



Schools Forum

Wednesday 20 June 2018 at 6.00 pm

Dining Area 2 - The Village School, Grove Park, NW9 0JY

Membership:

Membership

Representing

SCHOOL MEMBERS

Nursery

Lesley Benson

Head

Karen Zajdel

Governor

Primary

Rose Ashton

Head

Martine Clark

Head

Rabbi Yitzchak Freeman

Head

Melissa Loosemore

Head

Helga Gladbaum

Governor

Geraldine Chadwick

Governor

Michael Maurice

Governor

Narinder Nathan

Governor

Tim Jones

Governor

Secondary

Gill Bal

Special Education Needs

Kay Charles

Head

Pupil Referral Unit

Vivien Dean

Head

ACADEMY MEMBERS

Primary

Notes for Members - Declarations of Interest:

If a Member is aware they have a Disclosable Pecuniary Interest* in an item of business, they must declare its existence and nature at the start of the meeting or when it becomes apparent and must leave the room without participating in discussion of the item.

If a Member is aware they have a Personal Interest** in an item of business, they must declare its existence and nature at the start of the meeting or when it becomes apparent.

If the Personal Interest is also significant enough to affect your judgement of a public interest and either it affects a financial position or relates to a regulatory matter then after disclosing the interest to the meeting the Member must leave the room without participating in discussion of the item, except that they may first make representations, answer questions or give evidence relating to the matter, provided that the public are allowed to attend the meeting for those purposes.

***Disclosable Pecuniary Interests:**

- (a) **Employment, etc.** - Any employment, office, trade, profession or vocation carried on for profit gain.
- (b) **Sponsorship** - Any payment or other financial benefit in respect of expenses in carrying out duties as a member, or of election; including from a trade union.
- (c) **Contracts** - Any current contract for goods, services or works, between the Councillors or their partner (or a body in which one has a beneficial interest) and the council.
- (d) **Land** - Any beneficial interest in land which is within the council's area.
- (e) **Licences**- Any licence to occupy land in the council's area for a month or longer.
- (f) **Corporate tenancies** - Any tenancy between the council and a body in which the Councillor or their partner have a beneficial interest.
- (g) **Securities** - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

****Personal Interests:**

The business relates to or affects:

- (a) Anybody of which you are a member or in a position of general control or management, and:
 - To which you are appointed by the council;
 - which exercises functions of a public nature;
 - which is directed is to charitable purposes;
 - whose principal purposes include the influence of public opinion or policy (including a political party or trade union).
- (b) The interests a of a person from whom you have received gifts or hospitality of at least £50 as a member in the municipal year;

or

A decision in relation to that business might reasonably be regarded as affecting the well-being or financial position of:

- You yourself;
- a member of your family or your friend or any person with whom you have a close association or any person or body who is the subject of a registrable personal interest.

Agenda

Introductions, if appropriate.

Item	Page
1 Apologies for Absence and Membership	
2 Declarations of Interest	
3 Deputations (if Any)	
4 Minutes of the previous meeting	1 - 8
To approve the minutes of the previous meeting as a correct record.	
5 Actions arising	9 - 10
To consider any actions arising from previous meetings.	
6 Raising the Achievement of Black Caribbean Boys in Brent Schools	11 - 26
The paper seeks agreement from the Schools Forum to allocate funding to raise the Achievement of Black Caribbean Boys in Brent schools.	
7 Strengthening Leadership Development and Succession Planning in Brent schools	27 - 36
The paper seeks agreement from the Schools Forum to allocate funding to secure the full and effective implementation of a strategy to strengthen leadership, development and succession planning in Brent schools.	
8 Early Years Task and Finish Group Report	
<i>To follow.</i>	
9 Dedicated Schools Grant Financial Outturn 2017/18	37 - 48
The report sets out the final Dedicated Schools Grant (DSG) outturn against the budget set for 2017/18, and provides detail on the overall £1.8 million underspend.	
10 Dedicated Schools Grant Financial Outlook Report	49 - 56
The report considers the issues Schools Forum will face when setting the 2019/20 Dedicated Schools Grant (DSG), known as the 'Schools Budget'. It takes into account what was previously announced in the summer of 2017 regarding 2019/20 DSG funding, and the current financial position,	

but is written prior to the publication of the detailed operational guidance for that year.

11 High Needs Task and Finish Group Report

57 - 60

The report provides an update to the Schools Forum on the work of the High Needs Task and Finish Group comprised of forum members and advised by officers from both the Finance and Inclusion services.

12 Any Other Urgent Business

Date of the next meeting: Wednesday 10 October 2018



Please remember to **SWITCH OFF** your mobile phone during the meeting.

- The meeting room is accessible by lift and seats will be provided for members of the public.

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LONDON BOROUGH OF BRENT

MINUTES OF THE SCHOOLS FORUM
held on Wednesday 21 February 2018 at 6.00 pm

PRESENT

Governors

Mike Heiser (Chair)
Karen Zajdel
Helga Gladbaum
Geraldine Chadwick
Narinder Nathan
Martin Beard
Titilola McDowell

Head Teachers

Lesley Benson
Martine Clark
Rabbi Yitzchak Freeman
Melissa Loosemore
Kay Charles
Troy Sharpe
Gerard McKenna

Pupil Referral Unit

Vivien Dean

14-19 Partnership

Mark Stacey

Officers

Brian Grady
Andrew Ward
Dena Aly
Nikolay Manov

ABSENT

Head Teachers

Jayne Jardine

Early Years PVI

Paul Russell

1. Tribute to Herman Martyn

The Chair informed the Forum that Forum member Herman Martyn had passed away, aged 86. Rabbi Yitzchak Freeman delivered a eulogy, highlighting Mr Martyn's commitment to public service, honesty, integrity, sharp mind, charisma, presence and generosity. He noted that in 2008 Mr Martyn received a Brent Community Champions

Award from Brent Council in recognition of his contribution to education in the Borough. In 2014 he was made an MBE in The Queen's Birthday Honours List.

Mr Martyn had been involved with Jewish schools for over 30 years and had been a Governor at Michael Sobell Sinai School since 2002.

Forum members welcomed the tribute by Rabbi Freeman and the Chair noted the valued contribution of Mr Martyn to Forum over many years for the record.

