

**Schools Forum
10 December 2014**

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Agenda

Schools Forum

Wednesday 10 December 2014 at 6.00–8.00 pm

Venue: The Village School
(Refreshments from 5.30 p.m.)

AGENDA

No	Item	Owner	Time
1	Apologies for Absence		
2	Minutes of the Meeting of 22 October 2014 and Matters Arising	All	6.00
3	Schools Causing Concern	John Galligan	6.10
4	Wembley Learning Zone	John Galligan	6.20
5	Free School Meals Eligibility Assessment	Carmen Coffey	6.30
6	Growth Funding and Pupils Out of School Places	Carmen Coffey	6.40
7	Increase in SEN Band 6 Funding	Carmen Coffey	7.00
8	Spending plans for 2 YOs Update	Sue Gates	7.20
9	Benchmarking Brent's NEG 3&4 YO hourly rates	Sue Gates	7.40
10	AOB	All	7.55

Future Forums:

<u>Date</u>	<u>Venue</u>
Wednesday 14th January 2015	Queens Park Community School
Wednesday 25th February 2015	The Village School

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	<p>Schools Forum</p> <p>December 2014</p> <p>Report from the Director of Children & Families</p>
<p>For Review and decision</p>	
<p>Review of the DSG funded Schools Causing Concern Budget</p>	

1 Consultation and Decision Making

The Schools Forum has decision-making powers on the budget covered in this report.

At its meeting on 18 September 2013, the Schools Forum asked for a series of reports to be prepared, allowing the Forum to review and challenge the spending on services provided by the Council and funded through DSG. The first report of the Schools Causing Concern budget in this series was given on 23 October 2013. It introduced a revised approach to school improvement support in Brent through what was termed a Core Offer.

This particular report provides an update on the Core Offer, the expenditure against the Schools Causing Concern budget and explains how the introduction of the Strategic Framework for School Effectiveness will secure greater accountability from schools in receipt of funding from the Causing Concern budget. It seeks an increase in funding to support the increased level of rigour which the Framework introduces and continued approval for the de-delegation of funding.

2 Support for Schools Causing Concern or Requiring Improvement

The Schools Causing Concern budget is used to support all maintained schools including nursery and special schools which are underperforming or at risk of underperforming and do not have sufficient funds in their own budgets to cover the necessary additional expenditure to increase capacity for improvement. The purpose of any activity funded through this budget should ultimately lead to sustainable improvements in outcomes achieved by children and young people at a faster rate than possible without such intervention. The budget currently stands at £184,800 which equates to £6.90 per pupil (a lower rate than requested in last year's report) following the reduction in pupil numbers

arising from the academy conversions in 2012/13 and 2013/14. The total budget has remained the same for the past three years.

The Local Authority, through the School Improvement Service, has a statutory duty to offer challenge and support for those schools failing to provide all children and young people with a good standard of education. The Core Offer for School Improvement introduced in September 2013, explained how Brent would meet its statutory duty by providing support to all schools in Brent in inverse proportion to success at no cost to the schools' budget. It also outlined how schools could receive additional funding through the Schools Causing Concern budget.

For schools which are judged as requiring improvement and those identified as a cause for concern by OfSTED, a one year cycle has been established to ensure rapid improvement or ultimately to trigger intervention. The role of a Rapid Improvement Group (RIG) is to monitor the implementation and impact of a school improvement plan. The headteacher, chair of governors or a representative, a School Improvement lead officer and other school improvement professionals are expected to attend half-termly meetings of the RIG.

The improvement plan is specifically tailored to the needs of the school to include support for leadership and management, teaching, learning, inclusion and governance. The plan includes the implementation of a support programme which is monitored and reviewed at each half termly meeting. The improvement plan could trigger external financial support funded by the Schools Causing Concern budget should the school's own budget not be able to support all elements of the plan. Historically, this has been agreed in discussion with the school's Link Adviser and the Head of School Improvement, or through direct bids for Schools Causing Concern budget funding, submitted in proposals made to the Head of School Improvement by either the headteacher and/or Chair of Governors.

3 Introduction of a Strategic Framework for School Effectiveness January 2015

Following a review of the impact of the Core Offer as we near the end of the one year cycle for ten schools with RiGs established during the autumn term 2013, it has become apparent that a more rigorous, robust and transparent approach to securing accelerated school improvement is required. The Core Offer whilst introducing a transparent approach to allocating resources to support school improvement is largely a reactive approach triggered by poor standards as opposed to an approach which promotes ongoing improvement and eschews underperformance. This has led to the introduction of a Strategic Framework for School Effectiveness which builds on the Core Offer and introduces an agreed local authority categorisation process.

Schools are responsible for their own improvement and must develop both their own capacity for improvement and, ultimately, their capacity to support others before they can be regarded as offering outstanding educational provision by Ofsted. The Strategic Framework for School Effectiveness embraces this principle and its aim is for all schools in Brent to be part of a school-led system for school effectiveness in order to secure ongoing improvements without necessitating support and intervention from the local authority. A school's local authority category expresses an entitlement to support. A local authority category of 1 or 2 is effectively a quality kite mark indicating a school's capacity to secure its

own improvement and/or that of others. The local authority categorisation process is also designed, in the case of schools categorised as 3 or 4, to anticipate underperformance and trigger support in the form of a RIG and access to the Schools Causing Concern budget to bring about rapid improvement in order to avoid an adverse Ofsted judgment. It should be noted that in the case of schools which have been identified as requiring an Interim Executive Board (IEB), the Board performs the functions of a RIG.

4 Expenditure against the Schools Causing Concern budget

The chart below shows how funding has been allocated and spent during the 2013/14 financial year and the amount allocated in 2014/15 to date. The final column indicates funding bids requested but which have yet to gain approval.

	Financial Year		
	2013-14		2014-15
Agreed Budget	184,000		184,000
Category of spend	Amount Agreed (£)		Amount Agreed (£) Outstanding Requests (£)
Additional advisory	17,678		28,850 1,600
Additional Finance/HR support	2,000		4,000 400
Additional SIP	4,000		
*Direct payment to schools	114,170		
External review of governance			921
IEBs	40,024		63,895
School to school support	1,600		1,600 10,000
Total	179,472		99,266 12,000
Balance of budget	4,528		84,734 72,735

Eight schools have been supported so far in this financial year and an additional school has an outstanding funding request for support. In total, eleven schools were supported in the academic year 2013/14. Three schools have received funding both in the current year and in 2013/4 due to their improvement programmes spanning both financial years. It will be noted from the above chart that, in the past, some funds were directly allocated* to schools. Whilst such funding requests required outline

proposals from the school before receiving approval from the Head of School Improvement, the detailed purpose and proposed outcomes from such funding and processes for monitoring impacts were not consistent or sufficiently robust.

In addition, during 2013/14, five schools which did not have a RIG in place received support funded by the Schools Causing Concern budget.

5 Impact

The transition of the Core Offer from a reactive to a preventative approach to school improvement has led to a higher number of schools with RIGs than the total number of schools judged by Ofsted either as causing concern or requiring improvement. During the course of the academic year 2013/14, twenty one schools have agreed to a RIG, of which twelve have received funding from the Schools Causing Concern budget. By the end of this term, (December 2014), ten schools will have completed a year's cycle, one having converted to an academy during the course of the previous academic year and another in September 2014. Funding has been used to provide additional support at leadership level including governors' reviews and the establishment of an IEB as well as support for teaching and learning. Small amounts of funding have also been used to support schools in addressing budget and employment issues which were deemed to be having an impact on school effectiveness. Three schools with a RIG have recently been inspected and judged as good by Ofsted, a fourth continues to be judged as requiring improvement.

Monitoring of funds allocated to schools from this budget has shown that both the way in which monies are allocated and the monitoring of their impact requires a more robust approach. This will ensure the school is held to account to secure the anticipated outcome.

The Strategic Framework for School Effectiveness, in addition, to introducing a local authority categorisation process tightens the processes in which funds from the Schools Causing Concern budget are accessed and their impact are subsequently monitored. From January 2015, schools which have accepted a RIG (i.e. agreed their local authority category of 3b or 4) will be entitled to access funds from the Schools Causing Concern budget. RIGs will be required to submit a formal application for funding, with the support of a school improvement professional, outlining the purpose for which the funding is required, the anticipated impact on pupils' outcomes together with information about the school's ability to fund the required support from its own budget. In exceptional circumstances, when an unforeseen emergency arises which causes a school's capacity for improvement to be jeopardised, a bid from a school without a RIG can be submitted for funding support.

Once a Strategic School Effectiveness Board is established, expenditure against the Schools Causing Concern budget will be agreed and monitored by the Board. Currently, this is done by senior school improvement officers and in the form of this report to Schools Forum.

There are a range of reasons why the funding granted by Schools Forum to support 'Schools Causing Concern' is currently insufficient to realise our ambitions limiting the support that can be provided to underperforming schools which slows the pace of improvement. There are still too many Brent schools in an Ofsted category of concern (4) and too many judged as requiring improvement (11). Furthermore,

there are some schools where there are concerns about performance which have not been inspected under the latest revision of the Ofsted framework for school inspections. Nursery and special schools fall within the remit of the framework and as such can be subject to a RIG and able to access funding from the Schools Causing Concern budget. The Strategic School Effectiveness Framework, in introducing a more robust approach to school improvement, in the short term, is unlikely to alleviate this position. We therefore seek continued funding from Schools Forum for Schools Causing Concern at a notional¹ rate of £10 per pupil (an increase in the rate per pupil agreed in 2013) in maintained schools for 2015-16. This increases the total budget requested to £250,000 based on the numbers of pupils currently confirmed as attending maintained schools.

The ultimate measure of the impact of this budget will be the improving profile of schools in Brent as judged through the OfSTED inspection process. As more schools are removed from categories of concern and more are judged as good, the need for this additional funding for a significant group of schools will be reduced. Any future proposal for additional funding should be proportionate to need and evidenced through the local authority categorisation process.

