2021 census. This is offset by a slight overspend on the staff compensation for maternity budget.
9. The total staff compensation budget for maternity pay contains an allocation of £258k with estimated expenditure for 2021-22 of £320k creating an overspend of £62k.
10. This maternity budget is also incorporated into budget report (item 2.2) in the proposed rate of de-delegation for this budget for 2022/23 in order to continue.

Central Schools Services Block

11. The Central Schools Services Block budget overall is showing a projected (£20k) 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 2020.

High Needs Block

12. The High Needs Block budget overall is showing a projected £4.7m overspend for the year.
13. Budgets for 2021-22 have increased to estimated expenditure figures (based on 2020-21 outturn levels and known changes) with the balance of these increases showing a £0.9m 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 £2.5m for 2021/22, further reporting on this element is detailed under agenda item 2.6.
15. The specialist post 16 institutions budget is forecast to overspend by £0.8m based on expenditure to date and starters from September 21. This area is currently being reviewed to understand the reasons behind this large overspend position.
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.
17. The High Needs Block Forum Sub Group is continuing to meet termly to discuss the current high needs budget position and developments in this area, with a previous meeting held on the 10th November 2021.

Early Years Block

18. The Early Years Block budget overall is showing a break even position for the year.
19. There is an expected overspend of £0.2m as shown against the 2 year old funding and £0.1m against the Early Years Pupil Premium offset by underspends against the 3 & 4 year old funding.

High Needs Block Medium Term Financial Plan (2021/22 - 2024/25)

20. Appendix B sets out details of the High Needs block budget across the current and following 3 financial years.
21. Grant income and expenditure assumptions are as listed and the plan incorporates expected changes in funding through the DfE's announcement in July 21 of an extra £4.3m extra DSG High Needs Block for Doncaster in 2022-23.
22. Expenditure budgets have been reviewed based on 2020-21 outturn positions and other known changes resulting from the LA's Behaviour Improvement Programme and Big Picture Learning. Savings figures in later years are anticipated from the current year expected spend on Out of Authority Placements.
23. 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 (approved for 2022-23 at the September 21 meeting).
24. Allowing for the above, the current High Needs overspend position will be £9.3m by the end of 2024-25, as shown within appendix B with total overspends of £13.2m expected at the end of 2021-22, £14.4m in 2022-23 reducing to £13.1m in 2023-24.
25. 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 2021/22 to 2024/25 and to build in anticipated savings expected as a result of the Future Placement Strategy, new SEND strategy and implementation of the graduated approach.
26. Over the last 2 years and into 2022/23 the Government has recognised the position that many Councils face managing costs within the funding allocated for the High Needs Block. In response, funding has been increased, with Doncaster receiving increases of 15%, 14% and 10% (provisionally) in each of these 3 years respectively.
27. There remains uncertainty over future levels of funding for 2023/24 and 2024/25. When considering best, most likely and worst case estimates on funding increases (with varying approaches being taken across the region reflected in our scenarios) we have considered potential increases of 10%, 5% and 3% respectively. The 10% is based on the prior 3-year funding increases, 5% is based on a more prudent half of the 2022/23 increase and 3% is based on a lower/inflationary level estimate.

28. Under the different scenario's, based on the current plan which is still under review, the best case funding increase would lead to a £1.9m overspend position by the end of 2024/25 and a balanced position within 2025/26. The most likely funding increase case we would not break even by 2025/26 but in year surplus levels would indicate a potential return to break even over a 6 year period (by the end of 2027/28). Under the worst case scenario there would remain a deficit until around 2030/31 unless further funds were made available by government in future years. The result of these scenarios can be also seen within appendix 2.
29. The current medium term financial plan continues to assume that no request will be made to Schools Forum to transfer up to 0.5% of schools block funding to the High Needs Block.

Consultation

30. 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

31. The adjusted quarter 2 updated position (end of September 2021) shows a forecast in-year DSG overspend of £4.2m. 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.

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APPENDIX A
Revenue Monitoring 2021/22 Quarter 2

Service	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Explanation of Outturn Variance / Change from Previous Quarter	Quarter 1 DSG Budget for	Quarter 1 Projection	Quarter 1 Projected DSG	Difference
	£'000	£'000	£'000		£'000	£'000	£'000	£'000
SCHOOLS BLOCK DSG								
Individual School Budgets	40,436	40,436	0		40,436	40,436	0	0
Staff Absence Compensation - Maternity	258	320	62	Based on spend to date, which can change through the year. A request to increase the rate of de-delegation for this budget is included within the budget setting report for 2022/23 for this to continue.	258	295	37	25
Staff Absence Compensation - TU Facility	83	83	0		83	83	0	0
Museums-Art Gallery(Education Service)	42	42	0		42	42	0	0
EMTAS & GRT Virtual School	130	130	0		130	130	0	0
Other Insurances	9	9	0		9	9	0	0
Free School Meals Eligibility	26	26	0		26	26	0	0
Support for Schools in Financial Difficulty (Causing Concern)	67	67	0		67	67	0	0
Growth Fund	983	370	(613)	Based on estimated pupil numbers from September 21 and following discussions with schools for increases from September 21. This will be updated following the Oct 21 census when actual pupil numbers will be confirmed.	983	370	(613)	0
Additional school improvement services (incl. Maths/Literacy Lead)	87	76	(11)		87	76	(11)	0
Education functions for maintained schools (former ESG general duties)	173	173	0		173	173	0	0
Schools Block Unallocated	0	0	0		0	0	0	0
SCHOOLS BLOCK Sub-total	42,294	41,732	(562)		42,294	41,707	(587)	25
CENTRAL SCHOOL SERVICES BLOCK DSG								
Servicing of Schools Forum	35	15	(20)		35	15	(20)	0
School Admissions	314	314	0		314	314	0	0
Miscellaneous Provision (Safeguarding)	23	23	0		23	23	0	0
Recharges Corporate Services/Management	91	91	0		91	91	0	0
ICT revenue funding	99	99	0		99	99	0	0
National Copyright Licences	275	275	0		275	275	0	0
Education functions for all schools & academies (former ESG retained duties)	731	731	0		731	731	0	0
Learning & Behaviour Support Service	57	57	0		57	57	0	0
CENTRAL SCHOOL SERVICES BLOCK Sub-total	1,625	1,605	(20)		1,625	1,605	(20)	0
HIGH NEEDS BLOCK DSG								
Mainstream EHCP Top Up funding	6,200	6,622	422	Budget increased for 2021-22 based on 2020-21 outturn. Expenditure forecast based on spend to date and known payments still to be made with a forecast of growth for new cases.	6,200	6,371	171	251
Special Schools - ISB	7,079	6,950	(129)	Based on summer term 2021 funding. The funding shown for Special Schools has increased compared to the previous year due to the full year effect of the Bader Academy. Forecast at Qtr 2 has reduced due to numbers currently in a Speical School.	7,079	7,079	0	(129)
PRUs Incl. Mulberry Unit	2,886	2,903	17		2,886	2,903	17	0
North Bridge Enterprise College	637	982	345	The number of children at NBEC is to remain constant for the next academic year.	637	992	355	(10)
Primary Outreach	354	354	0		354	354	0	0
Additional Resource Centre's	0	0	0	Schools now transferred to academy status and the ARC provision has transferred to the LA under the Hearing Impairment Service.	0	0	0	0
Big Picture Learning	829	829	0	Budgeted outcomes for expected payments	829	829	0	0
Secondary Outreach	107	107	0		107	107	0	0
Children's Specialist Equipment	25	100	75	Outturn estimate based on initial findings from an Adults review of shared contract. More work is being completed in this area to understand the full impact.	25	100	75	0
Specialist Post 16 Institutions	2,500	3,317	817	Overspend due to increase in Post 16 and Post 19 cohorts. Budget based on 2020-21 outturn however increase in overall pupil numbers funded top-up to 128 for 21/22 (increased by 19 in Q2, with growth of 5 more expected) compared to 103 for 20/21. Review to be presented to future School Forum meetings.	2,500	2,988	488	329
Post 16 FE Colleges	700	700	0	Projection based on intake for September 21.	700	560	(140)	140
Pupils Educated Out Of Area - LA SEN	5,517	6,784	1,267	There are currently 116, with growth of 15 more expected, children in placements compared to 95 expected as part of the budget setting process (and 80 children at the start of 2020-21) with all placements agreed at the JRP panel. Further report are expected to Schools Forum at each meeting.	5,517	6,715	1,198	69