2. Apologies for Absence and Membership

Governors	Jo Jhally
Head Teachers	Rose Ashton (Vice-Chair) Gill Bal Andy Prindiville
Early Years PVI	Sylvie Libson
Trade Union	Lesley Gouldbourne

The Chair noted that the membership of 12 Forum members expires in August 2018. The Governance Officer supporting the Forum would contact them individually and would start making arrangements for elections to take place following the meeting on 20 June 2018.

In accordance with article 2.3.5 of the Schools Forum Terms of Reference and Constitution, the Forum reviewed the membership of Mr Umersh Riachada (Primary Governor) who had not attended any meetings for over a year. It was **RESOLVED** that Mr Raichada's membership be terminated.

The Chair noted that there are three vacancies on the Forum - a Secondary Academy Head and two Primary Governors.

3. Declarations of Interest

None.

4. Deputations (if Any)

None

5. Minutes of the previous meeting

RESOLVED that the minutes of the previous meeting, held on 17 January 2018, be approved as an accurate record of the meeting, subject to amending the Minute item 6 (Early Years National Funding Formula - Year 2 2018/19) to reflect better the discussion on the change in the regulations for receiving the 30-hour entitlement, as follows:

“Moreover, the change in the regulations for receiving the 30-hour entitlement meant that the most vulnerable children who used to qualify under the old criteria based on receiving free school meals would not benefit. It was noted that unemployed parents who most needed the support could not qualify for it and this could have a negative impact on their children as they received less hours”.

6. Matters arising (if any)

Dedicated Schools Grant Schools Budget and Mainstream Funding Formula 2018/19

A nursery headteacher commented that inflationary pressures had not been reflected in the Early Years Block in the same ways as in other blocks. She commented that a significant proportion of staff in Early Years were paid at the lower end of the pay scale. Despite the fact that a National Joint Council (NJC) pay award would come into force in April to support those employees, it remained challenging to set a balanced budget. Moreover, different types of providers were funded in the same way, although they faced different pressures. This led to a discussion on whether reserves could be used to support the Early Years Block as currently providers had to cover the additional expenditure associated with the pay rise. In relation to this, a primary governor highlighted that the time for planning school budgets had been very short and asked if reserves could be used to support schools who had lost funding. Brian Grady explained that the report presented at the last meeting of the Schools Forum had set the budget based on recommendations made by the relevant Task and Finish Group. Therefore, it would be difficult to propose variations to the budget ad hoc as any changes had to be approved through the appropriate governance arrangements, i.e. be agreed by the Task and Finish Group and presented to the Schools Forum for a final approval.

RESOLVED that:

- (i) Appropriate steps forward be discussed by the Early Years Task and Finish Group and officers; and
- (ii) The budget-setting process for the 2019/2020 financial year be initiated earlier than the one for 2018/2019.

Schools Forum Action Log

A member of the Schools Forum requested that the Schools Forum Action Log be circulated as part of agenda for future meetings and it was **RESOLVED** that the ‘Review of the Schools Forum Action Log’ be included as a standing item on the agenda for future meetings.

7. Dedicated Schools Grant High Needs Block 2018/19

Andrew Ward introduced the report which provided an update on the work of the High Needs Task and Finish Group, which had been asked to look at the 2018/19 High Needs Block budget (Appendix A on page 15 of the Agenda pack). Members heard that the budget had been presented to Cabinet and had been approved.

The Group had met three times since the Forum meeting in October 2017 and had considered the changes required to the 2018/19 budget, including a review of the top up, leading to a 2% top up being included in the presented budget.

Directing members' attention to Appendix B, Mr Ward highlighted that it had been accepted that it would be appropriate to uplift the budget for special provisions so it was consistent with the 2% top up across the Block. Moreover, the strategy of increasing the amount of placements available in the Borough would be continued. Mr Ward noted that section four of the report (page 11 of the Agenda pack) highlighted the main changes to the budget. He pointed out that a single top-up rate for Brent River College had been calculated to provide consistency across the two sites, with detailed information being available in Appendix C.

The Forum heard that the Early Years Inclusion Fund was predominantly funded by the High Needs Block and some funding from the Early Years Block, with the risk of overspend remaining with the High Needs Block. In relation to Ashley College (section six on page 12 of the Agenda pack), the High Needs Task and Finish Group had recommended funding to be remodelled to reflect better the services provided by the setting. The new model would include a shadow budget for 2018-19 that would inform the budget to be brought to the Schools Forum for approval for 2019-20.

Mr Ward said that there had been a number of discussions on ways to use the reserves in relation to provision for young people with SEND aged 19-25. A primary governor expressed concern about the lack of activities for young people with SEND aged 19-25 which led to a discussion on the provision available for young people when they left school. The 14-19 Partnership representative on the Forum reported that one of United Colleges Group's priorities was to expand provision for this group of young people and therefore the College was keen to participate in discussions on this matter.

RESOLVED that:

- (i) The contents of the Dedicated Schools Grant High Needs Block 2018/19 report, be noted;
- (ii) The detailed allocations within the High Needs Block budget for 2018/19 be noted;
- (iii) A mapping exercise on high needs provision for 19-25 year olds be undertaken, utilising approximately £50k of DSG reserves;
- (iv) The mapping exercise referred to in (iii) be completed in time to inform the budget for 2019/20; and
- (v) The Task and Finish Group proposal to develop options for an Inclusion Support Fund, to be funded from DSG reserves, be endorsed.

8. Dedicated Schools Grant Mainstream Funding Formula 2018/19

Andrew Ward introduced this report, which was presented to the Schools Forum in response to a request made at the January 2018 meeting. It provided detailed analysis of the changes in funding for each school in the Borough between 2017/18 and 2018/19. Although funding for the majority of schools had increased, the pounds per

pupil allocation might have fallen at some schools. Referring to the average percentage change per pupil outlined in appendix 1 (pages 24 and 25 of the Agenda pack), Mr Ward noted that it was 2.1%. The Forum heard that the majority of the funding was coming from capital funding (per head), with the Minimum Funding Guarantee (MFG) reflecting the additional funding from the Department for Education (DfE) and the reserves.

Referring to the appendices to the report, Mr Ward explained that each row provided a commentary on changes to school funding allocations.

Appendix 1 compared the number of pupils on roll (after adjustments for pupil number variations) against the total funding formula allocated net of deductions for de-delegations and education functions. It also showed the amount allocated per pupil for each school, with the MFG allocated and the change from 2017/18 to 2018/19 provided for information. Appendix 2 showed the change in each school's funding make up from 2017/18 to 2018/19 and Appendix 3 provided the same information, but averaged out on a per pupil basis.