6 Risk Analysis

Without appropriate and timely monitoring, challenge and support, there is a risk that schools causing concern, those in an agreed LA category of 3b, and those requiring improvement will not have the capacity to secure fast rates of improvement to enable their pupils to realise their full potential ultimately leading to local authority intervention. Securing high quality education for all of Brent's children and young people is a statutory local authority responsibility and, more importantly, a moral imperative shared by all those responsible for educational provision in the borough. The improved transparency of the budget's allocation and the rigorous monitoring of its use as described in the draft Strategic Framework for School Effectiveness is designed to ensure all children and young people enjoy high standards of education achieving their maximum potential.

7 Proposed 2015/16 Budget

In order to support the approach presented in this report, Schools Forum is asked to approve a revised annual budget for the 2015/16 financial year of £250,000, which represents an increase of £74,000 over the previously agreed budget for 2014/15. This currently equates to a pupil unit value of £10.

8 Recommendation

Schools Forum is asked to:

- a) welcome a more robust and rigorous approach to both the allocation of funds from the Schools in Causing Concern budget and the monitoring of its subsequent impact;
- b) approve the continued de-delegation of the Schools Causing Concern budget for 2015/16.
- c) agree a Schools Causing Concern budget of £250,000 for 2015/16

¹ The final pupil rate will be confirmed once final pupil numbers for this year have been confirmed.

Sarah Conway

Strategic Coordinator for School Effectiveness

6 November 2014

 Brent	<p>Schools Forum</p> <p>Report from the Director, Children and Young People</p>
<p>For Decision</p>	
<p>Review of the Schools Budget: DSG Funded Services (ii) The Learning Zone at Wembley Stadium</p>	

1 Consultation and Decision Making

The Schools Forum has decision-making powers on the budget covered in this report.

The Schools Forum has asked for an updated version of a similar report presented last year describing the activities of the Learning Zone at Wembley Stadium. This was one of a series of reports to be prepared, allowing the Forum to review and challenge the spending on services provided by the council and funded through DSG. This report is part of that series.

The Wembley Learning Zone has been funded through the DSG since April 2011 and is now managed by the Children and Young People's directorate.

2 The Learning Zone at Wembley Stadium

The Learning Zone at Wembley Stadium is the result of a unique partnership between the local authority and Wembley Stadium, which provides support geared to the needs of individual schools and their pupils. It offers opportunities for young people to develop positive attitudes to learning, to raise self-esteem and achieve their educational potential using sport and entertainment as a stimulus. It provides them with a safe and inspirational environment on their doorstep which helps to enrich and inspire their learning. In addition, it offers an accessible and affordable link to special events, such as the international football, the rugby world cup, NFL games and the world of entertainment.

The service was originally funded through the Department for Education (DfE) programme "Playing for Success" (PfS) which delivered literacy and numeracy through the medium of football. Wembley provided the stadium as part of its programme of support for the local community. PfS funding ceased in March 2011, but Wembley Stadium continues to provide the funding for the accommodation for teaching and learning, utilities and cleaning.

3 Summary of Services, budgets, staffing and activities 2013-14

Service and Budget 2013-14	Staffing and specific activities
<p>Wembley Learning Zone</p> <p>Schools Forum: £81,000 (previously funded by Extended Schools Grant – Standards Fund)</p> <p>Service part-traded. Forecast traded income £30,000</p> <p>Wembley Stadium provides in-kind support including office, teaching/activity space, rent, utilities and cleaning and some event tickets for young people.</p>	<p>Three staff: one manager; one lead teacher and one part-time seconded teaching assistant.</p> <p>Programmes designed with schools:</p> <ul style="list-style-type: none"> • Support for literacy, numeracy and ICT, using a variety of equipment. • Enrichment programmes across the curriculum • Intervention and extended learning programmes. • Day trips and school excursions • Holiday schemes • Research training for students • Student engagement courses • Lego mechanics, robotics and renewable energy workshops and fun days • Bespoke courses for all schools e.g. three faith schools working together, sky sports leaders training <p>Additional activities accessed this year include:</p> <ul style="list-style-type: none"> • A Hope to Dream - NFL sleepover: 90 places for Brent young people, with 50 new beds donated to local residents. • Free and reduced price tickets for Brent schools to England and other event games. • A multitude of, either free or at greatly reduced rates for Brent schools. • Mascot and flag bearer positions for major England and FA Cup games staged at Wembley Stadium • Introduction to NFL football sessions • NFL visits to schools with mascots, cheerleaders and players and other community events. • UCFB Wembley mentoring project for local schools

4 Take up and impact

During the 2013-14 academic year, the Learning Zone delivered 105 sessions for 29 primary schools. It hosted 3,333 young visitors. This included charity events, partnership conferences, meetings, training sessions, concerts for schools and a variety of bespoke events and school visits. It has been the gateway to events such as EE's techy tea party and a meeting space for the Children Looked After parents' forum. It represents the Community Social Responsibility (CSR) for both Brent and the FA/Wembley Stadium

Teachers have reported that the Learning Zone has had a positive impact on young people in terms of their confidence and feelings about school. The analysis of surveys conducted with students and accompanying teachers shows that there has been significant change in pupils' responses to the curriculum and their confidence in learning, and that learners participating in the programmes have made good progress as a result of their participation.

5 Proposal for 2015-16

We are seeking the agreement of the Schools Forum to continue funding the staffing costs and make a modest contribution towards running costs of this service. Other costs will be covered by the continuing support from Wembley Stadium, and by trading some teaching and learning courses and other activities.

Wembley Learning Zone

It is proposed that in 2015-16, the Wembley Learning Zone will continue to work with its advisory board and schools to provide:

- support for pupils with literacy, numeracy and ICT, using the stadium as a resource to inspire pupils
- activities using a variety of equipment such as the latest ICT, video and digital cameras, interactive quizzes and the stadium itself to help enhance the curriculum and engage pupils
- enrichment programmes which include curriculum links to local and 20th century history, famous and inspirational people, local geography, ICT, design, literacy, arts and crafts.
- research training for pupils covering research ethics, research methodology, data retrieval, analysis and report writing
- extended learning programmes
- Lego mechanics, robotics, renewable energy workshops and fun days
- day trips or school excursions
- holiday schemes
- bespoke programmes designed to the specifications of schools requirements
- Behind the Scenes - a unique look into life at Wembley Stadium giving students the opportunity to feel privileged and special.

Proposed/requested budget 2015-16

£81,000 – Primary sector only

6 Risk Analysis

- Without this funding which contributes to a significant element of the running costs of this service, the future support of Wembley Stadium in terms of the running costs, as well as access to the Stadium itself, may be lost.
- There is a risk of losing the positive impact on pupils' confidence, self-esteem and learning through projects and activities developed with schools in a safe and inspirational learning environment.
- The accessible and affordable link to special events, such as the NFL Programme, rugby world cup, football and the entertainment world may be lost.
- The learning zone would not be able to provide a unique training venue for conferences, meetings and continued professional development for schools.

7. Recommendation

Schools Forum is asked to approve the central provision of £81,000 to part fund the Wembley Learning Zone for 2015-16.

Contact Officer

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Sara Williams

Operational Director, Education and Early Help



**Schools Forum
10 December 2014**

**Report from the Strategic Director of
Children and Young People**

For decision

De-delegation – Free School Meals Eligibility 2015/16

1.0 Background

1.1 The budget for assessing eligibility for Free School Meals (FSM) is currently managed centrally and under the new National Funding Formula is required to be delegated to schools.

2.0 Budgets and methods for allocation

2.1 The funding is used for the administration of determining eligibility for FSM centrally rather than schools doing the checks themselves. This covers staffing costs, application forms, web pages, on line applications, liaising with DFE and DWP, updating information, advising schools of eligible pupils/families. Determining FSM eligibility is based on those attending school in Brent – not borough of residence.

2.2 To be eligible for FSM parents must be in receipt of certain benefits which are;

- Income Support (IS) or Income Based Job Seekers Allowance (IBJSA)
- An income-related employment and support allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, (provided you are not entitled to Working Tax Credit) and have an annual income that does not exceed £16,190.00 (as assessed by Her Majesty's Revenue and Customs) (TC 602 Final Award Notice –for the previous financial year)
- For those who receive Working Tax Credit (other than a four week run on period) their child is not eligible for a free school meal.
- Guarantee element of State Pension Credit Children who receive IS or IBJSA in their own right

2.3 Parents are not asked to reapply every year, but we do carry out at least annual checks on continued eligibility. In some cases the DWP portal may

indicate that a parent is not entitled to free school meals but they are in receipt of a qualifying benefit. In those cases we will require the parent to provide us with proof of the benefit they are receiving which can then be used to establish entitlement.

- 2.4 Eligibility checks are made through the Department for Work and Pensions portal and are done singly or in batches by the Admissions Team in Pupil and Parent Services. The update of system parameters such as the income figure that impacts on eligibility criteria are managed by Pupil and Parent Services.
- 2.5 Eligibility for Free School Meals through the receipt of benefits set out in 2.2 determines entitlement for the pupil premium.
- 2.6 The introduction of universal free meals for KS1 pupils from September 2014 raised concerns that parents who would be eligible for pupil premium, which is identified through eligibility for free school meals, may not make an application for a free meal. This would mean that schools would not receive the pupil premium that children were entitled to.
- 2.7 In Summer 2014 targeted publicity with redesigned application forms and posters were produced to encourage parents of KS1 pupils in particular, and other parents whose children may be eligible for a meal but who do not apply, to apply for free meals, to ensure the maximum pupil premium was available for schools.
- 2.8 At the time of the May 2014 census the total number of children attending Brent schools in receipt of Free School Meals was 8,890 or 19 per cent of the total school cohort of 46,628.
- 2.9 The budget is £27,750, which if de-delegated based on pupil numbers would equate to approximately £3.12 per eligible pupil.

3.0 Recommendations and Consultation points

3.1 The Schools Forum is requested to:

- (a) Agree to de-delegate the FSM Eligibility budget of £27,750 for 2015/16.

Contact Officers

Carmen Coffey
Head of Pupil and Parent Services

Sara Williams
Operational Director of Children and Young People



**Schools Forum
10 December 2014**

**Report from the Strategic Director of
Children and Young People**

For decision

Review and challenge of central DSG budgets: Additional funding for growth in pupil numbers

1 Recommendation

- 1.1 The School Forum is asked to agree pupil growth funding for additional classes and places needed for 2015/16 at the current years projected expenditure of £4,275,200.