APPENDIX A
Revenue Monitoring 2021/22 Quarter 2

Service	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Explanation of Outturn Variance / Change from Previous Quarter	Quarter 1 DSG Budget for	Quarter 1 Projection	Quarter 1 Projected DSG	Difference
	£'000	£'000	£'000		£'000	£'000	£'000	£'000
Pupils Educated Out Of Area - LA CWD	1,459	1,856	397	There are currently 14 children in placements compared to 11 expected as part of the budget setting process with all placements agreed at the JRP panel. Further report are expected to Schools Forum at each meeting.	1,459	1,829	370	27
Pupils Educated Out Of Area - DCST	3,083	3,893	810	The original budget was based on OOA numbers being 43 at 31st March 2021 but at outturn the number was 56, of which 6.5 were assumed to be due to the impact of Covid 19. The current OOA numbers at end of August are 55 placements; forecast to be reduced to 45 by the end of March 2022. Covid continues to affect the Trust although the intention is to reduce OOA via the Future Placement Strategy and greater utilisation of current homes and Keys to Your Future.	3,083	3,841	758	52
Specialist AP provision	500	475	(25)		500	475	(25)	0
Other LA recoupment	500	510	10	There has been an increase in expected recoupment from 2020 to 2021 in the numbers of young people placed in other LA special schools, from 18 to 22. This reflects the pressure on DMBC special schools but also geography and the nature of SEN. At the moment Doncaster do not have any provision designated to meet the needs of children with ASD for example whereas RMBC have Milton School.	500	442	(58)	68
ASD SCHOOLS SUPPORT	684	654	(30)		684	658	(26)	(4)
HI SCHOOLS SUPPORT	825	775	(50)	Allocation includes the Primary ARC provision with budget and staff transferred in on academisation of the school. Small underspend expected.	825	813	(12)	(38)
VI SCHOOLS SUPPORT	329	307	(22)		329	329	0	(22)
Pre-School Inclusion - Portage/SEN	923	923	0		923	923	0	0
Learning & Behaviour Support Service	373	365	(8)		373	365	(8)	0
Pupils Educated At Home	92	85	(7)		92	86	(6)	(1)
Independent Behaviour Provision (Tops Team)	149	148	(1)		149	148	(1)	0
Contributions to Centrally Retained & De-delegated Budgets	96	96	0		96	96	0	0
High Needs Contingency/Unallocated	(851)	0	851	Contingency budget overspend based on expected budgets across the high needs block	(851)	0	851	0
HIGH NEEDS BLOCK Sub-total	34,996	39,735	4,739		34,996	39,003	4,007	732
EARLY YEARS BLOCK DSG								
Nursery Education Fund - 2 year olds	3,128	3,345	217	The 2020-21 funding is being based on the original funding calculation, 9/12ths Jan 2020 + 3/12ths Jan 2021. The DfE have confirmed that they will publish final allocation adjustments for this in November 21. The 2021-22 early years funding allocations will be updated in January 2022 to show the adjustments for the summer 21 and autumn 21 terms. We expect further funding announcements (based on January 2022 census data) which will balance back to projected outturn/payments (variance offset on contingency code).	3,128	3,128	0	217
Nursery Education Fund - 3 & 4 year olds	16,345	16,065	(280)	The 2020-21 funding is being based on the original funding calculation, 9/12ths Jan 2020 + 3/12ths Jan 2021. The DfE have confirmed that they will publish final allocation adjustments for this in November 21. The 2021-22 early years funding allocations will be updated in January 2022 to show the adjustments for the summer 21 and autumn 21 terms. We expect further funding announcements (based on January 2022 census data) which will balance back to projected outturn/payments (variance offset on contingency code).	16,345	16,345	0	(280)
Early Years Retained Duties	721	721	0		721	721	0	0
Early Years Pupil Premium	211	272	61		211	211	0	61
Early Years Contingency	0	2	2	Projection based on expected funding reductions on 2, 3 & 4 year old funding (to net off underspends shown above)	0	0	0	2
High Needs Block transfer to EY Block - Early Help funding	450	450	0		450	450	0	0
Disability Access Fund	78	78	0		78	78	0	0
EARLY YEARS BLOCK Sub-total	20,933	20,933	0		20,933	20,933	0	0
EARLY YEARS BLOCK DSG								
Grand Total	99,848	104,005	4,157	In-year 2021/22 overspend of £4,157m	99,848	103,248	3,400	757

APPENDIX B

Dedicated Schools Grant High Needs Block Medium Term Financial Plan (2021/22 - 2024/25)

High Needs Block Funding	2020/21	Estimated				Notes/Assumptions
		2021/22	2022/23	2023/24	2024/25	
Initial DSG Settlement	36,947,237	42,128,785	46,516,827	48,842,668	51,284,802	2021-22 funding based on National Funding Formula (DFE update March 21) and provisional 2022-23 advised as per DfE July 21. Added a 3% increase in DSG budget (approx £1.4m pa) into the forecast. Future year allocations still be confirmed by the DfE but would expect some sort of increase.
less High Needs Places deductions (Academies)	-5,651,502	-6,683,002	-6,683,002	-6,683,002	-6,683,002	Have amended funding assumption for 23/24 and 24/25 to 4%. This is uncertain due to DfE funding envelope and post COVID government funding situation, but increases 20/21 to 22/23 were 15%, 14% and 10% and there continues to be huge pressure on LA DSG budgets. Expect to have info in July 22 for 23/24.
less HN funding transfer to EY block (Early Help Strategy)	-450,000	-450,000	-450,000	-450,000	-450,000	Deductions as per March 21 notification. Increases from previous years due to the special schools that have become academies / new free school.
	30,845,735	34,995,783	39,383,825	41,709,666	44,151,800	Subject to annual School Forum approval in September each year.
High Needs Block Expenditure Projections						
Mainstream EHCP Top Up funding - EHCP's	3,460,717	4,769,709	2,047,000	0	0	Assumption of a further 10% increase in expenditure in 22-23, 5% increase in 23-24 as expected tailoring off of EHCP requests. Further work required in this area.
Mainstream EHCP Top Up funding - High Needs	538,331	592,405	254,240	0	0	
Mainstream EHCP Top Up funding - Specials	464,175	460,267	474,075	488,297	488,297	Amended assumptions to 3% inflation increase in 22-23 and 23-24 and 0% in 24-25 per discussion with MO. Budget from Mainstream EHCP Top Up, High Needs and AP / Tuition to be moved to a locality based approach from Sept 22 where savings may be made however nothing built into the forecasting for this as yet.
Mainstream EHCP Top Up funding - AP & Tuition	1,281,194	609,192	261,445	0	0	
Mainstream EHCP Top Up funding - Other	411,029	190,427	196,140	202,024	202,024	Increases of inflation of 21-22 budget of 2.0%. Prior year funding based on paying place funding reduction years due to special schools that have academised.
Locality Based Approach Element 3 (EHCP's, High Needs & AP & Tuition.	0	0	3,587,760	6,334,959	6,334,959	
Special Schools	6,091,319	6,950,000	7,220,580	7,364,992	7,512,291	Total budget increased in 21-22 for the full year effect of Bader.
Special Schools Outreach	0	0	-102,083	-175,000	-175,000	Reduction of Outreach budget to Special Schools from Sept 22.
Special Schools Outreach	0	0	81,667	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	2,957,098	2,903,000	2,961,060	3,020,281	3,080,687	Increases of inflation of 21-22 budget 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	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	0	525,000	525,000	525,000	SEMH Locality based model - 3 localities paying £175k each from April 22 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.
North Bridge Enterprise College	961,650	982,000	794,220	398,940	161,040	
Primary Outreach / Primary Learning Centres	441,893	354,000	361,080	368,302	375,668	Local Authority staffing (former Bentley HS) + pay inflation estimate
Secondary Outreach / Secondary Learning Centres	105,000	107,000	109,140	111,323	113,549	Local Authority staffing (former Bentley HS) + pay inflation estimate
Additional Resource Centres	0	0	0	0	0	Budget and function moved to the Hearing Impaired Team for the Plover HI unit
Big Picture Learning	670,804	829,000	1,003,850	885,210	885,210	Based on latest BPL cost model. The model is currently under review with a report expected at cabinet November 21.
Children's Specialist Equipment	29,211	100,000	100,000	100,000	100,000	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.
Specialist Post 16 Institutions	2,501,267	3,317,000	3,648,700	3,581,135	3,581,135	Assumption of a further 10% 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. This should free up spend at CSC (average cost £35k per place) less top to be paid to Stone Hill.
Post 16 FE Colleges	718,193	700,000	700,000	700,000	700,000	Budget based 2020-21 outturn position
ASD Schools Support	616,240	654,000	667,080	680,422	694,030	Local Authority staffing + pay inflation estimate
HI Schools Support	735,992	775,000	790,500	806,310	822,436	Local Authority staffing + pay inflation estimate
VI Schools Support	341,108	307,000	352,920	359,978	367,178	Local Authority staffing + pay inflation estimate. 2022-23 increase to include Habilitation Officer post.
SEN Pre School Inclusion, Portage, Seedlings & Early Intervention Allowance	864,207	923,000	941,460	960,289	979,495	Local Authority staffing + pay inflation estimate
Pupils Educated Out Of Area - SEN	5,241,177	6,784,000	7,821,753	8,693,820	9,101,661	In September 2021 there will be 119 OOA SEN placements and there are 18 more projected in year (3 per month), so 137 by March 2022. The projections are based on 35 growth per year, with current students leaving at 18 years old and 9 other leavers within the year.
						The net growth in the past few years are as follows: 2019/20 - 28, 2020/21 - 25 and projected 2021/22 - 32. The projections allow for less growth due to the 2 new post in the SEN team that should increase standard of casework, therefore meaning less children go out of authority and the expected plateau of EHCP's.
Pupils Educated Out Of Area - SEN	0	0	-1,300,000	-1,600,000	-1,600,000	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 12 existing OOA placements can be brought back to Doncaster (assumption that this will throughout the year). More detailed financial modelling required for this.