The Forum commented that the data had been presented in an easy to understand format. It was noted that Appendix 3 was helpful as it provided information on the sum of deprivation funding allocated to each school and it allowed members to understand the difference a child made to the funding allocated to a particular school. A member proposed that a similar format was used to present data about the deprivation index and per child funding in Early Years.

RESOLVED that:

- i) The contents of the Dedicated Schools Grant Mainstream Funding Formula 2018/19 report, be noted.
- ii) A similar format be used to present data about the deprivation index and per child funding in Early Years.

9. Dedicated Schools Grant Financial Forecast 2017/18

Andrew Ward introduced this report, which provided an updated position to that reported at the January 2018 Schools Forum. He noted that the underspend had increased to £2.6 million, mainly due to revised pupil growth forecasts and that this was consistent with the change in pupil numbers. Further significant changes were not expected in the Schools Block. The High Needs Block reported a slight underspend. In relation to the Central School Services Block, there was an underspend of £8,000 due to employee costs. The Early Years Block of the Dedicated Schools Grant (DSG) had been recalculated based on the January 2018 headcount.

The Schools Forum would discuss potential ways of utilising the DSG underspend at its meeting on 20 June 2018. Furthermore, it was agreed that a report, providing a breakdown of costs associated with the School Admissions service, would be presented at a future meeting of the Schools Forum.

Responding to a question about the underspend on the Schools Block and Pupil Growth budget, Brian Grady informed members that he had met with a number of

schools in relation to projected demand for primary school places. Mr Grady reassured them that conversations about local projections on demand continued and updates would be provided to the Forum over the coming academic year.

RESOLVED that:

- (i) The contents of the Dedicated Schools Grant Financial Forecast – 2017/18 report, be noted; and
- (ii) A report, providing a breakdown of costs associated with the School Admissions Service, be presented at a future meeting of the Schools Forum.

10. Dedicated Schools Grant Pupil Demand Task and Finish Group 2018/19

Dena Aly presented the report which followed a paper presented at the Schools Forum meeting in December 2017. The Pupil Demand Task and Finish Group had met to consider growth in the secondary sector in conjunction with rising rolls and, as a result, two models had been proposed (section 3.3 of the report on page 39 of the Agenda pack). The first option constituted a payment of a lump sum to schools in the year in which the growth occurred, calculated on the Average Weighted Pupil Unit (AWPU) rate. The second option was to use a pupil variation adjustment to the funding formula in the year in which growth had occurred. Ms Aly noted that for both models, funding would occur in the first year, following which rising rolls would be used. She highlighted that rising rolls funding would be based on actual numbers rather than estimates and the key principle applied would be that funding would follow the pupil.

Ms Aly directed members' attention to Appendix A (page 42 of the Supplementary Agenda pack) which showed the impact of both options on an individual school and explained the examples provided. She stressed the total amount of funding in both scenarios was the same, with the difference being how and when payments were made. Members heard that Appendix B (page 44 of the Supplementary Agenda pack) illustrated the overall financial impact of both of these models, highlighting that the biggest pressure would be in 2022/23.

The Task and Finish Group recommended the second option. The pupil number variation in the first year would be simple and transparent and it would provide a guaranteed cash flow boost in the first year of growth, providing the expanding school with a degree of certainty on its growth funding. In subsequent years the rising rolls mechanism would be used, providing the school had met the rising rolls threshold.

The Pupil Demand Task and Finish Group had examined the threshold and agreed that 1.75% increase in pupil numbers equated to a much larger number of pupils in secondary schools than primary, and the actual number of pupils that this percentage equated to would vary greatly depending on the size of the secondary school. Therefore, the Group recommended changing the threshold for the secondary sector to an absolute value of 15, with no amendment for primary schools. The proposed new threshold would be lower than the present trigger point for the majority of secondary schools (see Table 1 on page 41 to the Agenda pack).

A primary headteacher asked whether the rising rolls threshold could be set to the absolute value of 15 or 1.75% increase in pupil numbers, whichever is greater, and if

approving the recommended option could potentially cause financial difficulties for schools which incurred upfront costs. Andrew Ward explained that secondary schools were expected to have budgets that would allow them to accommodate upfront costs and enable them to manage their cash flow. Nevertheless, it was noted that it would be easier for bigger schools to absorb additional students and, therefore, this policy proposal may not incentivise smaller schools to expand.

RESOLVED that:

- (i) The contents of the Dedicated Schools Grant Pupil Demand Task and Finish Group 2018/19 report, be noted;
- (ii) For secondary schools that expanded in response to the basic need to accommodate pupils, by 30 places or more, a pupil number variation be applied in the first year of growth, based on the number of planned places;
- (iii) Increases in actual pupil numbers in subsequent years be funded by the rising rolls mechanism; and
- (iv) The threshold for triggering the rising rolls mechanism be changed to an absolute value of 15 pupils per secondary school.

11. Any other Urgent Business

None.

The meeting ended at 7:28 pm.

MIKE HEISER
Chair

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No	Meeting Date	Agenda Item	Lead Officer	Action Arising	Due date (if applicable)	To be brought to a future meeting	RAG
14	04/10/17	Agenda Item 10 - Dedicated Schools Grant Budget 2018/19	Andrew Ward	Provide a report detailing Brent's position in relation to pension contributions from non-teaching staff		Yes	Outstanding
16	04/10/17	Agenda Item 10 - Dedicated Schools Grant Budget 2018/19	Andrew Ward	Provide additional information about the increase of the School Admissions budget by £7,000.			Outstanding
21	06/12/17	Agenda Item 9 - DSG Schools Budget and Mainstream Funding Formula 2018/19 and 2019/20	Andrew Ward	Clarify whether any unused funding would be lost.			Outstanding
22	17/01/18	Agenda Item 6 -Early Years National Funding Formula - Year 2 2018/19	Brian Grady	Provide a briefing note on the Early Years services provided by the Council, the number of people working in each of the teams and their collaboration with primary schools.			Outstanding
23	17/01/18	Agenda Item 8 - Dedicated Schools Grant Schools Budget and Mainstream Funding Formula 2018/19	Andrew Ward	Provide the percentage of funding gained or lost by each school	Feb-18	YES	Outstanding
26	21/02/18	Agenda Item 8 - Dedicated Schools Grant Mainstream Funding Formula 2018/19	Brian Grady	Identify a date in the Schools Forum Forward Plan to review the Greenway Project		YES	Outstanding
27	21/02/18	Agenda Item 9 - Dedicated Schools Grant Financial Forecast 2017/18	Brian Grady	Provide an update on local challenges associated with primary numbers			Outstanding
28	21/02/18	Agenda Item 9 - Dedicated Schools Grant Financial Forecast 2017/18	Andrew Ward	Present a report, providing a breakdown of costs associated with the School Admissions Service	Jun-18	YES	Outstanding