2 Summary and Report Structure

- 2.1 This report sets out the expenditure on accommodating pupil growth for 2014, detailing the additional places provided in 2014/15. This includes provision at colleges, EAL projects, additional secondary Year 10 and 11 classes, new primary classes, expansions and annexe provision which has been driven by demand for primary school places.

- 2.2 This report is structured as follows:

- Section 3 provides an introduction and background to the service that supports the delivery of additional places
- Section 4 describes the services and activities
- Section 5 sets out the 2014/15 budget and anticipates the requirement for 15/16.
- Section 6 impact of increasing numbers
- Section 7 conclusions and decisions

3 Introduction and Background

- 3.1 Part of the role of the admissions service responds to the demand for school places driven primarily by inward migration, and overall growth in the pupil population. Originally the service supported secondary aged new arrivals to Brent. This was from 2005/6 onwards when the pressure on school places was focussed on secondary places, at a time that Brent secondary schools were full in all year groups. A process for assessing the needs of new arrivals through Choice Advice and Fair Access Interviews was introduced. Many of the new arrivals had very little English, and some had no experience of school. To meet their needs English as an Additional Language (EAL) projects in Claremont High School and Queens Park Community School were set up in 2006.

- 3.2 Local authorities (LA) have a statutory duty to ensure there are sufficient school places for children in their area. If the LA cannot offer a school place or alternative education placement it is open to Ombudsman complaints and legal challenge. In recent years the pressure on places has shifted from secondary to primary. Currently across Brent secondary schools there is sufficient capacity in Years 7 (319 vacancies) 8 (299 vacancies) and 9 (255 vacancies) but this capacity is mainly within three Brent secondary schools. The others are full with waiting lists in all year groups. There continues to be pressure on places in Years 10 and 11 from high inward migration.
- 3.3 The pressure on school places remains severe in the primary phase. The majority of Brent primary schools are operating at full capacity. Funding has been allocated to schools for taking additional pupils, bulge classes, expansions and new provision in satellites. Funding has also been provided for the period from September to March in the academic year where new pupils/classes have begun where the school is not funded for them through the school census.
- 3.4 Schools that have expanded at the request of the LA have been guaranteed funding for 30 pupils per class for a limited period to ensure they are not adversely affected by agreeing to expand. This funding has been set at differing rates dependent on the nature of the expansion/project. Where schools expand on the school site the guarantee is £3,300 per pupil and with the assumption of 30 pupils in a class. Where schools expand in an annexe or off site building then the guarantee is £3,600 per pupil. The guarantee is for one year and two terms. 7/12ths (September – March) for the first academic year, and full funding for the following financial year.
- 3.5 Pupils in projects, colleges and in other provision are counted under the alternative education census.

4 Activities of the service

- 4.1 This section describes the service and activities undertaken.
- 4.2 The ex Secondary Headteacher of QPCS managed the Choice Advice and Fair Access Interviews (CAFAl) since their inception in 2005 but retired in September 2014. Claremont High School agreed to take over managing the CAFAl process from 1 July 2014. The Assistant Head at Claremont has taken over the role of running the CAFAl's, identifying destinations for pupils and liaising with schools.
- 4.3 CAFAl's for secondary aged out of schools pupils are now held more regularly ensuring children are in school as quickly as possible. As at 24 November the number of secondary aged children without a school place are as follows;
- | | |
|---------|---|
| Year 7 | 9 |
| Year 8 | 1 |
| Year 9 | 0 |
| Year 10 | 7 |
| Year 11 | 6 |
- 4.4 Since August 2014 over 400 children have been seen at the CAFAls. New arrivals are interviewed and assessed and a potential destination identified. A significant number of pupils who come through the assessment centre process are 'Hard to Place'. Many pupils arrive in Brent not speaking any English; some have significant special needs. Others have moved to the area and where schools are full, have not been able to

secure admission. The interviews and assessments are carried out by qualified teachers under the management of the Assistant Head of Claremont High School.

- 4.5 Pupils with little or no English may be identified for one of the two EAL projects at Greenway at Claremont High School, or QPCS. Previously there were 35 places at each provision, and these are 'roll on roll off' places. There is an increase in the number of places at the Greenway Project for the 2014/15 academic year to a maximum of 50 places.
- 4.6 As there is now capacity in secondary schools in Years 7, 8 and 9, only Year 10 and 11 pupils are placed in projects. These are usually a mix of new arrivals from overseas, and pupils who move to Brent from other parts of the UK and London. In many cases pupils have arrived from overseas to another borough, but then move to Brent. Pupils attend the two EAL projects for a limited time, which could be one, two or more unusually three terms – and are then moved on to schools. Moving pupils on is a resource intensive activity. Year 11 pupils who arrive after Christmas normally stay in the projects until the end of the academic year. Careers Advice from Connexions is provided to young people in the projects to enable them to access further education.
- 4.7 On occasion individual courses have been purchased for young people for whom a school place cannot be found, or for whom an EAL project is not suitable. This can be at the College of North West London or other college offering an appropriate course.
- 4.8 With liaison with Brent Secondary Headteachers, additional courses have been set up in schools to provide specific courses for new arrivals, for example a Year 11 offer or a reduced GCSE offer. Newman Catholic College have provided a mixed gender Year 11 course for this 2014/15 academic year. Queens Park Community School continue to provide a reduced GCSE offer.
- 4.9 A key feature of the provision is its flexibility in responding to demands. Children with differing experiences arrive in Brent seeking a school place. All courses set up are of a timed duration, if not successful or are no longer required they are no longer purchased. A Year 11 course at the college of North West London had been funded for the last four years but for reasons of quality has not been continued with for the 2014/15 academic year.
- 4.10 The outcome of these activities is that additional school and education placements are provided for pupils who otherwise would be out of school, and the council would be in breach of its statutory duty. Additional benefits of the provision is in making sure that young people are well prepared once they do get a school place and that the receiving school has the information they need to support the young person. Staff running the Choice Advice and Fair Access Interviews are very aware of safeguarding issues, and many referrals to social care have been made as a result of information collated at the interviews.
- 4.11 There is an Assessment Centre Co-ordinator post fully funded from this budget, responsible for the administration of running the assessment centres, inviting families to the CAFAI, maintaining contact with schools and parents, and ensuring system data and pupil records are accurate, tracking the pupils until they are admitted to school. This post is graded at SO1.
- 4.12 The Systems and Policy Manager and the Assessment Centre Co-ordinator posts are the only council posts funded from this budget. Thirty per cent of the System and Policy Managers role is funded by this budget, which is to support the assessment

centre process, make payments and keep records of expenditure, deal with parents, manage complaints and enquiries and liaise with schools. This post is graded at PO4. The Head of Pupil and Parent Services is the overall manager and budget holder for this function.

- 4.13 Over the last three years a number of additional primary classes have been opened. Several schools have expanded, and the classes and some start up costs have been funded from this budget. Additional classes in other year groups of high demand have also been set up.

5 Budget

5.1 Out of school children projected expenditure for 2014/15

The outturn for 2013/14 was £3,077,058 within the £3,295,000 projection. The budget allocation for 2014/15 is £3,757,512.00 and the projection is £4,275,200

2014 Financial Year Expenditure

Description	Amount
Management of CAFAI	£65,000
Other Teaching staff for CAFAI	£70,000.00
Byron Court at Ashley Gardens	£126,000.00
Assessment Centre Coordinator (1 FTE)	£37,000.00
Systems and Policy Manager (30%)	£18,000.00
Premises Cost - Electricity, Gas (Business Rates for Annexes)	£55,000
Misc Supplies and Services - Printing/Scanning/Photocopying/ FSM payments/IT phone network/ consumables	£20,000.00
Alperton Community School	£24,100.00
Anansi Nursery (College Green Nursery)	£327,000.00
Academus /Alternative Education	£57,200.00
Harlesden Primary School	£140,500.00
Ex Church Lane PRU	£189,000.00
Furness Primary	£57,750.00
Leopold Primary - Gwenneth Rickus Building	£1,368,000.00
Mount Stewart Infant Primary	£18,142.00
Preston Park Primary	£82,750.00
St Josephs Catholic Primary School	£82,750.00
Stonebridge Annexe	£212,400.00
Strathcona Roe Green	£759,978.00
Uxendon Manor - Additional pupils	£58,222.00
Vicars Green	£30,000.00
CLC Project at Queens Park Community school April 2014 to March 2015	£167,772.00
Year 10 and 11 children at Queens Park Community school April 2014 to August 2014	£106,615.00
Newman Catholic College - Year 11 Course April 2014 to August 2014	£78,000.00
Newman Catholic College - Year 11 Course September 2014 to March 2015	£222,115.00
Greenway Project 1 - Claremont High April 2014 to August 2014	£69,584.00
Greenway Project 1 - Claremont High September 2014 to August 2015	£167,000.00
Greenway Project 2 - Claremont High September 2014 to August 2015	£71,572.00
College of North West London	£70,000.00
Wykeham Primary School	£57,750.00
TOTAL	£4,101,978.00

5.2 Through the support of schools the council has been able to provide additional places. The following are examples of expansions and projects for 2014.

5.3 Three primary schools expanded from September 2014.

St Joseph's RC Primary School	1FE	
Preston Park Primary School		1FE
Harlesden Primary School	2FE	

5.4 The following schools provided bulge reception classes for September 2014

Wykeham Primary School	(30 places)	
Uxendon Primary School	(30 places)	
Furness Primary School	(30 places)	
Ashley Gardens	(60 places)	under the management of Byron Court.

5.5 The following schools provided bulge classes in other year groups for September 2014

Byron Court Year 2	30 places
Barham Primary Year 3	30 places

5.6 Wembley High School

In September 2014 Wembley High School admitted 30 reception pupils in advance of their expansion in 2015. In addition Wembley has provided 60 places for children who are now in Year 2.

5.7 Stonebridge Annexe

The Headteacher and Governing Body of Stonebridge Primary School agreed to manage a six class provision in what was previously an adult day centre. This began for the 2012/13 academic year and provided 180 places across Reception and Years 1, 2, and 3. The majority of places at this annexe are now filled.