High Needs Block Funding	2020/21	Estimated				Notes/Assumptions
		2021/22	2022/23	2023/24	2024/25	
Pupils Educated Out Of Area - CWD	1,263,405	1,856,000	1,365,000	1,094,000	934,000	Currently there are 14 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	3,459,251	3,893,000	3,700,000	3,300,000	2,900,000	At the end of June DCST had 58 OOA placements; and their projection is to reduce this to 34 by the end of March 2022. As part of the Future Placements Strategy the plan to reduce the numbers includes assumptions that Cantley SILS becomes regulated by 1 October 2021, the new 16+ regulated home is operational by 1st Jan 2022 and two of the two bed homes are operational by 1st February and 1st March 2022, resulting in 12 fewer OOA placements. In 2022/23 it is planned that a further two x two bed homes are to be opened. Please note the DSG forecast also assumes Education costs of £500k 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. 22/23 onwards costs based on Aarons most recent modelling work Sept 21 as most likely scenario - but still ongoing work & changing financial picture.
Specialist AP provision	830,119	475,000	500,000	500,000	500,000	The AP framework established as per the Behaviour Improvement Programme (Behaviour Review). Expenditure increased in 2020-21 to educate those children that were expected to attend the Big Picture Learning Project, however expected to continue at previous year levels in the future.
Pupil Educated At Home	77,055	85,000	86,700	88,434	90,203	Local Authority staffing + pay inflation estimate
Learning & Behaviour Support Service	353,481	365,000	372,300	379,746	387,341	Local Authority staffing + pay inflation estimate
Other LA recoupment (SEN)	402,027	510,000	500,000	500,000	500,000	Budget for pupils education in a special school out of Doncaster.
Independent Behaviour Provision (Tops Team)	147,180	148,000	150,960	153,979	157,059	Local Authority staffing + pay inflation estimate
Contributions to Centrally Retained & De-delegated Schools Budgets	71,015	95,865	90,000	85,000	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.
Covid contribution towards High Needs work completed.	-657,180	0	0	0	0	
Gross Expenditure	34,376,958	39,734,865	40,612,546	40,397,440	40,288,263	
High Needs Variance (in Year)	3,531,223	4,739,082	1,228,721	-1,312,226	-3,863,537	
DSG Schools Block, Early Years Block Variance	163,251	-582,000				
DSG Projects funded from prior year underspends	143,310					
Overall DSG Balance	9,049,918	13,207,000	14,435,721	13,123,495	9,259,958	

Budget modelling scenario's around future funding levels

Overall DSG Balance if:

Worst case - 3% uplift in 23/24 and 24/25.	13,207,000	14,435,721	14,053,832	12,125,395	Regionally some LA's are projecting minimal 23/24 DSG grant uplift (but not balancing their cumulative DSG deficit over medium term, only balancing in year (so not clearing deficit.). In year 24/25 surplus of £2.5m if continued would not clear debt until c.2029 based on current expenditure assumptions (still being confirmed by service as a 10th Sept 21).
Most likely - 5% uplift in 23/24 and 24/25	13,207,000	14,435,721	13,123,495	9,259,958	Assumed 5% in both year as DfE funding increases may not be as high as 22/23 due to governmental Covid pressure on resources. In year 24/25 surplus of £4.4m if continued would not clear debt until c. mid 2026 based on current expenditure assumptions (still being confirmed by service as a 10th Sept 21). Regionally some LA's are projecting future years DSG grant uplift in line with 20/21 to 22/23 uplifts, as reflection that for LA's to bring High Needs Block DSG balances into a balanced position will still require additional funding from the ESFA as numbers and need continue to grow and the implications of this growth which were all part of the reasons for past 3 years funding increases.
Best case - 10% continued uplift in 23/24 and 24/25.	13,207,000	14,435,721	10,797,654	1,933,558	

APPENDIX C																	
Indicative Growth Fund Payments for Financial Year 2021/22																	
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 2021	Final October Census 2021 pupil numbers Reception	actual pupil number increase on original PAN	Total pupils Oct 20 (excl. nursery)	Total pupils Oct 21 (excl. nursery)	Funded increase in pupil number (Capped at overall increase from Oct 20 to Oct 21 census)	Minimum Funding (Average Taught Cost for 7 months) ONLY	Maintained / Academy	Growth Fund payment for period Sept 21 - March 22 (7 months)	Growth Fund payment for period April 22 - August 22 (5 months) ACADEMIES ONLY	Growth Fund payment for period April 22 - August 22 (5 months) CRITERIA 1	NOTES
Hayfield Lane	1	30	R	£3,123	30	60	60	30	30	60	30	£24,410	Maintained	£54,653	£0	£0	New classes being built on each year group to increase total capacity to 60 per year - 1 per year starting from Sept 15 to Sept 21
Rossington All Saints	1	30	7	£4,404	150	190	190	40	750	790	40	£24,410	Academy	£102,760	£73,400	£0	
Hall Cross	1	30	7	£4,404	280	310	310	30	280	310	30	£24,410	Academy	£77,070	£55,050	£0	New class for year 7 pupils to increase pupil numbers by 30
Don Valley	1	16	7	£4,404	224	240	240	16	224	240	16	£24,410	Academy	£41,104	£29,360	£0	New class for year 7 pupils to increase pupil numbers by 30
														£275,587	£157,810	£0	Total Payments 21/22 Growth Fund
																	£433,397
AWPU Rates 2021-22 APT																	
Primary (Years R-6)	£3,123.00													Financial Year breakdown		21-22	22-23
Key Stage 3 (Years 7-9)	£4,404.00													Apr - Aug 21	£94,447		Growth Fund 20-21 (Apr - Aug 21 payments)
Key Stage 4 (Years 10-11)	£4,963.00													Sept - Mar 22	£275,587	£157,810	Growth fund 21-22 (Sept 21 - March 22 payments)
																£0	Growth Fund 21/22 (Apr - Aug 22 payments)
														CN029	£370,034	£157,810	



Doncaster Council

Behaviour Improvement Programme Update: November 2021

Background:

The borough-wide Behaviour Review (2018) made a set of observations and recommendations around improving behaviour systems Doncaster. Following consultation with the wider system in November 2017, the Behaviour Transformation Programme was initiated following sign off at cabinet in April 2018. This plan involved taking a systems approach in relation to the support provided to schools, meeting specific needs of individuals and creating the necessary provisions for young people who cannot remain in a mainstream setting

The historical challenge in Doncaster has been significant, with, high numbers of fixed term exclusions and managed moves, and high rates of persistence absence. The rate of permanent exclusions had been rising and there was a need to ensure a robust range of provisions and decision making processes to support schools with preventative measures. Alongside this Doncaster has a relatively high number of young people who are educated outside of mainstream either within specialist or alternative provision settings. Our self-evaluation, together with the findings of our Local Area Special Education and Needs and Disability Ofsted/CQC report, have noted the emerging impact of work undertaken so far but have also recognised the influence of SEND identification and funding arrangements on some behavioural outcomes and the need for earlier intervention, improved specialist capacity and more coherent services to ensure a focus on meeting needs as early as possible.

The key issues at the time of the initial report were:

- Doncaster had a high proportion of young people educated away from mainstream schools. The historical arrangements around these alternative provisions have not ensured appropriate curriculum or strong accountability and this has resulted in some young people being in inappropriate or low quality settings.
- Secondary fixed term exclusions and persistent absenteeism have been significantly higher than national averages and growing for 3 years. Pupil mobility and the numbers of young people who are electively home educated were high.
- Outcomes for pupils at 'SEND support' have been weak for three years, with inconsistent approaches to identification and delivery at this lower 'tier' of need. High Needs Funding has not been used consistently to provide early intervention at this stage.
- There has been no specialist behaviour provision in Doncaster and until 2020, no specialist provision for young people with autistic spectrum needs. This has impacted upon the constitution of the Pupil Referral Unit and the flexibility for the unit to play its role in supporting the system with challenging behaviour.

- There had been no clear local agreement on what an effective graduation of support for young people would look like. There has therefore been significant inconsistency in the approaches taken by settings when confronted by behaviour challenges.
- The need for more effective local or phase wide ownership at secondary level in designing and using alternative provision and influencing commissioning. This, in turn, has impacted upon exclusions and the high mobility of vulnerable pupils within the system.
- There was a need to strengthen the coherence of coverage of services aimed at advising and guiding schools with assessing and responding to behavioural needs.

The aims of the plan were to:

- Introduce a graduated response to the needs of children and young people, consistently used by partners in describing the level of provisions required matched to the needs of children and young people.
- Ensure that there is improved understanding and capacity to overcome barriers to inclusion policies and behaviours in schools including a renewed partnership commitment to delivering a better system and a clear and coherent support offer from the L.A.
- Ensure the use of alternative provision more sparingly and is of a sufficiently high quality. This is to be commissioned centrally on behalf of the school system.
- Ensure a range of high quality specialist provision at level 4, including the development of a provision to support young people with Social Emotional and Mental Health (SEMH) needs

Actions taken since 2018:

A new high level graduated approach to meeting need was consulted on and agreed ready for September 2018. This work was then used in order to produce the detailed Graduated Approach and toolkit, which is an evolving document, published in 2020 on the Local Offer site (<https://www.doncaster.gov.uk/services/schools/graduated-approach>).

The launch of the Inclusion Summit and Inclusion Charter in 2018 created a set of priorities and momentum across the wider partnership. This laid out a set of principles for inclusion and a strategic intent statement were produced across the wider system and a set of priorities were identified with schools at each phase. These particularly involved the need to gain earlier funding of SEND for primary schools and for secondary schools, access to alternative provision and the consideration of devolved funding. This allowed a stronger involvement and influence from head teachers and CEOs in the Inclusion board and the Head Teachers Inclusion working Groups at secondary. A working group developed the principles of a renewed Fair Access protocol for both phases, which operated from September 2020.

The above work led to the shaping of the borough wide SEND strategy and the Memorandum of Understanding around inclusion, developed at secondary level. This MOU reaffirmed the existing partnership commitment to reducing exclusions and required schools to have more accountability

for their exclusion patterns and data, with a package of support from the LA and access to support in preventing exclusions. Schools can develop their own provision, with quality assurance from the local authority team. The partnership will review the performance of all schools and the LA on a regular basis. Complementing this and building on our Local solutions approach we have developed a 'Team around the school' model, working with early help leads, CAMHS and social care to develop strategic plans around inclusion for our schools where this is most needed.

A range of measures were taken to develop strengthened advice, guidance and support to schools and families. A single Behaviour Support Service for all phases was created, and later, with support from the Doncaster Opportunities Area, a Transition service. Both of these services have a clear operating procedure and a renewed focus on professional development for staff teams in order to improve and maintain knowledge and skills. This was supplemented by a single training framework for behaviour and inclusion across LA services (published in February 2020) and a sequence of well attended inclusion networks, which have now joined with SEND networks in order to offer greater coherence.