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	Schools Forum 20 June 2018
	Report from the Strategic Director Children and Young People, Chair of the Strategic School Effectiveness Partnership Board
Raising the Achievement of Black Caribbean Boys in Brent Schools	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
No. of Appendices:	Three: <ul style="list-style-type: none"> • Brent Black Caribbean Boys Attainment Analysis • Sample of research findings and publications • Strategic Framework for Delivery
Background Papers:	N/A
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	John Galligan Head of Setting and School Effectiveness, Brent Council Email: john.galligan@brent.gov.uk Tel: 0208 937 3325 Farzana Aldridge BSP Strategic Director

1.0 Purpose of the Report

1.1 To seek agreement from the Schools Forum to allocate funding to raise the Achievement of Black Caribbean Boys in Brent schools. Black Caribbean, and Black Caribbean dual heritage boys' attainment in Brent has been well below that of pupils nationally at EYFS, Key Stage 1, 2 and 4, and has been consistently so over the past five years.

1.2 To allocate the funding in line with the strategy and actions presented later in this report for a period of two years.

2.0 Recommendations

2.1 The Schools Forum is requested to agree the following funding for two academic years to deliver the actions to raise the attainment of Black Caribbean boys as set out in paragraph 3.14:

- 2018-19 of £359,500
- 2019-20 of £205,250

2.2 The Schools Forum receives six monthly reports on the progress in the use and deployment of the allocated spend, and the resulting impact on securing improvement for this group of pupils.

3.0 Background

3.1 In Brent, Black Caribbean boys' attainment has been consistently well below that of pupils nationally at the end of EYFS, Key Stage 1, 2 and 4 over the past five years. Dual heritage Black Caribbean Boys are also under-achieving at a similar level. The overview of the performance of Black Caribbean and dual heritage Black Caribbean boys is attached as Appendix 1.

3.2 Brent Council, the Brent Schools Partnership (BSP), the two local Teaching School Alliances and schools themselves recognise that the patterns of underachievement of Black Caribbean boys are unacceptable. All agree that this is a key priority and should be addressed collectively.

3.3 End of key stage performance in Brent is an indication of underachievement over time, and not just the performance of pupils in their end of key stage year group.

3.4 In Brent there are 4,130 Black Caribbean and dual heritage Black Caribbean pupils, across all national curriculum year groups. Of these 2,045 are boys. The challenge therefore is to ensure that there is early identification of those pupils who are underachieving, or are at risk of underachievement, across all year groups, and to ensure early intervention and support.

3.5 Patterns of exclusions of Black Caribbean (BC) and BC dual heritage pupils also raise significant concerns. In 2017/18, of the total number of fixed term exclusions in Brent, for pupils for whom ethnicity was recorded, Black pupils represented 56 per cent. Fixed term exclusions of Black including Black African pupils of all excluded pupils, whether or not an ethnicity was recorded stood at 43 per cent. For permanent exclusions Black pupils represented 42 per cent of the total numbers of exclusions. In Brent, Black pupils represent 10 per cent of the total pupil population. Black pupils are therefore disproportionality represented in the exclusion data of Brent. There is also a clear correlation between the achievement of excluded pupils and those who are not.

3.6 The overview of leadership and management in Brent Schools shows significant variability in the extent to which schools are robustly analysing and evaluating:

- a) BC and dual heritage BC pupils' performance data
- b) The effectiveness of leadership of teaching and learning, and of the curriculum to secure success for BC pupils
- c) The effectiveness of leadership of personal development and wellbeing provision for BC pupils to reduce exclusions and disaffection.

3.7 The extent to which schools are effective in their engagement with Black Caribbean parents and communities varies enormously. This means that some BC parents/carers are not always provided with sufficient opportunities to support schools with their children's education and wellbeing. There is extensive research that shows that parental support and contribution to their children's learning is a major factor in pupils achieving well in schools.

3.8 Monitoring shows that leaders and teachers in Brent have a high level of commitment to ensure success for all pupils. However, there is variability in teachers' and schools leaders' knowledge and understanding of the factors that lead to the underachievement of BC pupils, and the factors that contribute to successful outcomes for these pupils.

3.9 There is extensive research over decades which identifies the most significant factors that lead to successful outcomes for BC pupils in schools (Appendix 2 provides a sample of research and publications). The findings fall into the following broad areas:

- Effective leadership to ensure that BC pupils achieve well and that achievement gaps are narrowed.
- Teachers and school leaders' knowledge, skills and understanding of the factors that lead to the underachievement of Black Caribbean pupils.
- Effective parental engagement.
- Raising aspiration and ambition for BC pupils at all levels.
- High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.
- Relevant and motivational curriculum where black achievement is embedded in and integral to the curriculum offered.
- Pupil voice, and pupil engagement and contribution to their own success.
- Tackling racism and stereotyping.

3.10 A Black Caribbean Strategy Group, led by the BSP, consists of headteachers or senior representatives from schools across all phases, the local authority, Woodfield and Brent teaching school alliances, and the BSP. This strategy group is being led by the BSP Specialist Centre for Black Caribbean Achievement (Chalkhill Primary), and has met regularly since September 2017.

3.11 A strategic framework has been developed which sets out detailed actions to be taken by a range of stakeholders to strengthen capacity and expertise in schools to raise Black Caribbean achievement and to support parents to contribute to their children's learning and their personal social and emotional development. The strategic framework is attached as Appendix 3.

3.12 The effective implementation of the framework will require commitment from schools and other stakeholders, as well as additional funding to create pace and momentum to ensure sustainable capacity for improvement without additional funding in the longer term.