5.8 Leopold/GRB

The Headteacher and Governing Body of Leopold Primary School agreed to manage a provision at the Gwenneth Rickus Building (GRB) at Brentfield Road. For the 2014/15 academic year there are 11 classes available on this site, and the school will admit 60 reception pupils on the GRB site next year in addition to the 60 places at the main Hawkeshead Road site.

5.9 Anansi Nursery

The Headteacher and Governing Body of College Green Nursery School agreed to manage a three class provision offering 90 places at Anansi Nursery in Longstone Avenue, NW10.

5.10 Management Capacity for Expansions

When schools expand there is increased management pressure on schools, as the Headteacher and other senior leaders are involved in the scoping, planning and monitoring of the programme. In acknowledgement of the additional management capacity required schools that have expanded since 2012 have been allocated a one off payment of £25k in recognition of the increased demand.

6.0 Impact of increasing numbers

- 6.1 GLA projections and local experience indicate a continued rise in the school population through to 2020.
- 6.2 Three Secondary Free Schools were planned to open in Brent in September 2014 providing an additional 360 Year 7 places, but only one opened providing 120 places. The remaining two are expected to open in September 2015. There is already spare capacity in Year 7. Adding the free school places to the existing capacity suggests the demand for Year 7 secondary places will not outstrip supply until 2018/19.
- 6.3 School expansions, bulge classes and annexes have meant that the numbers of children without a school place have reduced dramatically, however there is still pressure on places and particular areas of Brent have very few vacancies. There is particular pressure on Years 5 and 6. The churn, or the number of children who join and leave schools in the primary year groups is higher for younger children, fewer children leave primary school in years 5 and 6 than in Reception and Year 1. Alperton, Wembley, Neasden and Queensbury are areas which have seen an increase in housing development with consequent pressure on schools in those areas. The numbers without a school place in primary year groups are as follows:

Reception	46
Year 1	18
Year 2	13
Year 3	7
Year 4	9
Year 5	40
Year 6	45

None of the reception children are of statutory school age.

- 6.4 To be able to offer a school place to all pupils who need one in all primary year groups and in years 10 and 11, the budget has had to increase substantially. There will be a requirement for additional reception places for September 2015. The number of applications received, pupil mobility and census data will be closely monitored and scrutinised to ensure that there is not over provision by the Council.

7 Conclusions and decisions

- 7.1 The majority of the budget is passed to secondary and primary schools to fund additional places. The budget is also used to provide a GCSE course at the College of North West London and one off individual courses for pupils at the College of North West London and a handful of other colleges. The growth in pupil numbers and the requirement to rapidly expand school places will require funding to be available in future years.
- 7.2 The setting up of the assessment centre procedure for secondary aged new arrivals was seen as an interim measure to see the authority through a peak in applications until secondary school expansions removed the need for them. This has not been the case, as the number of new arrivals has not reduced, and their needs are often complex. Increasing capacity in Years 7, 8 and 9 has meant that most new arrivals in these year groups go into schools. As the spare capacity in schools will feed through to Year 10 next year and Year 11 the year after, the School Forum may decide not to agree funding for EAL projects and college courses in future years, with the expectation that all children would be admitted directly to schools.

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Sara Williams
Operational Director, Early Help and Education



**Schools Forum
10 December 2014**

**Report from the Strategic Director of
Children and Young People**

For decision

Proposed change to Special Schools Band 6 Funding

1. Summary

- 1.2 This report requests the School Forum to agree an increase in funding for Band 6 pupils in special schools due to the increasingly complex needs of pupils admitted to Brent Special Schools.

2. Background

- 2.1 Special Schools in Brent are funded per pupil based on a banding system which is aligned to the level of need. The EFA provides the base funding of £10,000 per place, and the 'top up', is funded from the DSG.
- 2.2 There are six funding bands for special schools reflecting levels and complexity of need of which Band 6 is the highest, reflecting the highest level of pupil needs. The banding matrix of how the children's needs are identified and the special schools funding, are attached, for ease of reference the place funding for special schools is set out in the table below.

Top-Up funding by band (Total allocation per place less Base funding)	£
Band 1	3,946
Band 2	6,432
Band 3	10,081
Band 4	13,740
Band 5	17,400
Band 6	24,720

- 2.3 The Schools Forum SEN subgroup on 8 July 2014 discussed the concerns of the Village school, that for Band 6 children the funding allocation was not sufficient to meet the increasingly complex needs of children the school was being asked to admit.
- 2.4 As would be expected given that the Village School is designated for SLD and PMLD, it has the highest number of Band 6 children, at 67 out of a total of 77. There are five Band 6 children at Manor, two at Phoenix Arch, and three at Woodfield.
- 2.5 While having a high number of Band 6 children does provide some economies of scale, the volume of very complex cases, where some children need one to one or two to one support means that resources are very stretched.
- 2.6 The July SEN sub group did consider if an additional band, i.e. a Band 7 funding should be created for the most complex children, but this was discounted as it could lead to Band inflation.
- 2.7 The SEN sub group supported a proposal to increase the Band 6 funding, to create a temporary allocation for the remaining two terms of the academic year in 2014-15 to be paid from the In Year contingency budget held by SENAS.
- 2.8 It was suggested that an additional £2,500 per Band 6 would be a reasonable and workable amount. For the 2014/15 academic year 7/12^{ths} would be £1,458 for two terms. The total amount required to fund the revised Band 6 places in 2014/15 would be £1,458 = £112,266.
- 2.9 The SEN sub group suggested that for 2015-16, Band 6 should be increased to reflect the level of complex needs, which based on the same number of Band 6 places in 2015/16 (77) would increase costs by £192,500 for a full year, to be paid from the high needs block.

3. Recommendation

- 3.1 The Schools Forum is requested to consider the SEN sub group recommendation
- (a) To increase the value of Band 6 for 2015/16 to ensure that the needs of these most complex pupils can be met at a cost of £192,500
 - (b) To agree an increase to Band 6 for two terms from 1 September 2014 to 31 March 2015 which would cost £112,266.

Background papers attached

1. Banding Matrix of '*Descriptive Needs*' and Curriculum, Resources, and Environmental Requirements with Associated Staffing Allocations.
2. Special schools funding 2014/15.

Contact Officers

Carmen Coffey
Head of Pupil and Parent Services

Sara Williams
Operational Director, Early Help and Education

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SPECIAL SCHOOLS FUNDING 2014-15

	THE VILLAGE	MANOR	PHOENIX ARCH	WOODFIELD	TOTAL
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Top-Up funding by band (Total allocation per place less Base funding)	£	£	£	£
Band 1	3,946	3,946	3,946	3,946
Band 2	6,432	6,432	6,432	6,432
Band 3	10,081	10,081	10,081	10,081
Band 4	13,740	13,740	13,740	13,740
Band 5	17,400	17,400	17,400	17,400
Band 6	24,720	24,720	24,720	24,720

FUNDING					
Number of Planned Places for 2014-15 by Band					
Total Planned Places April - August	235.0	140.0	30.0	137.0	542.0
Total Planned Places September - March	260.0	152.0	30.0	162.0	604.0
Band 1	0.0	0.0	0.0	0.0	0.0
Band 2	0.0	0.0	0.0	12.0	12.0
Band 3	12.0	15.0	1.0	42.0	70.0
Band 4	75.0	94.0	21.0	65.0	255.0
Band 5	90.0	19.0	6.0	14.0	129.0
Band 6	67.0	5.0	2.0	3.0	77.0
Total Place Numbers	244.0	133.0	30.0	136.0	543.0
Funding for 2014-15 by Band Based on 31st December 2013 Data					
	£	£	£	£	£
Base Funding April - August	979,167	583,333	125,000	570,833	2,258,333
Base Funding September - March	1,516,667	886,667	175,000	945,000	3,523,333
Band 1	0	0	0	0	0
Band 2	0	0	0	77,184	77,184
Band 3	120,966	151,208	10,081	423,383	705,638
Band 4	1,030,527	1,291,594	288,548	893,124	3,503,793
Band 5	1,566,017	330,604	104,401	243,603	2,244,624
Band 6	1,656,229	123,599	49,440	74,160	1,903,428
Central Services (See Below)	5,530	3,014	680	3,082	12,306
Total Funding	6,875,103	3,370,019	753,149	3,230,368	14,228,640

2013-14 Budgets for Comparison					
Total Budget Allocation 2013-14	£6,106,043	£3,140,352	£951,210	£2,919,280	£13,116,885
Total number of places 2013-14	214.0	131.4	18.0	133.0	496.4

Notes:

1. Base Funding based on planned place numbers
2. Top-Up funding based on actual pupil numbers as at 31st December 2013
3. Top-Up funding for changes in actual pupil numbers from 1st January 2014 will be paid termly in arrears

Central Services (De-Delegations)	Amt £ Per FTE Pupil
Schools Causing Concern	6.90
Free School Meals Eligibility	1.06
Licenses Subscription	1.70
Staff Costs Supply Cover	9.02
Trade Union Facilities	3.98
Total	22.66



Banding Matrix of ‘Descriptive Needs’ and Curriculum, Resources, and Environmental Requirements with Associated Staffing Allocations

BAND 6: (For special provision:- 7 pupils with 1 Teacher and 5 Teaching Assistants) includes children who typically require constant high levels of adult attention for the vast majority of the time and an individually designed curriculum.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>Some children may have very little understanding and may be unable and/or unwilling to manage their behaviour or reflect on its consequences for others and violence is a constant of their day. Other pupils may have profound and multiple learning difficulties with substantial sensory loss and significant medical needs. Such children require constant high levels of adult attention for the vast majority of the time and especially so within the playground and at social times. All children in band 6 can be described as being unable to function in a group or they require highly specialised support because they are educationally blind, deaf-blind or require high levels of BSL/SSE interpretation for all aspects of school life and/or require an individualised curriculum as they are likely to display (any one or more of):</p>	<p>The curriculum, teaching styles and materials are designed to meet the needs of pupils with complex, profound and multiple needs including SLD, ASD or ADHD.</p> <p>The curriculum is likely to be developmental and may include independence training</p>	<p>Access to individual specialised aids and technology is essential to develop communication</p> <p>Access to support staff highly skilled in meeting the care and/or feeding needs of such children and in delivering physiotherapy programmes and in some cases physical intervention.</p>	<p>The teaching and learning environment will be designed and adjusted for individual work.</p>	0.14	0.71