Doncaster Council arrange education for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. Schools will arrange education for pupils to improve their behaviour at an off-site location. In 2018 we began the re-shaping of our alternative provision landscape to focus on bespoke re-integration, assessment and therapeutic support, with some centrally commissioned providers and the use of the Inclusion Panel to deliver specifically commissioned placements for young people on the basis of need. This replaced some of the previous provisions which had not aligned to the vision around ensuring quality and consistency in line with national policy. This included:

- Creating and Assessment and Reintegration centre in order to service all provision for Day 6 of permanent exclusion and for any other students with unknown needs coming into the borough or where emergency assessment is required. This has been delivered by St Wilfrids Academy and has supported the precision and credibility of IYFAP decisions.
- Reviewing the cohorts at Levett School and creating capacity for distinct SEMH provision and to increase the capacity for additional support to mainstream schools around reintegration. Also to create the ambition for Levett to extend its scope to Key Stage 4 young people and to reduce our commitment to NBEC for this age group. The SEND Strategy (governed through the SEND board) is committed to ensuring a further 30 places for SEMH provision by the end of the current academic year through its sufficiency plan.
- To create and grow the Alternative Provision framework through a Dynamic Purchasing System (DPS), which is a procedure available for contracts for works, services and goods commonly available on the market as a procurement tool. Doncaster's Alternative Provision within the DPS began on the 10th September 2018 and we now have over 60 providers.
- The re-purposing of the Big Picture Learning contract to supply further support for young people affected by the pandemic. Whilst these cohorts are at a lower level of need than other AP, they include young people who have recently come out of home education, are persistent absentees or have struggled to engage with schools. The 'Big Picture' provision is working to support children to reintegrate into school at Key Stage 3 and the 'Vega College' works with employers in order to engage young people with the workplace and to improve engagement with meaningful qualifications.

Whilst many of the planned activities had been actioned prior to the start of the pandemic in March 2020, it is clear that there are some areas where progress has been affected, particularly in relation to the development of SEMH provision, with the SEND strategy being on hold and schools having to attend to the numerous challenges and operational demands brought on by Covid. Whilst the cohort review of PRU places has been successful in creating capacity, the school has had to respond to a number of pressures brought on by the pandemic and the delivery of these places remains a priority. The PRU have moved to a new site for Key Stage 3 pupils during 2020 in anticipation of its expanded roll. The pandemic has affected further priorities and energies also, with some activity has also been diverted to response, including the need to support schools with behaviour risk assessments, supplying training and support around mental health needs, responding to increased demand for AP brought on by the pandemic and providing deeper support to the wider system to support transition. The priority now will be to mobilise the delivery of SEMH provision in line with the plan developed by the SEND Board.

Impacts so far:

Doncaster Graduated approach and toolkit has been developed with schools and practitioners across the system and peer reviewed by system leaders in inclusion. Training has now been rolled out to 97% schools and the majority of LA officers working in the children's directorate.

Whilst acknowledging the fluctuations and varying nature of school attendance and delivery through the pandemic, it is clear that pressure on schools has risen due to increasing mental health needs of children and families during this period, and particularly since March 21. Whilst there is no comparative data round permanent exclusions available yet, it is clear that there has been impact in terms of our work in preventing exclusion. These declined by 87% over the last year, with 27 exclusions have been issued and 31 have been prevented through joint working. There has been only 1 primary permanent exclusion since January 2020, despite a reported significant rise nationally. Over half of our secondary estate have not issued a permanent exclusion and 3 of the 4 schools whose exclusions increased had issued none in the previous year. 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 lowered for SEND groups (reducing from 28 in 2018-2019 to 6 in 2020-2021) and Children in Care (reducing from 1 to 0). All statutory timescales met for Day 6 and PEX meetings in 2020/2021, with nearly all schools admitting excluded children within expected timeframes.

Reducing the rates of fixed term exclusions continues to be a challenge for us, despite improvements of late. Our primary fixed term exclusions have reduced significantly over the last two years, reflecting a 23 place improvement in the national L.A. rankings. The gap with the national average for primary has, since 2018-2019 reduced by 1.22 to 0.11 for exclusion 'rate' and for pupils with '1 plus per 100 students' by 0.47 to 0.04. However, whilst our secondary fixed term exclusion 'rate' has reduced substantially, closing the gap on national averages by 17.96 (to 9.99) and by 2.24 (to 3.12) for the '1 plus' measure, we feel that is important to understand the reasons behind this and will become a prime focus for us over the coming year.

During 2018-2019, 96 young people who had previously been in long term, full time provision transitioned into other schools and provisions, 21 young people of whom returned to mainstream education, with no young people becoming permanently excluded as a consequence.

During covid we have experienced rising levels of need, which have meant that we have had to offer more provision than originally planned in order to ensure continuity of provision for some young people. The Inclusion Panel now meets fortnightly in order to service demand, with 162 students accessing 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 pupils who have accessed short term alternative provision. BoSS officers have worked with 282 pupils, up by 212 from the previous year, with officers now working in secondary schools as well as primary and have supported 116 students back into full time mainstream places, following intervention. 81 training courses delivered to schools including “introduction to trauma”, “positive behaviour management”, “Team Teach” and “introduction to play therapy”.

Additionally attendance services have worked to ensure earlier intervention around those who are Electively Home Education (EHE) and ensuring that young people are in receipt of a suitable education. Whilst Doncaster had seen a dramatic rise in enquiries and notifications over the last year (252% during 20-21), there has been a real time 25% decrease in EHE children within the Borough since the start of the 2019-2020 academic year. The covid period has seen attendance officers working in localities and offering support to all schools. There is a need now to ensure a refreshed borough wide approach to attendance and ensuring suitability of education, linking to associated areas such as EHE, CME and the use of part-time timetables.

Next Steps and priorities:

- ✓ Developing appropriate SEMH provision will now be a priority. This will take place through the relevant working group in the SEND board. It is anticipated that, in all, 42 places will be delivered across Doncaster, working with partners in localities alongside the delivery of our planned changes in the Levett PRU.
- ✓ Developing an approach to further reducing fixed term exclusions, using our QA processes to work with schools to identify areas for further support and developing an audit tool for schools to help this.
- ✓ We will continue to prioritise mental health provision for our young people and are updating our plans in order to ensure a borough wide approach, working with schools and partners to deliver consistent provision and access to support, based around a local ‘pledge’.
- ✓ Developing a new Attendance Strategy with schools to address the post-covid world and allowing the council to review the shape and deployment of services in order to meet local needs.
- ✓ Developing a coherent offer of outreach support services with a standard operating procedure and featuring support for schools around ‘learning and cognition’ to support early intervention- advice and funding.