3.13 Raising Black Caribbean Achievement is a key priority for Brent Council and for the Brent Schools Partnership (BSP). This paper reflects their individual and joint commitment to address the under achievement and high levels of exclusion of Black Caribbean boys in our schools.

3.14 The funding being sought is to cover the following:

- A supported rigorous and robust analysis of Black Caribbean pupils' performance and the effectiveness of key aspects of schools' practice to ensure Black Caribbean pupils achieve well.
- The designation of a Black Caribbean Champion in every school in Brent for a period of two years. The Champion will lead on the school's plan to improve outcomes for Black Caribbean pupils including monitoring its impact and engagement with parents/carers.
- A programme of half termly training for the Black Caribbean Achievement Champion to ensure high level of skills and competencies to deliver the role effectively leading to real impact on outcomes in schools.
- A programme of subsidised training for groups of staff and for school governors.
- The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress, and reducing the

likelihood of their children being excluded from schools. This would provide links to opportunities for accreditation, face-to-face advice and workshops. The resources will draw on the experience and expertise of local community groups.

- Leadership and management of the overall Black Caribbean Strategy, including regular collation and analysis of Black Caribbean pupil attainment and progress.

3.15 The funding will be allocated to the Brent Schools Partnership (BSP) to lead and manage the programme. The BSP will be accountable to the Schools Forum for its delivery of the programme and the impact.

4.0 Financial Implications

4.1 The proposed costings are set out in the table below:

Provision	Year 1	Year 2
One day supported BCA audit by trained School Improvements Specialists and SELPs 85 X £500	£42,500	£24,250 Half day review of progress
BCA Champions <i>(to lead the initiative at each school including engagement with parents/carers and ensuring impact on pupil outcomes)</i> 85 X £1000	£85,000	£85,000
Training for BCA Champions 6 full day X £3000	£18,000	£6,000 6 X BCA Champion network meetings
4 X half day one-to-one coaching sessions for 40 BCA Champions	£40,000	£20,000 4 X half day coaching sessions for 20 BCA Champions
Subsidised training for school staff and governors 4 sessions X 3 terms = 12 sessions X £2000	£24,000	Full charge to schools
Online Learning Portal for Parents Development Costs	£60,000	£20,000 roll out, marketing and communication
Web design and construction	£35,000	£15,000 roll out and refinement
Data collection and analysis	£10,000	£5,000
Leadership and management	£45,000	£30,000
Total	359,500	205,250

5.0 Legal Implications

5.1 The local authority has a statutory duty for the outcomes of all pupils. It has a statutory responsibility to monitor the performance of schools including the identification, support and intervention in schools where pupil achievement is of concern. The local authority's powers of intervention in schools are restricted to the maintained sector. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner.

6.0 Equalities Implications

6.1 The Equality Act 2010 sets out that those subject to the general equality duty must, in the exercise of their functions, have due regard to the need to advance equality of opportunity between people who share a protected characteristic and those who do not.

6.2 This proposal directly addresses the need to advance the equality of opportunity for Black Caribbean boys.

7.0 Consultation with Ward Members and Stakeholders

7.1 A wide range of stakeholders have been consulted through the work of the BCA strategy group including parents, primary and secondary headteachers and senior leaders, and community groups and advocates.

7.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services is supportive of this proposal as it will benefit a group of Brent pupils who have consistently underachieved in Brent Schools. This follows consultation with partners (including the Brent Schools Partnership, Brent Teaching School Alliance and Woodfield Teaching School Alliance), and the Community and Wellbeing Scrutiny Committee's examination of the Annual School Standards and Achievement Report 2015-2016.

Report sign off:

Gail Tolley

Strategic Director Children and Young People

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Appendix 1

Brent Black Caribbean Boys Attainment Analysis

Early Years Foundation Stage - % attaining GLD

Cohort 2017	2017					2016					2015					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	140	55	69.8	-14.8	70.7	-15.7	46	67.5	-21.5	69	-23	37	63	-26	66	-29

Year 1 Phonics - % of pupils working at the required standards (Wa)

Cohort 2017	2017					2016					2015					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	139	73.4	81	-7.6	81	-7.6	68.7	81.7	-13	81	-12.3	67.3	77.4	-10.1	77	-9.7

KS1 - % of pupils achieving the expected standard in 2016

Cohort 2016	Reading					Writing					Maths					RWM					Science					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	146	70	74.7	-4.7	74	-4	62	68.4	-6.4	65.5	-3.5	69	74.2	-5.2	72.6	-3.6	56	63.9	-7.9	59.8	-3.8	77	79.6	-2.6	81.8	-4.8

KS1 - % of pupils achieving the expected standard in 2017

Cohort 2017	Reading					Writing					Maths					RWM					Science					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	107	57	74.4	-17.4	75.6	-18.6	47.7	68	-20.3	68.2	-20.5	57	74.9	-17.9	75.1	-18.1	44.9	64.5	-19.6	63.7	-18.8	69.2	79.7	-10.5	82.6	-13.4

KS2 - % of pupils achieving the expected standard in 2016

Cohort 2016	Reading					Writing					Maths					RWM					GPS					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	159	52	64.2	-12.2	65.7	-13.7	58	74	-16	74	-16	55	75.9	-20.9	69.7	-14.7	34	54.4	-20.4	53.2	-19.2	63	76.9	-13.9	72.4	-9.4

KS2 - % of pupils achieving the expected standard in 2017

Cohort 2017	Reading					Writing					Maths					RWM					GPS					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	161	52.8	70.1	-17.3	71.5	-18.7	57.1	76.3	-19.2	76.3	-19.2	60.9	79.1	-18.2	74.9	-14	39.1	61.3	-22.2	61.1	-22	68.3	82.5	-14.2	76.9	-8.6

KS4 - 2016

Cohort 2016	Progress 8					Attainment 8					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	122	-0.51	0.35	-0.86	-0.03	-0.48	39.4	51.5	-12.1	50	-10.6

KS4 - 2017

Cohort 2017	Progress 8					Attainment 8					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
BCRB - Boys	120	-0.61	0.49	-1.1	0	-0.61	34.6	49	-14.4	46.4	-11.8

Brent Mixed White/Black Caribbean Boys Attainment Analysis

Early Years Foundation Stage - % attaining GLD

Cohort 2017	2017					2016					2015					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	33	66.7	69.8	-3.1	70.7	-4	66.7	67.6	-0.9	69	-2.3	38.1	63.2	-25.1	66	-27.9