<p>Page 30</p> <ul style="list-style-type: none">• PMLD (functioning between P1 and P3) whose cognition and learning/development is at an 18 month level or below and/or unlikely to change very much and, who may be in need of continuing care probably requiring a high level of support in all areas of self-help skills including toileting.• SLD (including syndromes such as Downs, Edwards), ASD or severe ADHD associated with multiple problems in the range of attention, communication, empathy, emotional control, attachment, anxiety or depression associated behaviour that is either harmful to others or harmful to self or that prevents participation (such as extreme avoidance or withdrawal). <p>Probably functioning between P2 and P3 with difficulties accepting change, transitions, endings, and working in groups: therefore requiring a high level of consistency and predictability in their environment, with communication techniques, behavioural management via relationships with a consistent adult.</p>			<p>An adjustable multi-sensory environment, with highlighted and tactile features, is essential. The teaching and learning environment will be designed and adjusted for individual work.</p>		
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<p>Page 31</p> <ul style="list-style-type: none"> • A combination of physical/medical and/or sensory needs (particularly VI) requiring extremely high curriculum differentiation demands that are totally different from the majority of their peers: they could be functioning anywhere between P1 and NC level 5; they are totally dependent on adults for accessing the curriculum and for meeting self-care needs; and, they may also have degenerative conditions and/or be vulnerable due to feeding/oxygen needs. • Experiencing complex multi-sensory impairments or a hearing or visual impairment in combination with other profound learning needs. Or pupils who are educationally blind but capable of access a mainstream curriculum and require: all curriculum materials translated into Braille and tactile format; a high level of mobility training and social communication skills; need training in the use of Braille and aids; individual help at regular intervals during the day to ensure their safety; access to additional curriculum materials, e.g. keyboarding, Braille, etc. Or pupils who have a very significant hearing impairment but are capable of accessing a mainstream curriculum and whose main communication mode is BSL or a high level of SSE and require: a high level of interpretation and training to improve their signing; individual help at regular intervals during the day and, access to a deaf culture. 	<p>The curriculum may require highly individualised and specialised sensory and/or tactile programmes taught by qualified teachers of HI/VI/MSI.</p> <p>TAs need to be highly skilled in delivery of specialised individual sensory or tactile programmes.</p>	<p>Access to support staff highly skilled in the delivery of specialised individual sensory and/or tactile programmes</p> <p>Training, assessment and support provided by qualified teachers of pupils with sensory impairment and technical support services.</p> <p>Access to staff specialising in use of braille and/or tactile and/or sensorily enhanced communication. Staff skilled at facilitating independence training.</p>			
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<p>Page 32</p> <ul style="list-style-type: none">Experiencing significant (out of school) trauma in their lives and/or displaying mental health problems without any formal diagnosis from CAMHS, and/or a have combination of recognised syndromes such as AD(H)D, OCD, ODD, or developmental disorders that are resistant to change, leading to one or more of the following behaviours in school which means that they cannot keep themselves safe and/or they be a danger to other children and adults: running out of/around class/school including and/or proactive gratuitous aggression and violence that is sometimes pre-meditated, targeted at particular individuals and prolonged. As a result their attainment levels at KS2 are likely to be in the region of P8/NC L1/2 - their verbal abilities are likely to be significantly delayed and they may be unable to record their work in writing without additional aids.		Access to training, assessment and support provided by CAMHS			
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Band 5: (For special provision: 7 children with 1 Teacher and 3 Teaching Assistants) includes children who typically require constant interventions on a daily basis from a range of adults.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may be unable to interact greatly with other pupils and staff due to learning and/or social difficulties: they may need high levels of adult support in movement and escorting and could have significant medical needs which impact on the demands placed on staff in the classroom and around social meal times. Some of these children may be extremely violent, unrestrained and a danger to themselves and others thus requiring high frequency calming and physical intervention.</p> <p>All children in band 5 can be described with (any one or more of):</p> <ul style="list-style-type: none"> With SLD /ASD and/or other known syndromes (e.g. Downs, Fragile X) with some challenging behaviour and the capacity for making small progress, functioning mostly at P4 probably with ongoing toileting issues and, with those at P5/6+ likely to have other additional needs (e.g. medical) and who may have challenging behaviour particularly around non-compliance and inability to cope in a range of environments. 	<p>The curriculum, teaching styles and materials are designed to meet the needs of pupils with SLD and/or ASD and/or extreme physical, medical, sensory, emotional or language and/or communication needs.</p> <p>The curriculum may be developmental and may involve independence training.</p>	<p>Frequent and regular access to teachers with experience of pupils with SLD/ASD. TAs are additionally trained. Staff skilled at facilitating independence training. Training, assessment and support provided by teachers with experience of pupils with SLD/ASD. Access to individual specialised aids and technology essential to access the curriculum.</p>	<p>Facilities for small group and individual teaching.</p> <p>Optimum environment with minimum distractions.</p>	0.14	0.43



<p>Page 34</p> <ul style="list-style-type: none"> • With extreme physical; medical; sensory; and/or emotional needs who demonstrate the potential for making small amounts of progress in accessing some aspects of the curriculum and/or self-regulating their behaviour. • A combination of learning difficulties, speech and language delay and social deficits (sub threshold for an autistic spectrum disorder) associated with multiple problems in the range of attention, communication, empathy, emotional control, attachment, anxiety or depression associated behaviour that is either harmful to others or harmful to self or that prevents participation (such as extreme avoidance or withdrawal). <p>Experiencing a significant level of hearing or severe visual impairment requiring a highly differentiated curriculum with all lessons/work adapted and/or interpreted. Children with HI may also have a significant language delay requiring some signed support or general support for understanding tasks and concepts. Children with severe sight impairment may be capable of accessing a mainstream curriculum with high levels of modification and adaptation of materials: if they have a marked cognitive delay they could access the curriculum through tactile and auditory means; they may require mobility training; assistive technology & low vision aids.</p>	<p>Frequent and regular access to teachers with experience of pupils with speech and language delay and social deficits. TAs are additionally trained.</p> <p>The curriculum, teaching styles and materials are designed to meet the needs of pupils with HI/VI. IEP targets are formulated and delivered by qualified HI/VI teachers.</p>	<p>Frequent and regular access to qualified teachers of pupils with HI/VI. TAs are additionally trained.</p> <p>Staff skilled at facilitating independence training.</p>	<p>Optimum environment with minimum distractions.</p> <p>Training, assessment and support provided by appropriate therapists (e.g. SALT, PT, psychotherapist)</p> <p>Optimum lighting with highlighted and tactile environmental features are essential. Individualised environmental audit will be required.</p>		
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<p>Page 35</p> <ul style="list-style-type: none">Experiencing some degree of trauma in their lives out of school without any additional recognised syndromes other than SEBD: they are responding to intervention and are not able to keep themselves safe and present a significant danger to others. They are likely to have KS attainments around NC L2 and to have only slightly below average verbal abilities.	<p>Frequent and regular access to teachers with experience of SEBD with additionally trained TAs.</p>				
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Band 4: (For special provision:- 7 children with 1 Teacher and 2 Teaching Assistants) – includes children who typically need regular, additional time from a range of adults.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may make frequent, possibly constant, demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs. These children can be very challenging on a frequent basis, have no regard for their own safety or the safety of others and are very vulnerable without high levels of supervision. They may also require support because of personal/manual handling reasons or medical needs or frequent restraint.</p> <p>All children in band 4 can be described with (any one or more of):</p> <ul style="list-style-type: none"> • SLD /ASD and/or other known syndromes such as Downs, with no other needs who are likely to be functioning mostly at P5/6 and probably beyond at KS 3/4 and possibly between P7/8 and NC1-4 where there may be complex behavioural needs arising out of ADHD and/or other social and emotional factors requiring therapeutic and behavioural interventions. There is the potential for greater independence and capacity to make progress with learning, in comparison with bands 5 and 6, within staffing resources available. 	<p>Access to a significantly differentiated and modified learning curriculum, materials, specialist teaching approaches to meet the needs of students with SLD and/or ASD; ADHD and/or SEBD. Curriculum to include independence training.</p>	<p>Access to individual specialised aids and technology essential to access curriculum.</p> <p>Training, assessment and support provided by teachers with experience of pupils with SLD and/or ASD.</p>	<p>Facilities for small group and individual teaching as necessary.</p>	0.14	0.29



<ul style="list-style-type: none"> SEBD who are unlikely to exhibit pre-meditated aggression but rather are likely to display frequent and challenging temper tantrums: they may also be, by contrast, emotionally very fragile – possibly having been in receipt of therapeutic interventions and/or heavy medication to manage their condition. They are likely to have KS attainments around NC L2/3 and to have age appropriate verbal abilities. <p>A moderate, severe or profound hearing impairment or significant visual impairment with additional needs that have some adverse compounding impact on learning and social interaction with adults and/or peers.</p>	<p>Curriculum management requires significant differentiation and modification of learning materials, specialist teaching approaches, such as moon/Braille, specialist aids and adaptations to the learning environment. IEPs must be formulated in collaboration with qualified HI/VI teachers.</p>	<p>Training, assessment and support provided by teachers with experience of pupils with SEBD.</p>			
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Band 3: (For special provision: 7 children with 1 Teacher and 1 Teaching Assistant) – includes children who typically can manage only within a small group and who require close supervision sometimes from senior staff

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may be aggressive and may require physical intervention but only very infrequently, other children may be anxious, immature, unpredictable and impulsive. They may have medical needs which require staff to provide a level of support throughout the day.</p> <p>Page 38</p> <p>All children in band 3 can be described with (any one or more of):</p> <ul style="list-style-type: none"> • Having the capacity to make progress with their learning and independence more rapidly than those children/young people in higher bands but who may still have significant communication and social interaction needs and who may require a ‘nurturing’ and/or highly structured approach. 	<p>The curriculum, teaching styles and materials are differentiated to meet the needs of pupils with significant communication and social interaction needs, and/or SEBD.</p> <p>Specialist staff may be required to facilitate independence training.</p>	<p>Training, assessment and support provided by staff with experience of pupils with significant communication and social interaction needs, and/or SEBD and/or ASD and/or moderate levels of HI/VI or perceptual impairment.</p>	<p>Facilities for small group and individual work as necessary.</p>	<p>0.14</p>	<p>0.14</p>