**Doncaster
Council**

School's Forum Meeting

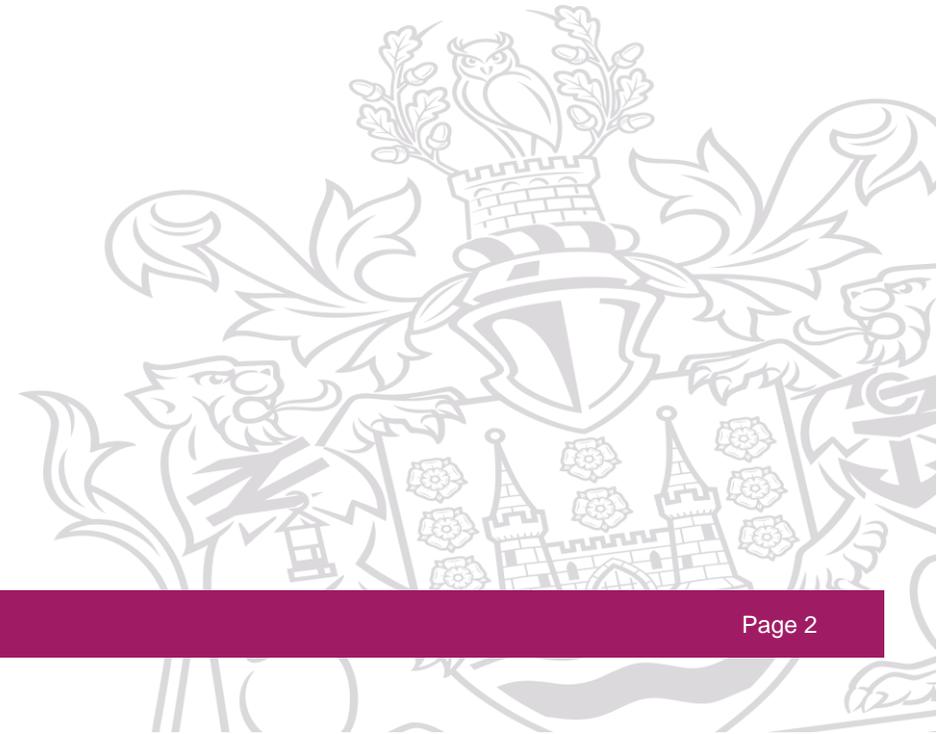
25th November 2021

Future Placements Strategy Presentation Aid

Lee Golze & Rebecca Wilshire

Future Placement Strategy – Introduction & Aims

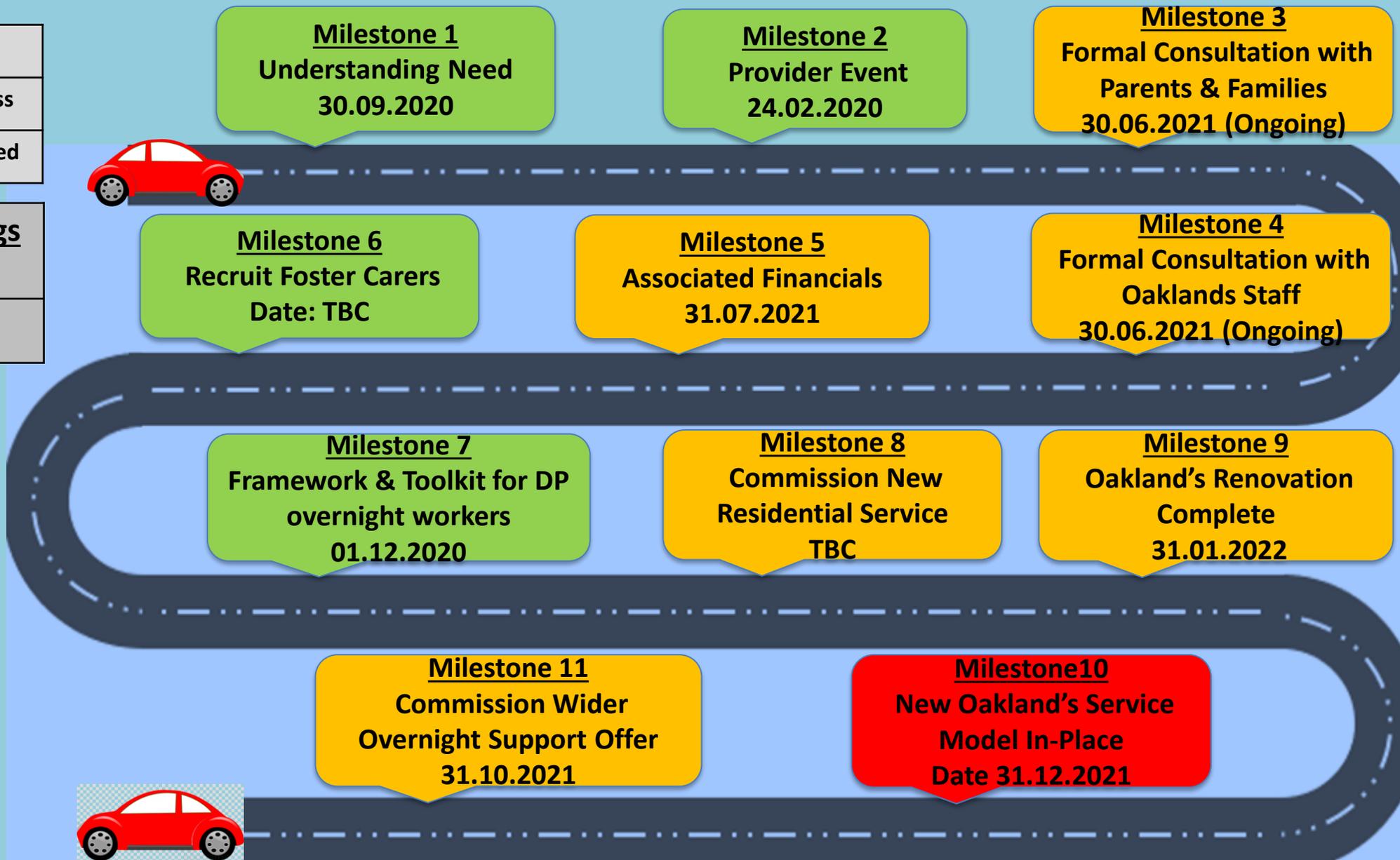
- Future Placement Strategy: Current Position, Milestones & Financial update for the three theme areas of the Strategy:
 - Short Breaks
 - Bringing Children In Care Home / 16+
 - Fostering & Staying Put
- Areas of Focus and Strategic Priorities



Future Placements Strategy – Theme: Short Breaks

	Complete
	In Progress
	Not Started

Associated Savings Short Breaks:
£600,000



Short Breaks Theme: Milestone Changes

Milestone Number	Original Milestone (April 20)	Original Milestone Due Date	Short Breaks Milestone Review (Summer 2020)	FPSG Milestone Review (Autumn 20)	Short Breaks Milestone Review (Spring 21)	FPSG Milestone Review (Oct 21)	Status
1	Understand Need	01.04.2020	30.09.2020	x	x	x	Complete
2	Provider Event	24.02.2020	x	x	x	x	Complete
3	Formal Consultation with Parents & Families	x	x	x	30.05.2021	30.06.2021 (Ongoing)	In progress
4	Formal Consultation with Oakland's Staff	01.07.2020	30.11.2020	31.03.2021	01.06.2021	30.06.2021 (Ongoing)	In progress
5	Associated Financials	30.04.2020	31.10.2020	28.02.2021	30.05.2021	05.10.2021	In progress
6	Recruit Foster Carers	TBC	TBC	TBC	TBC	x	Complete
7	Framework and toolkit for DP overnight workers	31.05.2020	31.10.2020	01.12.2020	x	x	Complete
8	Commission New Residential Service	01.09.2020	No Change	01.12.2020	TBC	TBC	In progress
9	<i>New Short Breaks Home - Go Live (Previous Milestone 9)</i>	<i>01.10.2020</i>	<i>No Change</i>	<i>01.06.2021</i>	x	x	<i>In progress</i>
	Oakland's Renovation Complete (REVISED ACTION: 11.05.21)	x	x	x	31.12.2021	31.01.2022	In progress
10	<i>Final Milestone: Closure of Oaklands (Previous Milestone 10)</i>	<i>TBC</i>	<i>TBC</i>	<i>01.09.2021</i>	x	x	<i>Not Started</i>
	New Oakland's Service Model in Place (REVISED ACTION: 11.05.21)	x	x	x	31.12.2021	31.12.2021	Not Started
11	Commission Wider Overnight Support Offer	TBC	TBC	01.06.2021	31.10.2021	31.10.2021	In progress

Short Breaks Theme (updated 05 Oct 2021)

Strengths	Challenges	Next Steps
<p>Development & Progression of Design Plans and Refurb of Oaklands.</p> <p>Confirmation from Diamond Centre re Usage of provision during contingency period for weekend support.</p> <p>Provisional agreement from Nexus for use of Heatherwood Wood / Coppice School (after school use) – TBC.</p> <p>Consultation with Parents – regular sessions held with parents to discuss options most recent being options for alternative re-purposing of Oaklands.</p>	<p>Delays: Impact of Covid-19 resulting in delays to finalise the design plans.</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.</p> <p>Finalising staffing / financial model.</p> <p>The need to reconfigure the Oaklands Model to consider the wider CWD residential provision.</p>	<p>To design and finalise the Staffing Model & Financial model.</p> <p>Feasibility Study on short Breaks / CWD Home.</p> <p>Agree Final Build Model.</p> <p>Commence Refurb Works.</p> <p>Understand new contingency period and finalise accordingly</p> <p>Fortnightly catch-up meetings with parents & staff</p> <p>Liaise with Comms</p>
<p>Commission Wider Overnight Support Offer - one new provider proceeding through QA process.</p>	<p>Lack of appetite from current market to offer overnight support</p> <p>Lack of overnight support for children with ASD</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>

Short Breaks: Progress / Plans (Additional Information)

- Consulted with Parents and provided feedback to Steering Group
- Continue to meet regularly with Parents & Staff
- Progress with finalising contingency offer for period of building closure
- Further refined design plans for Oaklands
- Consideration of alternative options for re-purposing Oaklands Building
- Working towards finalised Oakland Model
- New overnight respite provider being mobilised onto Short Break Framework
- Review of Short Break Framework in process which includes overnight offer
- Exploring opportunities to partner with existing Short Break provider to offer overnight respite to a wider cohort of young people

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

	Complete
	In Progress
	Not Started

DCST MTFS (Medium Term Financial Strategy) savings target 2021/22 – 2023/24:
 Bringing CIC Home/16+ & reducing the number of OOA placements
 £1,100,000



Bringing CIC Home / 16+ Theme: Milestone Changes

Milestone Number	Original Milestone (April 2021)	Original Milestone Due Date	FPSG Milestone Review (Autumn 20)	Bringing CIC Home Milestone Review (Spring 21)	FPSG Milestone Review (Oct 21)	Status
1	Map Children CIC	28.02.2020	x	x	x	Complete
2	Finding Homes	01.09.2020	Ongoing	Ongoing	Ongoing	In progress
3	Property Purchase	ASAP	31.01.2021	January 2022	31.01.2022	In progress
4	Planning & Engagement	TBC	31.01.2021	January 2022	31.01.2022	In progress
5	Registration & Staffing of Home	TBC	31.03.2021	January 2022	31.01.2022	In progress
6	Therapeutic Model	TBC	30.04.2021	30.06.2021	30.08.2021	In progress
7	Go Live	TBC	30.04.2021	TBC	TBC	Not Started

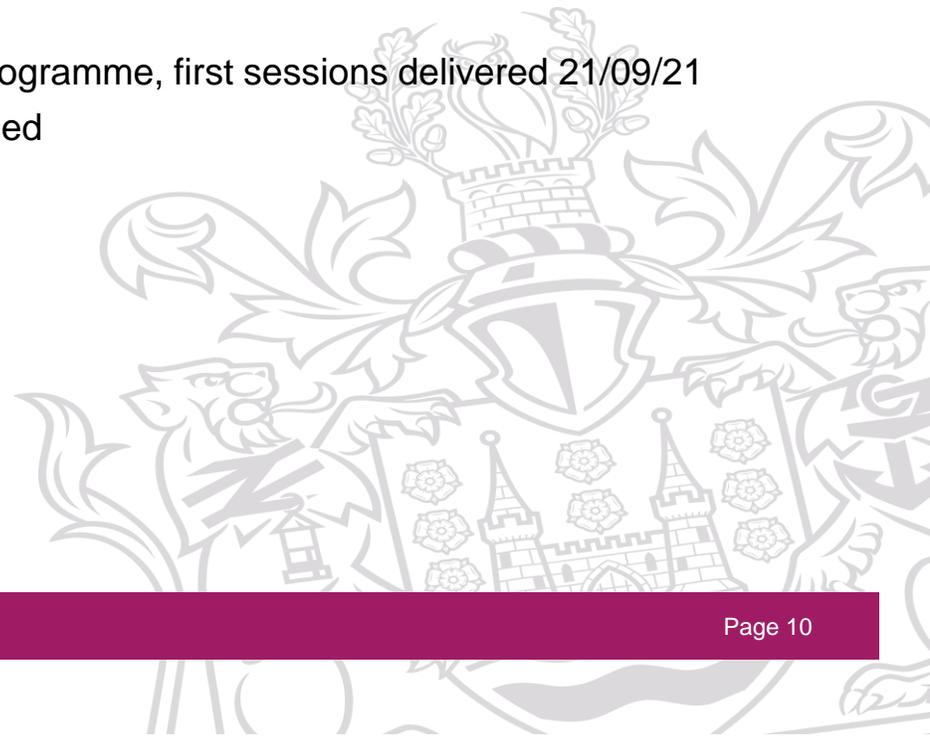
Bringing CIC Home / 16+ Theme (updated 05 Oct 2021)