Year 1 Phonics - % of pupils working at the required standards (Wa)

Cohort 2017	2017					2016					2015					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	32	83.9	81	2.9	81	2.9	65.6	81.7	-16.1	81	-15.4	78.6	77.4	1.2	77	1.6

KS1 - % of pupils achieving the expected standard in 2016

Cohort 2016	Reading					Writing					Maths					RWM					Science					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	24	70.8	74.7	-3.9	74	-3.2	58.3	68.4	-10.1	65.5	-7.2	66.7	74.2	-7.5	72.6	-5.9	50	63.9	-13.9	59.8	-9.8	75	79.6	-4.6	81.8	-6.8

KS1 - % of pupils achieving the expected standard in 2017

Cohort 2017	Reading					Writing					Maths					RWM					Science					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	32	62.5	74.4	-11.9	75.6	-13.1	53.4	68	-8.6	68.2	-8.8	62.5	74.9	-12.4	75.1	-12.6	53.1	64.5	-11.4	63.7	-10.6	81.3	79.7	1.6	82.6	-1.3

KS2 - % of pupils achieving the expected standard in 2016

Cohort 2016	Reading					Writing					Maths					RWM					GPS					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	24	66.7	64.2	2.5	65.7	1	66.7	74	-7.3	74	-7.3	70.8	75.9	-5.1	69.7	1.1	50	54.4	-4.4	53.2	-3.2	87.5	76.9	10.6	72.4	15.1

KS2 - % of pupils achieving the expected standard in 2017

Cohort 2017	Reading					Writing					Maths					RWM					GPS					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	23	56.5	70.1	-13.6	71.5	-15	52.2	76.3	-24.1	76.3	-24.1	65.2	79.1	-13.9	74.9	-9.7	39.1	61.3	-22.2	61.1	-22	56.5	82.5	-26	76.9	-20.4

KS4 - 2016

Cohort 2016	Progress 8					Attainment 8					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	23	-0.43	0.35	-0.78	-0.03	-0.4	46.2	51.5	-5.3	50	-3.8

KS4 - 2017

Cohort 2017	Progress 8					Attainment 8					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
MwBC - Boy	30	-0.69	0.49	-1.18	0	-0.69	35.3	49	-13.7	46.4	-11.1

Brent Any Other Black Background Boys Attainment Analysis

Early Years Foundation Stage - % attaining GLD

Cohort 2017	2017					2016					2015					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	39	51.3	69.8	-18.5	70.7	-19.4	57.1	67.6	-10.5	69	-11.9	57.1	63.2	-6.1	66

Year 1 Phonics - % of pupils working at the required standards (Wa)

Cohort 2017	2017					2016					2015					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	27	74.1	81	-6.9	81	-6.9	76	81.7	-5.7	81	-5	63.8	77.4	-13.6	77

KS1 - % of pupils achieving the expected standard in 2016

Cohort 2016	Reading					Writing					Maths					RWM					Science					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	49	65.3	74.7	-9.4	74	-8.7	49	68.4	-19.4	65.5	-16.5	61.2	74.2	-13	72.6	-11.4	49	63.9	-14.9	59.8	-10.8	75.5	79.6	-4.1	81.8

KS1 - % of pupils achieving the expected standard in 2017

Cohort 2017	Reading					Writing					Maths					RWM					Science					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	48	66.7	74.4	-7.7	75.6	-8.9	58.3	68	-9.7	68.2	-9.9	66.7	74.9	-8.2	75.1	-8.4	56.3	64.5	-8.2	63.7	-7.4	77.1	79.7	-2.6	82.6

KS2 - % of pupils achieving the expected standard in 2016

Cohort 2016	Reading					Writing					Maths					RWM					GPS					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	40	62.5	64.2	-1.7	65.7	-3.2	75	74	1	74	1	80	75.9	4.1	69.7	10.3	52.5	54.4	-1.9	53.2	-0.7	72.5	76.9	-4.4	72.4

KS2 - % of pupils achieving the expected standard in 2017

Cohort 2017	Reading					Writing					Maths					RWM					GPS					
	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	Brent (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	51	60.8	70.1	-9.3	71.5	-10.7	70.6	76.3	-5.7	76.3	-5.7	66.7	79.1	-12.4	74.9	-8.2	47.1	61.3	-14.2	61.1	-14	82.4	82.5	-0.1	76.9

KS4 - 2016

Cohort 2016	Progress 8					Attainment 8					
	LA	LA (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	LA (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	24	-0.88	0.35	-1.23	-0.03	-0.85	32.1	51.5	-19.4	50

KS4 - 2017

Cohort 2017	Progress 8					Attainment 8					
	LA	LA (all)	GAP (group vs LA)	National	GAP (group vs national)	LA	LA (all)	GAP (group vs LA)	National	GAP (group vs national)	
	BOTH - Boys	16	-1.05	0.49	-1.54	0	-1.05	29.3	49	-19.7	46.4

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Appendix 2

Sample of research findings and publications

- *Feyisa Demie and Christabel McLean, (2018). The Achievement of Black Caribbean Pupils*
- *Demie, F. and McLean, C. (2015). Transforming Education: The Lambeth Story, Research and Statistics Unit, Lambeth LA*
- *Curtis, P. (2008). Education: Black Caribbean children held back by institutional racism in schools*
- *GLA. (2004). The Educational Experiences and Achievement of Black Boys In London Schools 2000-2003*
- *Demie, F. (2003). Raising the Achievement of Black Caribbean Pupils in British Schools: Unacknowledged Problems and Challenges for Policy Makers*
- *DfES. (2003). Aiming High. Raising the Achievement of African Caribbean Pupils: Guidance for Schools London, Department for Education and Skills*
- *Gillian, K. and Richardson, R. (2003). Race Equality Teaching.*
- *Gillborn, D. (2002). Education and Institutional Racism, Inaugural Professional Lecture Institute of Education, University of London.*
- *Ofsted (2002). Achievement of Black Caribbean Pupils: Three Successful Primary Schools*
- *Ofsted (2002). Achievement of Black Caribbean Pupils: Good Practice In Secondary Schools*

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Appendix 3

Strategic Framework for Delivery

Our strategy has three strands which are Learning and Development, Engagement and Active Contribution and Ambition Aspiration and Expectations. We have identified a range of actions in respect of key stakeholders under each of the strands. This is presented below.