<p> <ul style="list-style-type: none"> Regularly exhibiting anti-social behaviour (verbal or physical disruptions; acting out/showing off; displaying provocative behaviour) – often in response to known triggers or situations; a lack of trust in adults; impulsivity; and a failure to link their actions and behaviour with the resultant consequences. Having poor attention and listening skills. <p>Being vulnerable as a result of having a lack of social awareness about themselves and their surroundings.</p> <p> <ul style="list-style-type: none"> ASD and/or other syndromes (e.g. Downs) or medical conditions (e.g. epilepsy) with some global developmental delay that is less marked than band 4 such that at KS1/2 are likely to be functioning between P7/8 and NC 1/2 and at KS3/4 functioning up to NC L4. </p> </p>	<p>The curriculum, teaching styles and materials are differentiated to meet the needs of pupils with and/or ASD and/or significant levels of HI/VI or perceptual impairment.</p>	<p>Training, assessment and support provided by staff with experience of pupils with ASD and/or significant levels of HI/VI or perceptual impairment.</p> <p>Specialist equipment and materials provided to address ASD needs.</p>	<p>Good environmental features to meet ASD needs are essential.</p>		
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<p>• A hearing and/or visual impairment with some additional learning needs that are derived from factors involved in the history of their hearing impairment such as language delay & late aiding that is less marked than band 4.</p> <p>• A specific language disorder and some associated learning and social, emotional and behavioural difficulties such that at KS1/2 are likely to be functioning between P7/8 and NC 1/2 and at KS3/4 functioning up to NC L4.</p> <p>• Extremely limited voluntary muscle control and/or a medical condition requiring intermittent high levels of care including nursing</p>		Specialist equipment and materials provided to address HI/VI needs.	Good lighting and highlighted environmental features to meet HI/VI needs are essential. Pupils are able to access appropriate facilities to manage personal aids. Individualised environmental audit will be required.		
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Band 2: (For special provision:- 10 children with 1 Teacher and 1 Teaching Assistant) – includes children who typically can manage only within the overall organisation and curriculum.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may, on occasions/possibly regularly but not too frequently, require some low level additional supervision and intervention from others. They are likely to respond positively to routine, structure and support. They will have the ability to make more progress than children in higher bands.</p> <p>P20041 children in band 2 can be described as having (any one or more of):</p> <ul style="list-style-type: none"> Likely to be functioning below age-expected NC levels with accompanying significant communication (language and/or hearing) and social communication needs and/or may require a ‘nurturing’ and/or highly structured approach for learning and/or behaviour. Such that at KS1 they will be unable to recognise and name any familiar letters/words or use mathematical language and will be unable to sequence time; routine; events; and/or experiences. At KS2 attainments will be mostly around level 2C and at KS3/4 mostly around 3C 	<p>In-class differentiation to meet the needs of pupils likely to be functioning below age-expected NC levels with accompanying significant communication (language and/or hearing) and social communication needs and/or displaying persistent low-level disruption.</p>	<p>Training courses, assessment and advice sought from SALT and/or other therapists, qualified HI/VI teachers, and/or teachers with experience of pupils with SEBD.</p> <p>Generally 0.6 TA in m/s class of 1Teacher to 30 pupils</p> <p>With up to 0.8 TA for pupils where the chronological age and attainment gap has or is likely to widen.</p>	<p>Pupils are able to access appropriate facilities to manage personal aids.</p>	0.10	0.10



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 42</p> <ul style="list-style-type: none"> Likely to display an inability to concentrate with limited focus on teacher allocated tasks for some of the time with persistent low-level disruption (frequent inappropriate interruptions) and occasionally exhibiting anti-social behaviour. May relate to other pupils by bullying or as provocative victims of bullying and.... May use aggression as a principal response some of the time such that they ... May engage in deliberate provocative and confrontational behaviour with adults for some of the time by, for example, refusing to back down when confronted or by responding to correction aggressively. Experiencing a significant hearing impairment and/or visual or perceptual impairment as described by specialist staff which impacts on most areas of learning. Specific language disorder with no additional associated difficulties. <p>Not mobile/non-ambulant and one of the following:</p> <ul style="list-style-type: none"> Significant co-ordination and/or motor difficulties with for example: feeding, dressing, recording. A medical condition requiring long-term, intensive support from external therapists. 	<p>IEP targets will include specialised input from therapists and/or qualified HI/VI teachers.</p>	<p>0.6 TA in m/s class of: 1Teacher to 30 pupils If only ONE description</p> <p>0.7 TA with TWO descriptions</p> <p>0.8 TA with THREE descriptions</p> <p>0.9 TA with All FOUR descriptions</p> <p>Equipment and materials modified to address HI/VI perceptual needs</p>	<p>Good lighting and highlighted environmental features are all essential.</p>		
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Band 1: (For special provision:- 12 children with nominally 1 Teacher and 0.5 Teaching Assistant) – includes children who typically can manage within the general organisation and curriculum of the school, without, generally requiring resources additional to the base classroom staffing

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistant s</i>
<p>These children may, on occasions/possibly regularly but not too frequently, require some low level additional supervision and intervention from others. They will be able to make more rapid progress with their learning than children in higher bands and will be able to function reasonably well within small groups with minimal support.</p> <p>All children in band 1 can be described as having (any one or more of):</p> <ul style="list-style-type: none"> Likely to functioning below age-appropriate NC levels and may have specific literacy and/or numeracy difficulties and/or problem-solving difficulties that do not significantly impede curriculum access such that progress will be slow but adequate: at KS1 they will only be able to recognise and name a few familiar letters/words with limited use of mathematical language and their ability to sequence time; routine; events; and/or experiences will be inconsistent. At KS2 attainments will be mostly around level 2B and at KS3/4 mostly around 3B 	<p>Minimal adaptations to the curriculum and/or learning environment will be required which will include high quality differentiation with a slower pace delivery allowing opportunities for repetition and over-learning.</p>	<p>Training courses and information sought from relevant qualified and/or specialist teachers</p> <p>Generally 0.3 TA in m/s class of 1T to 30 pupils</p> <p>With up to 0.5 TA for pupils where the chronological age and attainment gap has or is likely to widen.</p>	<p>Access to small groups within and/or outside the main classroom for part of the day.</p> <p>These children would benefit from a 'nurture group' approach.</p>	0.08	0.04



<p> <ul style="list-style-type: none"> Likely to display some unresponsive behaviour or immaturity of attention, response and/or social interactionTogether with work avoidance and/or disruptive or confrontational behavioursWhich can sometimes be dangerous or damaging to self or others and that result in occasional inappropriate disruptions and.. May require adult reassurance to manage behaviour. </p> <p> Page 44 Experiencing a significant hearing impairment and/or visual or perceptual impairment as described by specialist teachers which impacts on some aspects of learning </p> <p> Any two of the following: <ul style="list-style-type: none"> Wheelchair user requiring minimum assistance Significant co-ordination and/or motor difficulties with for example: feeding, dressing, recording. A medical condition requiring long-term, intensive support from external therapists. </p>	<p>Advice may need to be sought from qualified HI/VI teachers.</p> <p>May require curriculum to include independence training.</p>	<p>0.2 TA in m/s class of: 1Teacher to 30 pupils If only ONE description 0.3 TA with TWO descriptions 0.4 TA with THREE descriptions</p> <p>0. 5 TA with All FOUR descriptions</p>	<p>Good lighting and highlighted environmental features with good acoustics are recommended.</p>		
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Schools Forum
10 December 2014

**Report from the Operational Director,
Early Help and Education**

For decision

Update on the implementation of the entitlement for 15 hours free early education for eligible two year olds

1.0 Summary and Background

- 1.1 This report provides an update on the implementation of the entitlement, including spend to date.
- 1.2 The two year old offer (15 hours of free early education) became a statutory entitlement for eligible two year olds in September 2013. Eligibility criteria for the first tranche was Free School Meals criteria and the target number given to us by the DfE was 1,057. These criteria were widened in September 2014 to include low income families (income of up to £16,190) in receipt of Working Tax Credit. The government target given to us of eligible children for September 2014 was originally 2,345, but this has subsequently been amended to 2,220.
- 1.3 The eligibility criteria for the entitlement are as follows:
- income support or income based Job Seekers Allowance (JSA)
 - income-related Employment and Support Allowance (ESA)
 - support under part 6 of the Immigration and Asylum Act 1999
 - Child Tax Credit and have an annual income not over £16,190
 - Working Tax Credits and earn no more than £16,190 a year
 - the Working Tax Credit four-week run on (the payment you get when you stop qualifying for Working Tax Credit)
 - the child has a current statement of special educational needs (SEN) or an education, health and care plan
 - the child receives Disability Living Allowance
 - the child is looked after or in care
 - they've left care under a special guardianship order, child arrangements order or residence order
- 1.4 The targeting of provision to tackle disadvantage through early support and intervention is in line with the Council's Children and Young People's Plan as well as the One Council Working with Families project and the government's Troubled Families initiative. Funding for 2YO is part of the Dedicated Schools Grant (DSG) allocation.

2 Progress to date:

2.1 Ensuring supply of 2 year places

Much work has been carried out with our childcare providers to develop sufficient two year places to meet the anticipated demand. The offer has been widely promoted among providers and through the year, development of further childcare places has taken place through the following:

- 1) Approval by panel of new NEG2 providers.
- 2) Purchasing of NEG2 places in advance through the place led funding process advocated by the government. Providers have advised us of the number of two year old places that they can offer and we have purchased a percentage of these in advance.
- 3) Disbursement of funding through capital grant funding rounds. Capital Grant Funding Round 4 has just been completed. This has been an evolutionary process with a number of learning points and we have had to adapt processes following feedback from providers and other issues that arose in Round 1, particularly around making the process more user friendly and ensuring that the risk of fraud was minimised. After each funding review, the process has been reviewed and adapted for the next round based on lessons learned.

To date 900 new 2 year places have been created.