Strengths	Challenges	Next Steps
<p>Future Placement Strategy</p> <ul style="list-style-type: none"> - Keys to your future (K2F) – first Young People matched and about to be placed - FPS has progressed and a number of properties are now being progressed (we are not viewing more yet) - Project planning for new homes in place weekly to ensure no drift and address barriers as they arise - We have seen an increase on Fostering Recruitment – but not enough 	<p>Staffing – recently went to advert for registered managers and got no interest, twice – this could prove to a serious issue relating to the new homes</p> <p>Progressing the homes over the 6 months</p> <p>Recruitment of more foster carers</p>	<ol style="list-style-type: none"> 1. SILs Proposal to be further reviewed and progressed once Government share regulation expectations 2. Marketing Strategy to support recruitment process – in planning now to try to resolve the issues 3. Therapeutic support to be further reviewed 4. Foster Care Strategy being developed within a fixed timescale
<p>Regular reviews taking place of all children in care, specifically those on external placement list to bring Children Home or exit them from carer</p> <ul style="list-style-type: none"> - Regular reviews in place - Reunification being explored for some children as circumstances have changed - SGO for some children being explored as part of an exit plan - Developing Preventative services to prevent more children entering care/out of borough placements - Regular review of all children aged 16+ to identify them this to K2F 	<p>Some children are settled</p> <p>Education provision locally may not be suitable for some</p> <p>Lack of placements prevent this progressing</p>	<ol style="list-style-type: none"> 1. Children considered as part of placement forecasting & bringing children home review (weekly) which has been strengthened and is more robust 2. Settled children – continue to consider other options such as SGOs 3. Review Intervention and Prevention service such as Edge of Care to prevent entry to care

Bringing CIC Home / 16+: Progress / Plans – Additional Information

• Bringing Children home

- Continue to locate homes suitable to purchase- whilst we have not yet had success in this area, there is a lot of activity in looking at properties and making offers
- To bring children back to the area we need access to more placements in Doncaster
- Keys to Your Future project supporting some children returning to Doncaster
 - This is an innovation with St Leger where by young people are matched and placed together in 2 bed provision
 - A practice mode has been developed and implemented
 - This included a Dialectical Behaviour Informed Preparation for Independence Programme, first sessions delivered 21/09/21
 - Current position since August is 2 properties secured and 4 young people matched
 - All 4 are from high cost placements and a 2 are from out of area
 - Young People expected to take up tenancies by early December 2021
 - 2 further properties committed by St Leger by January 2022



Bringing CIC Home / 16+: Progress / Plans – Additional Information

- Purchasing homes **Since July 2021**

- 69 properties desktop reviewed
- 13 properties identified by DCST as suitable and viewed in person
- 4 properties identified by DCST for offer
 - 1 did not progress due diligence (covenants, surveys etc)
 - 1 offer made and rejected (property sold)
 - 1 offer made and pending response
 - 2 properties in due diligence / review stage

- In respect of live properties, Grange Farm, Cambourne Close, Tickhill Sq and Imperial Crescent are still being actively considered
- A relationship has been developed with Keepmoat to purchase off plan properties with covenants removed prior to sale.
- First Keepmoat properties being viewed 21/09/21

Future Placements Strategy – Theme: Fostering & Staying Put

	Complete
	In Progress
	Not Started

Associated Savings Fostering & Staying Put:
Fostering: £1,700,000
Staying Put: £70,000 (Investment)



Fostering & Staying Put Theme: Milestone Changes

Milestone Number	Original Milestone (April 2021)	Original Milestone Due Date	FPSG Milestone Review (Autumn 20)	Fostering & Staying Put Milestone Review (Spring 21)	FPSG Milestone Review (Oct 21)	Status
1	Implement Staying Put Rate	31.03.2020	30.11.2020	x	x	Complete
2	Foster Recruitment and Marketing Strategy	15.03.2020	31.01.2021	x	x	Complete
3	Agree the Offer for Specialist Foster Carers	18.06.2020	31.01.2021	28.05.2021	30.08.2021	In progress
4	Development of Specialist Foster Carers	01.10.2020	31.01.2021	30.06.2021	30.10.2021	In progress
5	Profile & Milestone of Targets	01.10.2020	31.03.2021	30.06.2021	30.08.2021	In progress
6	Development of Pathways	30.04.2020	31.03.2021	30.06.2021	30.09.2021	In progress
7	Go Live	01.10.2020	31.03.2021	31.03.2021	30.12.2021	In progress

Fostering & Staying Put Theme (updated 05 Oct 2021)

Agenda Item No. 2.6a
25 November 2021

Strengths	Challenges	Next Steps
<p>Staying Put Allowance implemented</p>	<ul style="list-style-type: none"> • Four arrangements where higher rate paid – monies being recouped DMBC • Financial Implications are a barrier to some carers accepting staying put(drop in fees) 	<ol style="list-style-type: none"> 1. Liaison with Adults re shared lives and finance regarding arrangements & shared lives scheme.
<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. CIC and CL Sufficiency Strategy has been written 	<ul style="list-style-type: none"> • Targets to increase the number of children to 276 by end 2023. • Ongoing challenges with Comms around recruitment being shared across DMBC. • Covid potentially still impacting on this area and enquires being made • Challenges with recruiting 8 “specialist” carers • Finalising framework which includes elements of therapeutic mapping & support (BCH work stream) 	<ol style="list-style-type: none"> 1. Strategy continues to be reviewed regularly for impact. 2. Recruitment campaign focuses on all children as need is in each age group. 3. Radio campaign in place featuring our carers and young people. 4. Discussions across South Yorkshire regarding the use of fostering recruitment agencies. 5. Specialist carer offer being 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</p> <ul style="list-style-type: none"> - Looking at number of ways of work to improve / increase number of carers - Recruitment of a Service Manager to 	<p>Capacity to progress in a timely manner, need to breakdown and start with what might be most effective</p> <p>Fostering Team Manager (registered manager) is moving on and this post needs to be recruited to</p>	<ol style="list-style-type: none"> 1. Progress areas of the plan which will help support more enquires into fostering being made. Likely to also increase IFA transfer conversations 2. Development of a Kinship Team to allow Trust Fostering to focus on

Fostering & Staying Put Progress / Plans – Additional Information

- In House fostering has not increased significantly – Covid has impacted on the number of enquires we have had
- Work underway to review how we increase further
 - Innovations being looked at such as reduced council tax for carers
 - Review of fostering offer – what support and benefits are accessible to carers
 - Financial review of carer payments underway
 - New marketing strategy being developed
 - Reviewing how partners can help, support and promote fostering for Doncaster via the Trust
 - Reviewing how we might attract IFA carers to convert to the foster for the Trust
- Build and recruit specialist carers, such as Parent and Child Placements, foster carers for children with disabilities.



Current Theme Milestones & Financials

- Continue arrangement of regular FPSG Meetings to ensure milestones / timeframes remain on target to deliver project outcomes
- End of 2023/24; financials on target to be delivered (pushed back one year from COVID19 delays)
- DCST: 2 x two bed homes to be open by February / March 2022 (two further homes to be developed within 2022/23 financial year)
- Renewed focus on CWD homes and wider consultation re: repurposing of Oaklands Short Break Home
- 16+ regulated home by January 2022
- Relaunch Foster and Recruitment Marketing Strategy in September 2021
- 75/25 In house fostering to IFA split target is now to be achieved by March 2024.



Children in Care, Out of Area Placements and Pressures Briefing

Introduction

Placements and out of area placements continue to be a significant pressure. The number of children coming in to care, compounded by the current lack of in house placements, the need for out of area placements and the costs associated with some of these remain a challenge for the Trust.

This briefing note is intended to give the schools forum some oversight into the current pressures being faced

Changes since last update (including FPS Update):

The **Future Placement Strategy** has moved into the implementation stage and a project management board has been established, which meets weekly, chaired by Rebecca Wilshire, Director of Children's social care and deputy Chief executive of the Trust. There are currently five properties in various stages of development. These are as follows

- Skylarks estate, Brodsworth. Two new build properties, expected to be ready for habitation by March 2022. These two properties will provide 4 beds total with a single registered manager overseeing both homes.
- Cambourne Close, Adwick. This is an internal Asset transfer, presented to and approved at Asset boards on 19.10.21. Trust residential service managers are working with DMBC colleagues regarding the designs and adaptations to the property. Expected date for completion March 2022
- Tickhill Sq, Denaby. This again is an internal Asset transfer, presented to ASSET board on the 19th, where a concern was raised about ASB in the area. This was checked with ST leger area manager, Karl Chapman and confirmed as not an issue. Tickhill sq will used as a short term children's home, supporting younger profile. Expected date for completion April 2022.
- Imperial House, Town Moor. Imperial is a 16 plus provision, however the owner wishes to sell the building. A full building survey and valuation has been completed by DMBC. There is no projected date for completion until the condition survey and subsequent work required has been reviewed.

In total the above provision creates a total of 14 new in borough places for children.

The current risks associated with the project are largely centred around the recruitment of registered managers and appropriately qualified residential staff. A recent, unconnected recruitment episode for one of the Trust's registered children's homes yielded no external applicants. As such the Trust will look to initiate some market engagement events, supported by social media activity to generate interest in future recruitment episodes.

The totality of this activity remains well within the designated budget for purchases, design and adaptations and there are no anticipated risks at the current time with design and building adaptation activity itself

For all the above properties, engagement events with elected members has already happened or is planned. Community engagement event dates are being considered by the project management group.

Children in Care

As a service we believe children's needs are best met within their family, and where safe to do this this is always the priority, when parents are not an option wider family is always explored first.

However, for some children, they require the need to be looked after and enter into the care system.