Stakeholders	Learning and Development	Engagement and Active Contribution	Ambition Aspiration and Expectations
Parents <i>Empowering Parents</i>	<ul style="list-style-type: none"> • Resources for Parental workshops focused on their role in contributing in pre-conditions for learning • Parental Conferences on <ul style="list-style-type: none"> – responding to and managing experiences of stereotyping and racism – how to ensure they create pre-conditions for learning for their children so that they are successful in their learning and development at school • Development of advisory booklets for parents on “what to do when.....” in areas where their contribution is a key to success in securing successful outcomes for their children 	<ul style="list-style-type: none"> • Supporting schools to develop their school strategy for parents as partners <ul style="list-style-type: none"> – Case studies – Consultations and direct support from Chalkhill Team – Opportunities for schools to observe Chalkhill Practice • Development of a transition model between Chalkhill and a secondary school, focused on parental engagement and active contribution 	<ul style="list-style-type: none"> • Development of Parents’ understanding and confidence through the Father Figure programmes and activities • Support for schools in the identification and designation of parent advisers with skills to support and mentor BC parents to raise their aspiration and expectation for their children.
Pupils <i>Empowering Pupils</i>	<ul style="list-style-type: none"> • Development of a Curriculum Model in which Black Caribbean achievement and History are integral to, and embedded in the curriculum offered • Supporting supplementary schools to strengthen the quality of provision they make 	<ul style="list-style-type: none"> • Student/pupil questionnaires on what works and what hinders their learning and progress • Focus groups of students on issues and challenges around transition from primary to secondary schools • Re-establishing the previous successful 	<ul style="list-style-type: none"> • Tool Kit for pupils to support them in the identification and management of stereotyping and racism • Conferences and seminars for pupils with input from successful Black Caribbean males on what lead to their success and

	for their pupils	initiative in Brent- “Black Boys Can” and encourage schools to engage	how they overcame barriers <ul style="list-style-type: none"> • Making available successful coaching and mentoring programmes from a range of external organisation to raise expectations of BC boys and to secure their success.
Stakeholders	Learning and Development	Engagement and Active Contribution	Ambition Aspiration and Expectations
Teachers <i>Effective change in schools</i>	<ul style="list-style-type: none"> • The establishment of a resource-base of research and publications on Black Caribbean Achievement at Chalkhill Specialist Centre • Workshops and seminars for teachers on effective approaches to maximising the progress of Black Caribbean pupils thereby closing the achievement gaps • Bespoke consultancy support from Chalkhill and Newman College for teachers • Support individual schools in the development of their curriculum and school environments where the achievement and history of black people are integral and embedded within the curriculum 	<ul style="list-style-type: none"> • Establishment of a Black Caribbean Achievement leaders/champions network • Research and development projects on raising BCA in two schools and findings to be disseminated across Brent. 	<ul style="list-style-type: none"> • Programme of training and development for teachers to: <ul style="list-style-type: none"> – develop an understanding of stereotyping and institutional racism and the impact of these on the achievement and life chances of the Black Caribbean community – understand and adopt methods and approaches which are effective in responding to the needs of Black Caribbean pupils – develop strategies to minimise the risk of exclusion of Black Caribbean pupils from schools
School Leaders and Governors <i>Effective change in</i>	<ul style="list-style-type: none"> • Development of the “Success for All” audit tool and support for schools in the use of the audit to identify priorities to raise the achievement of Black Caribbean pupils (and other disadvantaged pupils) • Supported audit of the school workforce to evaluate the extent to which Black and Minority Ethnic staff (in particular Black 	<ul style="list-style-type: none"> • Engagement of headteachers and other leaders in the development and implementation of a Brent-wide strategy for raising BCA • Dissemination of case studies of effective practice to raise BCA 	<ul style="list-style-type: none"> • Leadership Development opportunities for leaders at all levels to review and analyse pupil performance data rigorously and ensure early intervention for Black Caribbean pupils underachieving or at risk of underachievement • Conference for school Governors and training opportunities for individual

<i>schools</i>	Caribbean staff) are represented at all levels		governing board in raising Black Caribbean Achievement
Other Stakeholders <i>LA Wider BC community</i>	• TBC	• TBC	• TBC

The strategy group to consider a) Timeline for implementation, b) Engagement and sign-up from all schools, c) The role of the local authority and d) Budgets to secure successful implementation of the strategy

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	<p align="center">Schools Forum 20 June 2018</p>
	<p align="center">Report from the Strategic Director Children and Young People, Chair of the Strategic School Effectiveness Partnership Board</p>
<p>Strengthening Leadership Development and Succession Planning in Brent schools</p>	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)	Open
No. of Appendices:	One: <ul style="list-style-type: none"> Criteria for Assessment for individuals to be included into one of the three Leadership Development programmes
Background Papers:	N/A
Contact Officer(s): (Name, Title, Contact Details)	<p>John Galligan Head of Setting and School Effectiveness, Brent Council Email: john.galligan@brent.gov.uk Tel: 0208 937 3325</p> <p>Farzana Aldridge BSP Strategic Director</p>

1.0 Purpose of the Report

- 1.1 To seek agreement from the Schools Forum to allocate funding to secure the full and effective implementation of a strategy to strengthen leadership, development and succession planning in Brent schools.
- 1.2 Brent Council's Strategic Framework for School Effectiveness 2017-2020 sets as one of its five school effectiveness priorities "Building leadership capacity across the borough including headteacher succession planning". The recruitment, retention and planning for succession in Brent schools have been identified as priorities by Brent Council, the Brent Schools Partnership (BSP), the two Teaching School Alliances (TSAs), and by headteachers and Governing Boards in Brent.
- 1.3 To allocate the funding in line with the proposed strategy and actions presented later in this report for a period of two years.

2.0 Recommendations

- 2.1 That Schools Forum is requested to agree the following funding for two years to deliver the actions that have been identified to strengthen the provision for leadership, development and succession planning in all schools in Brent:
- 2018-19 of £282,000
 - 2019-20 of £163,250
- 2.2 That Schools Forum receives six monthly reports on the use and deployment of the allocated spend, and the resulting impact on strengthening leadership and succession planning in Brent schools.