2.2 Number of NEG2 approved providers

We now have 126 approved NEG2 providers across the borough:

64 childminders
61 PVI settings
1 primary school

(Please see Appendix 1 for map of NEG2 provision across the borough)

2.3 Take-up

The target figure for eligible families to be reached given to us by the DfE for September 2014 was 2345. Since June 2013, we have received datasets from the DWP of families eligible for the entitlement in the borough. Although we were originally given the figure of 2345 as the target number of families to reach in our borough, in July the DfE updated this figure to 1,920.

Subsequently it has been made clear that this figure will vary based on the numbers of eligible families in each DWP dataset and so a new target of 2,220 was given to us.

All the families whose details were sent by the DfE have been contacted at least twice by letter. In August 2014, a decision was made to offer families face to face sessions with the NEG2 team. These take place on a bi-monthly basis in children's centres and every month in the Civic Centre. Each family receives a gift pack when they attend the session. These sessions were extremely well attended and the next round of sessions took place in November 2014. These are also being aligned with a wider childcare promotion campaign, which includes NEG 3 and 4, that is being planned for December 2014 and March 2015..

Our stats for take up are as follows:

30 June 2014	411 (29 April headcount) 138 (with provider) 154 (approved for summer / autumn)
12 August 2014	577 (10 July headcount) 99 (approved for summer term) 406 (approved for autumn term)
31 October 2014	1025 (24 October headcount) (to be added)

This equates to a percentage take-up in October of 53 per cent of eligible children.

3 DSG Funding Allocations for 2 Year Olds and spend to date

3.1 DSG allocations to date:

2013-14

- £1.308m of additional funding for development work to create places for Sept 2014
- £3.333m (based on 1057) to meet 15 hours of statutory provision (NEG 2)
 - DfE request that all DSG revenue funding is to be passed on to providers with the NEG 2 EYSFF only having a single base rate and no other supplements
- £883k capital allocation from 2012/13 to increase capacity to be carried over to 2013/14

2014-15

- £6,762m (based on 2345) to meet 15 hours of statutory provision (NEG2)
- £308,398 capital allocation

3.2 Spend to date

3.2.1 Staffing

The NEG2 team currently consists of the following members of staff:

1 x NEG2 development officer
 1 x NEG2 project officer
 3 x NEG2 project assistants (fixed term)
 2 x NEG2 inclusion officer
 1 x NEG2 CAF officer

Two inclusions officers have been recruited in response to concerns about the level of need for most eligible two year olds. This has enabled the team to work with the increasing numbers of two year olds identified with emerging additional needs and to support their families with the NEG2 process. The team are now able to provide valuable and intensive support to families who despite their eligibility either are not willing to or able to take this forward to ensure that their child has access to an NEG2 place.

We have also had to expand the team significantly through the year to ensure staff had the capacity to meet the increase in demand, both from members of the public and from other colleagues and partners. The team has to field an average of 2000 calls a month as well seeing face to face customers at the Civic Centre and conducting outreach sessions across the borough's children's centres to register families for the entitlement. This investment has paid dividends as following a slow start in take up rates, the period May 2014 to October 2014 saw Brent having the highest rate of increase (149 per cent) in NEG2 take-up figures across London.

3.2.2 Promotion and marketing

An early promotion campaign was put in place in April 2013 and this has developed on an ongoing basis with some of the campaigns being added subsequently:

- Two articles in the Brent Magazine. This was successful and resulted in a number of enquiries
- Posters across the borough and on buses
- Leaflets distributed to children's centres and given to health visiting teams to give to families at the one year check
- Promotion through CFIS outreach to other council teams and external partners, including Jobcentreplus and CAB
- Advertising through local radio station in Harlesden
- Information on Brent website including NEG2 Q & A document
- Promotion through children's centre newsletters which are sent to every family in the borough with a child under five
- Brent NEG2 message is on Brent Facebook and Twitter
- Ad campaign through till receipts with 99p stores. The first referrals have already come through this campaign.
- Sessions at children's centres and the Civic Centre
- A wider childcare campaign across the borough scheduled for November/December 2014 and March/April 2015

Our children's centre and Civic Centre sessions were extremely successful and contributed to our increase in take up rates and these will be continued on an ongoing basis. Our childcare providers have also been key sources of referrals. The entitlement has been promoted very well to them and they encourage parents to take up the offer

3.2.3 Incentive payments

In order to encourage providers to take on the delivery of two year places, an incentive scheme was put in place where approved providers would receive a payment per place of between £100 - £250 to cover both existing and new/additional places. The payment could be used to fund additional staff to meet the 1:4 higher staff to children ratio.

3.2.4 Headcount payments

Take-up rates were slow in 2013-14, but in 2014-15 we have seen a significant increase and it is anticipated that these higher take-up rates will be maintained in the coming terms as a result of increased promotion and marketing.

3.2.5 Training

Training modules for childminders on the delivery of the free entitlement have been purchased from and delivered by Hempsalls. Conferences for both PVI and

childminder staff have included a specific focus on meeting the needs of two year olds. Further child development training is being put in place in preparation for the integrated two year check that includes a focus on how adults enabling and support learning for this age range.

Spend to date	Budget (£) covering 2013-14 and 2014-15	Spend to date & commitments until March 2015 (£)	Forecast April – September 2015 (£)	Forecast October – March 2016 (£)
Trajectory funding - £1,308,000				
Staffing	225,000	359,680.24	140 292.66	106,554.06
Promotion & marketing	25,000	40,000	7,500	7,500
Incentive payment	760,000	227,200	50,000	50,000
Training	150,000	200,000	50,000	50,000
Small equipment	50,000	50,000		
2YO provision in schools	25,000	0	12,500	12,500
Contingency	65,000	0		
Total	1,300,000	876,880	260,292.66	226,554.06
Overall total trajectory spend				1.363,726.72
Headcount payments				
2013-14	3,333,000	2,370,050.17		
2014-15	6,762,000	3,628,386		
2015-16* (forecast based on existing children in the headcount system and forecast take-up numbers)			1,710,000	342,000
Overall total headcount spend 2013-16	10,095,000			8,050,436.17
Capital grant spend				
	1,192,281	835,619.97	£356,661	

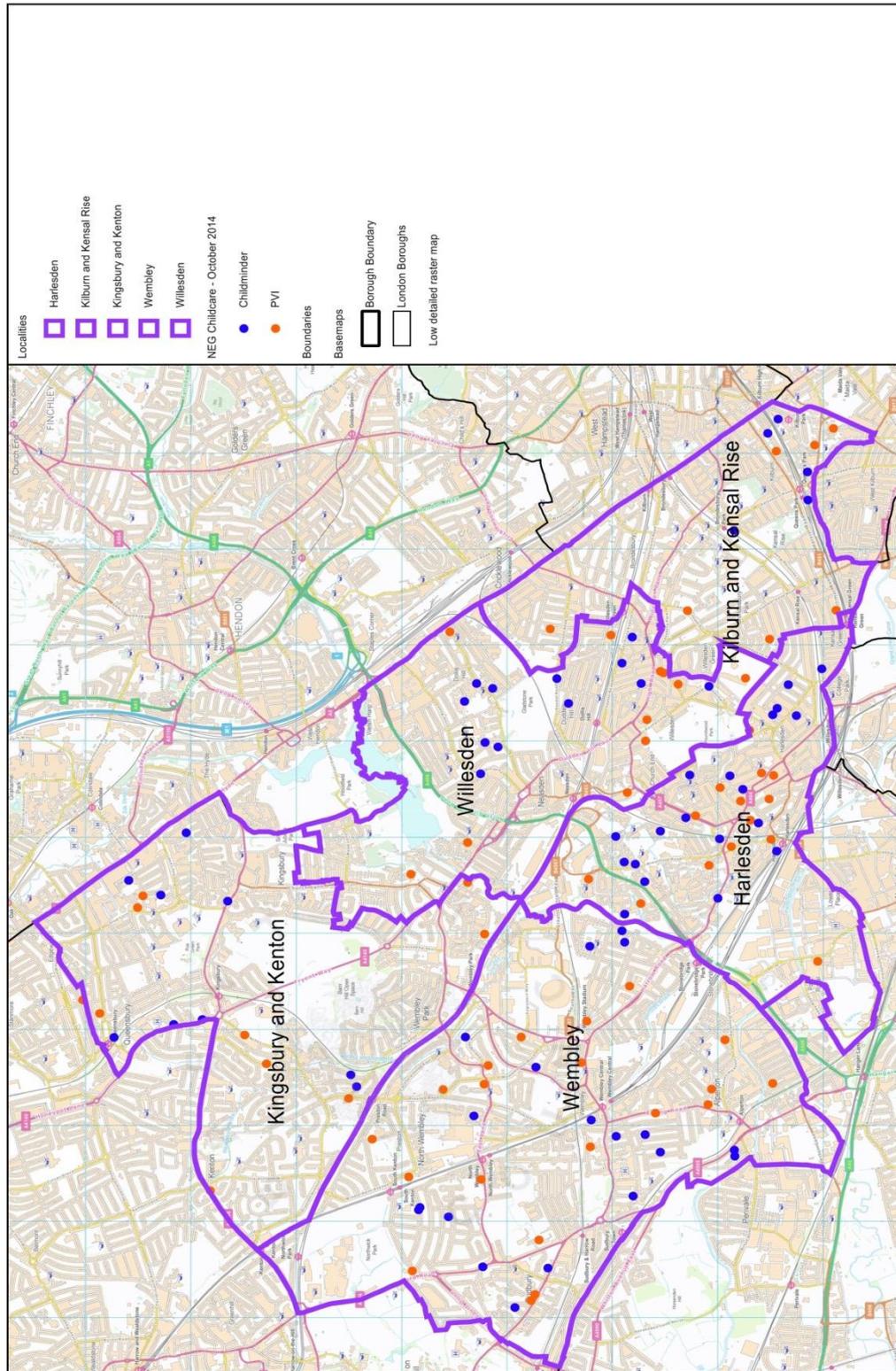
*This forecast covers the costs of the children who are already in the system and will need to be funded through next year and forecast take-up. NEG2 funding for 2015-16 will be allocated according to the numbers of children in the annual early years census in January 2015. As we will be continuing to increase our numbers, funding for children who take up a place after January's census collection will not be provided until a second census which is due in September 2015. It is therefore essential that we ensure funding is available for these children until the next allocation is provided by the DfE in late 2015. It is anticipated that this will have levelled out by March 2016.