Children that come into care are due to safeguarding concerns, these are linked to abuse and neglect, and vary from children at risk of sexual abuse, physical abuse, and emotional and/or significant neglect. The pandemic appears to have impacted on this, during periods of lockdown harm to children has been more hidden, and therefore become known to services at the point of crisis, presenting missed opportunity of early help and support.

Number of children coming in to care has risen significantly nationally, and this is no different for Doncaster.

Placement Numbers and Costs

<u>Provision</u>	<u>Number</u>
Number of Children in Care (CIC)	580
Number In House Fostering	228
Number Independent Fostering Agency (IFA)	175 children (101 are in Doncaster)
Residential – in house	18 children (including 4 in 16+ in house unregulated provision)
Residential – private	53 Children
Unregulated placement (16+)	47 Children

Doncaster Children's Services Trust Out of Authority Placements

At the end of September 2021 there were 56 OOA placements; a reduction of 2 since the end of June 2021 (had increased by 2 in the previous quarter and by 5 in Q4 of 2020/21).

The forecast now includes growth of 1 per month from October onwards, and that no new homes as part of the Future Placements Strategy will be operational in this financial year; the revised assumption is that the homes will be open in the first 6 months of 2022/23. There are likely to be 4 vacancies in the In-House Residential homes in the coming months which the forecast assumes will be filled by 4 OOA placements, 3 children are expected to move to Keys to Your Future at the end of November, 3 children are turning 18 this financial year, and there are two Parent & Child placements due to end after 12 weeks. The Trust is actively reviewing OOA placements; the forecast assumes that this will result in a reduction of 6 OOA placements between October 2021 and March 2022. The revised forecast assumes the number of OOA placements at 31st March 2022 is 44.

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	16	6	22	16	18	34	44

The budgeted funding from the Dedicated Schools Grant High Needs Block is £3.083m for 2021/22 based on the Trust's MTFS savings targets to reduce OOA placements. The Trust's 2021/22 budget was set on the assumption OOA numbers would be 43 for April 2021, however the number of placements were 56 meaning a significant pressure (assumed at least 50% Covid related) has been carried into 2021/22. The 2021/22 forecast for funding from the Dedicated Schools Grant High Needs Block is £3.959m; which is £0.876m 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	-12	13,392,000	3,959,000	50,000	9,383,000

Placement Pressures

- There continues to be a national crisis relating to placements – a national shortage as Children in Care numbers have increased and therefore placement needs increase
- Specialist placements, for example for those with disability, additional needs or challenging behaviours, are hard to find and, when found, come at a high cost. We have **no internal provision** meaning all children with a disability end up out of authority
- Some of these provision can be up to £10,000 per week (occasionally more)
- Children with challenging behaviours can be £8000 + per week

- In-house we have a shortage of foster carers. Whilst we continue to review this, advertise, campaign, we are still short and need to recruit more – the offer within fostering is excellent, but the pay is lower than our LA neighbours (this and other financial incentives are being explored with DMBC as well as promoting non-financial benefits)
- There is the existing Doncaster Foster Carers Association (DFCA), this is a community of local foster carer which provide support – DCST have a good relationship with them and arrange and fund events together to continue to explore recruitment and support to our carers
- There are a number of initiatives to explore which will hopefully seek to recruit more carers, convert some IFA carers over us, and support some carers to become specialist carer.

Next Steps

- Continue to deliver the future placement strategy
 - Increase in house residential provision including options for CWD – this will be supported through changes being explored to Oakland's
 - Increase foster carers which includes specialist carers for CWD or Parent and Child Placements
 - Homes in process of purchasing there is a weekly project meeting to ensure actions are progressed
- Continue to review children out of area and plan for them to return to the borough when appropriate placement are found
- Continue to discuss with carers other options such as SGO to enable permanence to be achieved for children in their care
- Continue to review all child in OOA placement and High Costs placement to ensure they are reviewed and next steps considered.

Rebecca Wilshire
November 2021

Appendix 1 - Doncaster Children's Services Trust Placements

Fostering

- Foster Carer - this is a person who cares for children in their own home and a family life
- In-House Fostering – these are carers who are DCST foster carers
- Independent Fostering Agencies (IFAs) – these are organisations who deliver a fostering service and are considered as an external placement
- Private fostering – this is where child under 16 has stayed with a family for more than 28 day who is not a relative
- Kinship fostering/Connected Carers – this is where family have come forward to care for the child as a Connected Person (approved by Reg. 24 and Agency Decision Maker for 24 weeks whilst an assessment is done)

Residential

- Residential – this is in the form of Children's Homes. There are internal residential and there are external residential delivered by other providers which can be purchased as needed
- External residential (i.e. Out of Area) – this is considered anything which is not in house so will include residential homes in Doncaster but privately owned

Supported or Semi Supported 16+ Provisions

- This is a provision whereby 16+ children have supported or semi supported accommodation and supported to develop independent skills

Regulated, Unregulated and Unregistered

- Fostering services are assessed and reviewed by Ofsted; they are graded according to their findings and we seek to only place children in good or better providers.
- Children's homes are Regulated – this means they have a Statement of Purpose, a Registered Manager and a registered provider with Ofsted and complying to policies and procedure set out in 2015 regulations
- 16+ Provision are placements that are 'unregulated' – not required to comply with the expectations and scrutiny of a children's home – but not 'unregistered' – expected to comply with these expectations but avoiding registration. Unregulated provision is permissible whereas unregistered provision is unlawful
- Unregistered placement is one which is not registered with Ofsted, intended for children under 16yrs and therefore should not be used

<u>Placement Type</u>	<u>Budget average cost per week (approximate)</u>
Special Guardianship / Child Arrangement Orders / Adoption Allowances	£140 per week
In House Fostering (local)	£260 per week
*Independent Fostering Agency (i.e. IFA)	£820 per week
Semi Supported (local)	£2,400 per week
In House Residential (local)	£3,600 per week
Private Residential (i.e. Out of Authority)	£4,400 (and up to £12,000 per week)



Care Package Review Children with Disabilities

Introduction

Both the Children and Families Act 2014 and the Care Act 2015 impose upon local authorities a duty to provide children and young people with information, advice and support relating to their SEN or disability, and transition, including matters relating to health and social care and their care packages.

Ofsted's Chief Inspector stresses the importance of ensuring that all decisions for all children with disabilities and SEND are made with due diligence.

Our Local Offer includes details of how information, advice and support related to SEN and disabilities can be accessed and how it is resourced. It includes a short breaks duty statement giving details of the local range of services and how they can be accessed, including any eligibility criteria.

Children and young people should be involved in the review (where appropriate), design or commissioning of services providing information, advice and support.

See Doncaster's local offer [here](#)

Other relevant guidance that informs the briefing paper is:

[Care Planning, Placement and Case Review \(England\) Regulations 2010](#)

[Children Act 1989 Guidance and Regulations - Volume 2: Care Planning, Placement and Case Review \(2015\)](#)

[Short Breaks: Statutory Guidance on How to Safeguard and Promote the Welfare of Disabled Children Using Short Breaks](#)

[DfE, Short breaks for disabled children – Departmental advice for local authorities \(March 2011\)](#)

[Care and Support Statutory Guidance \(DHSC, October 2014\)](#)

Purpose

This briefing is intended to give assurance that care packages are regularly reviewed to ensure they continue to meet the needs of the child, meet the needs of the family and that they are fit for purpose and deliver good value for money.

This briefing is written for the school forum to give an oversight of the disability service, the packages and to read in conjunction with the financial report.

Children with Disabilities Service

As a service we believe it is important to support families with disabled children, promote resilience, and enable the disabled child or young person to enjoy similar life experiences to those of non-disabled children.

We also believe that where possible it is better to promote and enable access to mainstream services, and that not all families with a disabled child will require a care package. If a parent/ carer feels they would benefit from a care package, they can ask for an assessment. This assessment could be a social care assessment or early help assessment.

To qualify for an assessment, families need to be residents of Doncaster with a child or young person up to the age of 18 years with a disability who is substantially and adversely affected in their ability to carry out normal day to day activities by a physical or mental impairment.

The criteria for CWD team is **severe and profound disability**. This may include a combination of the following, but would need to be severe and profound to access this part of the service:

- global developmental delay
- physical impairment
- a profound sensory impairment
- a significantly disabling chronic ill health condition
- severe communication or language disorder
- Autistic Spectrum Disorder with communication disorder and developmental delay
- learning disability
- a serious life limiting or terminal illness

Support would be available through other service for example Early Help, or through statutory services.

CWD work closely together with adult services colleagues planning carefully all transition arrangements through to adult social care to ensure a continuous service.

Care packages available

There are a range of services available through a care package, these are not services offered by the CWD Team. These are all types of support offered by the short breaks service, which is a separate DMBC service. CWD undertake assessments, and make recommendations and refer to services to enable support to be provided. Short breaks can be accessed by an EH Assessment and does not necessarily require a social care assessment. Support can include :

- Aiming high (providers of holiday activities)
- Direct payments
- Care in the home(short breaks)
- After school and weekend care
- Overnight care
- Social and recreational activities

Assessment

Doncaster has 'One Front Door' service operating as a connected pathway from the MASH service into services including our Children with Disabilities team. Our disabilities service consists of a skill mix of front line practitioners and a manager working together to make good decisions about referrals as quickly as possible in order for children and families to gain services in a timely manner. The Children with Disabilities Service operating within the 'One Front Door' service will accept referrals for children who appear to meet the definition of a disabled child, namely that he or she has a severe or profound disability that is permanent.

A package of support is determined following an assessment. Packages of support will focus on individual need and the particular circumstances of each family. The Assessment of need for a care package will be assessed on the basis of three components, the level of disability, any social and environmental issues and parenting issues identified through the Social Work assessment.

The number of hours short breaks allocated to a child and their family and the type of service offered, will be explored during the assessment and depends on:

- The level of the child's disability
- The impact of the child's disability in being able to care for themselves and keep safe
- The impact of the child's disability on family life
- The ability of the parents to meet their child needs
- Any additional problems the parents might face- housing, finance, domestic violence, Physical or Mental health problems, and substance misuse
- The wishes of the child and their family.

Following a social care assessment by CWD, recommendations would be made about the support required and make referrals to either short break panel or joint resource panel. A request for short breaks does not require a social care assessment and can be done via a EH Assessment which can be completed by a lead professionals for example by school or health.

Finance Position

At quarter two the Council's spend on Children with Disabilities, Out of Authority placements in financial year 2021/22 is forecast to be £3,680,486 of which the Dedicated Schools Grant High Needs Block is projected to fund £1,612,515 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	0	3,680,486	1,612,515	311,469	1,756,502

There is an over spend of £312,515 against a Dedicated Schools Grant High Needs Block allocation of £1,300,000 due to increased demand (placements have increased from 9 in April 2020 to 14 at end

of September 2021), complexity of children 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	0	2	2	13

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 2022/23 onwards. The budget for 2021/22 was increased to £1.3m to reflect the current level of Children in placement and therefore spend.

Challenges and Pressures

Number of Children open to CWD/DCST	Number CIN	Number CP	Number Looked After
82	43 (15 C&F + 28 CIN plan)	8	31

Challenges in the main relate to financial demands and placement demands. There are challenges in seeking the right placement for the right child. The pandemic has impacted on the number of children nationally requiring placements, therefore availability is limited across all placements for all children, but where more specialist placements are required these are significantly harder to come by, and when we do, they are at a higher cost.

This refers to children in care, not short breaks. The table above is CIC. The majority of children in care are subject to Care Orders and are placed due to safeguarding issues and require a specialist placement due to their additional needs.

There is national pressures around placements, children with a disability requires specialist placement when they become looked after, and these such placements are often out of area and at higher cost. Whilst the numbers for Doncaster has not increased, the cost of placements has, this is due to the complexities of the child or young person, and a reflection on the competitive private market.

Doncaster does not have in house specialist provision, either in the form of a home or foster carers, therefore reliance is on those private provider to meet placement needs. Placement sufficiency is one of the biggest challenges currently for children with disabilities and impacts on families.

Our Future placement Strategy is seeking to address this by seeking to procure more in house provision, through redesign of our short breaks offer, increase in specialist foster carers and to increase the number of residential homes that we manage

Reviewing Care Packages

For the purpose of this briefing care packages were reviewed and will be reviewed on an annual basis. Where possible this should coincide with a child in need review. Rather than complete a fresh assessment every year it is the practice to review the assessment and this “review” will follow the same guidance and is satisfactory for informing the decision making process. Key information from these assessments and reviews are reported to the Senior Leadership Team.

If a child has over 75 nights per year short breaks they become looked after children under S20 of the Children Act 1989 and are then reviewed at 6 monthly Children in Care Review. The high need/cost packages are also reviewed by Joint Resource Panel usually every 6-12 months or as requested.

The review assured us where possible the right the package was in place for the right child, ongoing reviewed continue to ensure this remains the case.

There are currently two children (10326189 & 10355332) for whom we have not yet been able to identify a suitable placement. Both searches have been active since July 2021 and we have increased the overnight in-house support in the interim.

The team continue to find ways to support whilst the search for a placement continues. The majority of our families report they get good support, they feel they have the right service at the right time and are happy with what is being provided. Whilst we are really pleased to have positive feedback from families, we strive and will continue to strive to ensure all families feel supported.

Kate Anderson
Service Manager
Date: November 2021



Doncaster
Council

Report To Schools Forum
November 29th November 2021

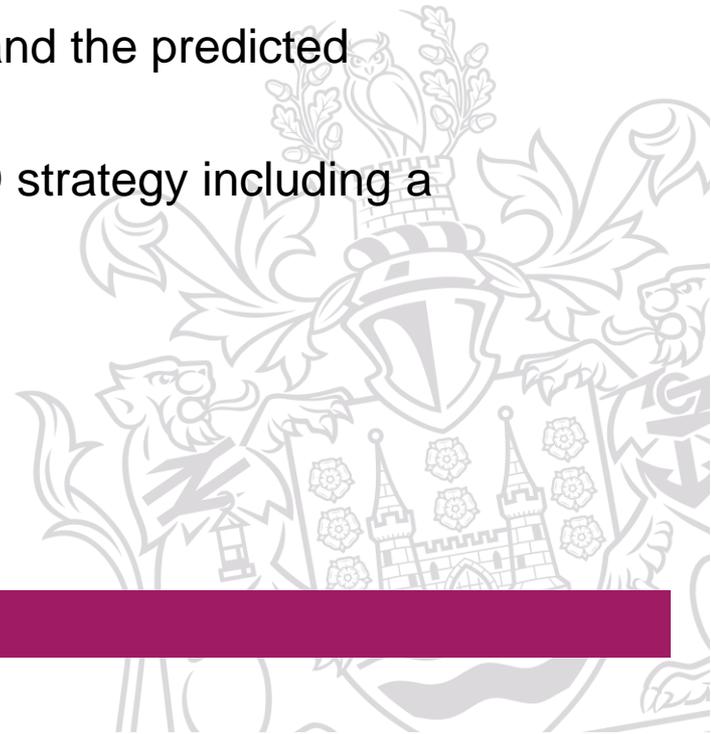
Out of Area SEND Placements – Update

Purpose

- The purpose of this report is to give an updated position on the current spend for Out of Area SEND Placements.
- Set out the projected spend at quarter two; this currently stands at £6,783,712, which is an over spend of £1,267,032 against the Dedicated Schools Grant High Needs Block allocation of £5,516,680 for these placements.
- The current context with regards Education, Health and Care Plans

Asks of School Forum

- Note the current level of spend against a budget and the predicted overspend position.
- Note the actions within the newly refreshed SEND strategy including a refreshed focused commissioning strategy.



The current position

- The number of Education Health and Care Plans maintained by Doncaster has continued to increase by around 10% year on year and at the end of October, 2430 Plans were maintained in the borough.
- Currently 157 young people are educated in out of area provision for their Post 16 education. This is 6.46% of the total plans.
 - A high number of these young people have a primary need of Autistic Spectrum Disorder.
- Of pre -16's, 122 children and young people are educated in out of area provision, which is just over 5% of the total plans.
 - Of these, the majority have a primary need of Social, Emotional and Mental Health.
- Requests for statutory assessment are likely to increase at a similar rate, year on year this is around a 17% increase.
- Pressure on special school places continues with few places available across the in borough specialist estate.
- The opening of Bader has supported a number of children and young people to stay in borough, with a small number of children returning from out of borough places into Bader.

The current position continued

- Block purchases have been made with Communication Specialist College the largest independent provider with an 8% fee reduction for this financial year
- Year 11 and Year 14 education choices continue to be dominated by parental preference and not the choice of the young person. Challenge over parental/young person's preference versus efficient use of resources is set out in the SEND Code of Practice and evaluated further in Joint Resource Panel when a placement is requested.
- Often significant increase in cost moving from special school sector to SPI.
- Preparation for Adulthood group has been established to give a strategic approach to post 16 and post 19 education, taking an early intervention approach and ensuring the options are discussed with young people and their families from Year 9 at the latest.
- Extensive and good quality employability offer in Doncaster with all plus the more specialist college based offers from Harrison College (high functioning ASD), Communication Specialist College and The Ridge (MLD/SLD).
- September 2021 saw opening of The Bridge, a Nexus Post 16 provision, focusing on employability and life skills.

Strategic Context

A key principle of the refreshed SEND Strategy is that wherever possible children and young **people should be educated as close to home as possible**. This is further embedded in the priorities.

Priority 1

To ensure that the graduated response to meeting special educational and disability needs is delivered coherently and consistently.

We know this is important as most parents/carers of children and young people with SEND would prefer their children to be educated in their local area, provided that the provision is of a suitable, high quality and meets their child's needs. One of ways will do this is by:

- Developing a local sufficiency plan which will ensure that Doncaster has sufficient places to meet rising need and to prevent the use of 'out of borough' placements.
- Embedding a new graduated response for children and young people with SEND, ensuring that all school leaders and service providers have a strong understanding of this.

Priority 6

Improving the use of information to inform strategic planning and joint commissioning.

We know this is important because parents and carers of children and young people in Doncaster agree that having a shared professional direction can only benefit individual children. One of the ways will be by:

- Understanding of current local provision and how this overlays to identified needs. This will underpin future market shaping linked to agree commissioning principles. This is across education, health and social care.

Strategic Context continued

- In addition to the SEND Strategy there continues to be a focus on ensuring a collaborative approach to commissioning with young people
- Work continues to be undertaken to understand the themes and trends from the panels within the Borough, focusing on using this intelligence to help shape future thinking and commissioning decisions.
- All high cost packages for independent or large top up package to mainstream (over £500 per week) go through Joint Resource Panel, this ensures there is appropriate challenge but also strategic oversight of placements and spend.
- The Joint Resource Panel has revised its Terms of Reference which includes analysing needs and trends for high cost placements, and refreshed panels will be in place in the new year.
- The Joint Resource Panel is currently undertaking a full audit of all placements and expenditure including process mapping and joint commissioning/shared funding arrangements. This report will feed into the wider SEND and Commissioning strategies

Next steps

- Finalise a robust sufficiency strategy which ensures we have the right number of places in borough to meet demand and the needs of children and young people. Link in with JSNA being conducted by Strategic Commissioning/PIC
- Explore use of SEN Capital funding to expand maintained Post 16 provision
- Explore a more innovative approach to developing provision across both mainstream and specialist estate (hybrid approach/specialist provision delivered on mainstream sites)
- Lessen reliance on the specialist market, aim to reduce costs, provide value for money and assurance on spend
- Market shaping – use of Block contracts – further negotiations to expand in-borough offer
- Further development to facilitate a curriculum mix where mainstream FE deliver life skills in conjunction with an independent placement
- Further development needed around joint education/health and social care packages post 19

Questions or Comments