This will leave us with an underspend of £1,980,837.11. We are anticipating an overspend on the NEG 3 & 4 and it is proposed that this will be covered from this underspend.

APPENDIX 1:

Map of NEG2 provision in Brent, October 2014

Childcare Locations - October 2014



 Brent	<p style="text-align: center;">Report for Schools Forum 10 December 2014</p> <p style="text-align: center;">Report from the Operational Director, Early Help & Education</p>
For Information	
<p>Benchmarking Brent's NEG 3 & 4 Hourly Rates</p>	

1.0 Introduction and Background

Deprivation levels in Brent have increased steadily in the past decade. In the 2004 IMD Brent ranked 81st most deprived and by 2010 Brent was ranked 24th (in 2007 this was 53rd) most deprived out of 325 local authority districts in the Index of Multiple Deprivation (IMD). This makes Brent one of the 15% most deprived local authorities in England.

Between 2006 to 2008 over a third of children in Brent were living in poverty. This is higher than both the London and England averages for this period. Where these families have children aged 2 – 5, access to free early education is extremely valuable. Research, including the EPPE longitudinal study of 2004, has shown that disadvantaged children in particular can benefit significantly from good quality pre-school experiences, gaining advantage in intellectual and social development when they start school and the advantages of having attended persisting for up age 7.

Take-up of the free entitlement in Brent for 3 & 4 year olds has steadily increased from 81% in 2010 to 92% in 2014. Take-up of the free entitlement for eligible two year olds has also increased and 1025 children are currently accessing a two year place with an approved NEG2 provider in the borough. The DfE monitor take-up of the free entitlements for 2, 3 and 4 year olds for each borough and we are under considerable pressure to increase take-up rates even further with a target of 1776 (80% of the estimated number of those eligible) for the two year entitlement and 95% take-up for the 3 and 4 entitlement..

- 1.1 The average hourly rate charged by PVIs in Brent was £5.22 in 2013 with the rates charged by providers to parents ranging from £3.70 per hour to £16. The concern was raised at SF that NEG 3 rates do not reflect the actual costs of childcare in the borough and discourage settings from participating.
- 1.2 In response to this concern this report updates SF on the current NEG 3 rates paid by a sample of London councils including those approached for a report to the January 2012 SF.
- 1.3 The report was presented to the November 26th Early Years Sub Group as part of the consultation process who approved the recommendations of this report;

- 1.4 In 2012 the DfE introduced the Early Years Benchmarking Tool (the Tool) offering a comparison of the planned spend on 3 and 4 year olds free entitlement for all English councils. The comparator was the average hourly rate of funding through the Early Years block of DSG. The latest figures available relate to 2013/14 and the funding for London councils is included at Appendix A. The overall average for London excluding Brent was £4.76 and the rate for Brent is shown at £4.51. The actual average NEG3 funding rate in Brent was £4.25 for all providers. The difference is created by the DfE including DSG funding that is not distributed directly to providers via the EYSFF such as centrally retained elements funded through the early years DSG block. Notwithstanding this technical issue the Tool shows that for 2013/14, Brent's average was at least 25p less than that for London overall.
- 1.5 SF members will recall that the Coalition government replaced the earlier Code of Practice for the provision of the free entitlement with new, much shorter (100 pages down to 26), Statutory Guidance in September 2012. The guidance places a duty on councils to ensure parents do not pay additional fees, or 'top ups', in order to access the free entitlement.
- 1.6 We have seen a steady increase in providers, including childminders, offering NEG 2, 3 and 4 year old places but this has been accompanied by feedback that the funding rate is not adequate. At the September 2014 Schools Forum (SF) members discussed the cost pressures on the PVI sector in terms of the adequacy of funding received, through the Early Years Single Funding Formula (EYSFF), to cover the cost of delivering the 15 hours free entitlement for nursery provision for three year olds. In parts of the borough, some providers have chosen not to offer funded places as they do not see the scheme as financially viable and this is affecting sufficiency in those areas. Some providers are also increasing their overall hourly rate in an attempt to clawback from parents what they see as loss of profits with the NEG scheme. This is making childcare even less affordable for a number of low income parents.
- 1.7 Discussions with other local authorities reveal that this is a problem across London and is not just a Brent issue.
- 1.8 There are concerns that if this situation is not addressed, this will affect sufficiency of childcare places in the borough. The Pre-School Learning Alliance has just published research indicating that one hour of free childcare for three- and four-year-olds cost providers on average £4.53 to deliver, putting the funding gap at 17 per cent nationally and 20 per cent in London. There are fears that providers will end up closing down and valuable childcare places lost.
- 1.9 On a wider note, the issue of the sufficiency of funding received by the LAs from the DfE for the free childcare entitlements for two, three and four year olds has also been raised at the House of Lords in a recent hearing. Following claims that some local authorities are topping up the funding they are forwarding on to providers in order to secure sufficient places, the LGA has advised that they would back a national study assessing the sufficiency of the funding provided for the scheme.

2.0 Recommendations

The Schools Forum is asked to approve the following:

An increase of 0.15p to the NEG 3 & 4 base rate of £3.73. This would be at a cost of £503,170 which would be affordable to the Early Years Block.

3.0 Survey Responses for PVI sector

3.1 The table below summarises responses from participating councils for their PVI sector NEG3 funding. To aid comparison councils were asked to supply averages of any supplements that were variable such as the deprivation supplement.

Council	Base Rate	Dep Child (Average)	Dep Setting Location (Average)	Quality (Average)	Flexibility (Average)	PTE Payment	Non-contact Time	Fixed Cost & Profit Overhead	2014/15 Total Equiv Hrly Rate	2011/12 Hourly Rate
Brent	3.58	0.73							4.31	3.96
Harrow	3.60	0.11						0.12	3.83	3.83
Hounslow	4.45	0.55		0.18					5.17	3.67
Hillingdon	4.02	0.36		0.18					4.56	4.68
Camden	3.21	0.06			0.15		0.49	0.88	4.79	4.59
Westminster	3.09	0.64	0.12	0.16	0.35				4.36	4.29
Barnet	3.76	0.28			0.13	0.18			4.34	
Haringey	3.91	0.48		0.11	0.40				4.90	
RBK&C	3.65	0.51							4.16	
Hammersmith & Fulham	3.57	1.22							4.79	
Average of respondents									4.52	4.20

3.2 Brent's current EYSFF structure reflects the agreement of SF in January 2012 to simplify the formula following exhortations from the Coalition Government. The meeting approved the ending of the quality and flexibility supplements with the funding transferred to the statutory deprivation supplement.

3.3 The average 2014/15 NEG3 hourly rate of the respondents is £4.52 compared to Brent's £4.31.

4.0 Financial Commentary

- 4.1 If NEG3 funding was increased by 15p to the sample average of £4.46 the full year cost would be around £500,000 to be funded from the early years DSG block. To assess overall affordability the table below sets out the financial impact of a range of incremental increases up to a 15p maximum. The working assumption is that any increase would be added to the base rate.

Increase p per hour	2014/15 Annual Hours	New Base Rate	Additional Annual Cost £	Average Dep	Total NEG3 Rate
0.05	3,354,466	3.63	167,723	0.73	4.36
0.10	3,354,466	3.68	335,447	0.73	4.41
0.15	3,354,466	3.73	503,170	0.73	4.46

- 4.2 NEG3 & 4 paid to all schools and PVI's is funded from the Early Years block of DSG:

Category	£m
PVI's (including childminders)	7,257
Maintained Nursery Classes	5,507
Maintained Nursery Schools	2,114
Children in Need/With disabilities (respite nursery provision)	1,027
Quality Assurance	577
Marketing, Training and Incentivising PVI's	154
Early Intervention	400
Total	17,036

5.0 Conclusions

- 5.1 The sample survey indicates that Brent's average EYSFF hourly rate of £4.31 for the PVI sector is 15p an hour below the sample average of £4.46. If Harrow at £3.83 were excluded then the sample average increases to £4.59. Harrow have not increased their rates since inception of the EYSFF in April 2010 and are currently out to consultation on proposals for an increase from April 2015.
- 5.2 Figures from the 2013/14 DfE Tool also illustrate that across London Brent's average funding rate at £4.51 is below the overall average of £4.76. The 2014/15 benchmarking Tool has not yet been published.
- 5.3 The pressure on the council to ensure sufficient places both for the two year entitlement and the 3 and 4 year entitlement remains. We have yet to reach the 80% target in take-up amongst eligible two year olds and the 95% for 3 and 4 year olds. It is essential that we have enough capacity of high quality places across the borough

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to meet this demand and there are still some Good and Outstanding providers in the borough who are choosing not to provide 2, 3 or 4 year old places as they feel it is not financially sustainable with the current rates.

- 5.4 Given the fact that Brent's funding rate has been consistently below average since 2011 and that this has led to settings potentially dropping out of the programme, a review of the funding rate would be timely in order to ensure that providers are being paid at a rate which makes delivery of the free entitlement sustainable for the provider.

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Appendix A

2013/14 DfE Early Years Benchmarking Tool Funding Rates for 3 and 4 Year Olds
(lowest to highest)

Richmond upon Thames	£3.68
Redbridge	£3.76
Bexley	£3.85
Barking and Dagenham	£3.87
Kingston upon Thames	£3.87
Croydon	£3.97
Enfield	£3.99
Bromley	£4.03
Harrow	£4.14
Havering	£4.14
Ealing	£4.31
Sutton	£4.34
Waltham Forest	£4.45
Brent	£4.51
Newham	£4.51
Barnet	£4.57
Hounslow	£4.58
Merton	£4.60
Greenwich	£4.61
Islington	£4.62
Hillingdon	£4.65
Haringey	£4.68
Lewisham	£5.41
Hackney	£5.43
Tower Hamlets	£5.47
Wandsworth	£5.52
City of London	£5.78
Southwark	£5.80
Lambeth	£5.88
Kensington and Chelsea	£5.89
Camden	£6.27
Westminster	£6.81
Hammersmith and Fulham	No Figures .

London average excluding Brent = £4.76