3.0 Background

- 3.1 Leadership development and succession planning are key areas for development in Brent. The Brent Schools Partnership, Brent Council and the Teaching School Alliances have all identified leadership development as a strategic priority.
- 3.2 Over the past three years, 44 new headteachers and heads of school have been appointed to Brent schools. Overall, this represents a turnover of 44 per cent over the three year period. A one year induction programme of six professional development sessions has been led by Brent Schools Partnership and most of the new headteachers have attended at least two of the sessions, and many have attended all six sessions. Whilst the induction programme has provided access to a headteacher mentor, arrangements have been too flexible and the take up of mentor support has been variable.
- 3.3 Brent Council and Brent Schools Partnership through their monitoring and support for schools have identified that the first three years of headship require a much higher level of support in managing the often complex and challenging responsibilities of headship. The support for new headteachers beyond the first year, and over and above the induction programme is important to develop new headteachers' competencies, to ensure their wellbeing and retention in Brent and to ensure that all aspects of school leadership management are functioning effectively.
- 3.4 A BSP survey of career aspirations of current deputy and assistant headteachers on becoming a headteacher in Brent in the future identified the following areas of concern:
- Only a quarter felt that they would be ready for headship over the next two years.
 - About half of those surveyed were unsure, and felt that they had not acquired the necessary skills to consider becoming a headteacher, although about half were ambitious to become a headteacher.
 - Around a quarter did not wish to progress beyond their current role.
- 3.5 Schools have reported that it is increasingly difficult to recruit individuals with the right level of knowledge, skills and competencies into senior leadership roles. Whilst many middle leaders are ambitious to move to the next stage of their career, they are not all being professionally developed adequately to fulfil a senior leadership role. The challenges are particularly marked when seeking to appoint an assistant or deputy headteacher. This too is a priority for Brent.
- 3.6 Capturing the energy, enthusiasm and talents of new teachers with the potential of becoming a middle leader early in their careers, is recognised as being important for two reasons:
- i. Teacher retention: professional and career development is a major factor influencing teachers remaining in the profession.
 - ii. Talent management: the potential of individuals to be nurtured and developed within individual schools will benefit the whole community of schools in Brent.

- 3.7 The BSP has been working with the Brent Teaching School Alliance and Ambition School Leadership to draw together a Leadership Development and Succession Planning Framework for schools. The framework is intended for schools to use to support and develop their current and potential leaders in their leadership journeys, including into headship.
- 3.8 The work over the past two years has been aimed at supporting the development of school leaders through:
- Strengthening and improving on existing leadership skills
 - Improved understanding of current and future local, national and international agendas
 - Creating a deeper sense of professional satisfaction in current roles by developing leadership skills
 - Building evidence to demonstrate the impact of personal learning on standards in schools
 - Actively engaging in self-directed leadership learning
 - Helping develop the essential skills for learning in and managing effective teams
 - Increasing participants' ability to contribute to the development of the leadership capacity of colleagues
 - Enhancing the ability to build and sustain effective relationships in schools and the wider community
 - Increasing motivation to take on a more substantive leadership role in the future
 - Demonstrating the impact their leadership has on their schools.
- 3.9 The work to date has had some impact on the retention of school leaders in Brent, and the progression of some deputy headteachers into headship within Brent. However the capacity across the BSP, the TSAs and schools themselves to make a significant and sustainable impact on increasing the quality and supply of school leaders in Brent has been constrained due to lack of sufficient resources. The majority of schools are having to manage a reduction in their overall budgets for the next three years or more.
- 3.10 Schools in Brent are recognising that across the school system, managing human capital as wisely as financial capital is becoming increasingly important. National data indicates that nearly 35 per cent of new teachers move out of teaching within their first three years. Ambitious future leaders want to see proactive investment in their professional learning. They are keen to progress fast in their careers.
- 3.11 There is a need for a systematic and targeted approach to increase the supply of high calibre leaders in three areas of leadership in schools. These are headship, senior leadership (including assistant and deputy headship), and middle leadership. An approach which involves schools and leaders across Brent, creates sustainable capacity across the system.
- 3.12 As important as increasing the supply of leaders, is ensuring that new headteachers are well supported to drive forward improvements in their schools, address any areas of weaknesses and proactively support the development of the school's leaders.
- 3.13 It has also been recognised that commitment from headteachers and governing boards is critical in ensuring an effective Leadership Development and Succession Planning Strategy within individual schools. Work has already commenced on developing a "Leadership Charter", which lists a set of commitments to which every school should sign up to in Brent. Schools will require support in ensuring that the charter informs their strategic planning for leadership and succession.
- 3.14 Following consultation with headteacher representatives on how best to ensure improved quality and supply of school leaders, the following actions have been identified for the Forum's consideration:

- A leadership development programme through which current and future leaders can be supported to develop the leadership competencies needed to move to the next stage of leadership.
- The availability of a more extensive programme of support for new headteachers in their first three years of headship.
- The development of the Leadership Charter and its adoption by all schools in Brent to demonstrate their commitment to leadership development at all levels, and support for schools in delivering the commitments within the charter through consultancy support and advice.

3.15 There are a number of national programmes available which would cover many elements in the proposed programmes set out in this paper. However, the costs of these programmes are prohibitively high, and the programmes are not tailored to Brent needs and priorities.

4.0 Proposal

4.1 Three priority areas are identified to be taken forward:

- i. A Leadership development programme targeting 60 potential and current leaders, to engage in a development programme to prepare them for the next stage of their leadership career.
- ii. A Leadership development programme focused specifically on new headteachers in their first three years of headship.
- iii. Building on the National Standards of Excellence for Headteachers, the development of a Leadership Charter to which all schools in Brent can commit to and implement.

4.2 A clear set of outcomes and success criteria against which the impact of the proposed programme can be assessed are given in paragraph 4.5 below.

4.3 The Leadership programme detailed for each target group will be devised and delivered jointly by experienced high performing primary and secondary headteachers. This demonstrates a strong commitment by headteachers in Brent to system leadership, and mutual support and collaboration.

4.4 It is proposed that the Brent Schools Partnership will be responsible for the management of the programme, and shall be accountable for its delivery and impact. The Leadership Development and Succession Planning Group already established will provide the steer and advice to ensure that the proposed areas to be taken forward are successful.

4.5 Outcomes of the Leadership Development Programme

WHO?	Early Headship	Aspiring Heads	Ready for SLT/AHT/DHT	Developing new teachers
How many?	20	20	20	20
Outcomes	Securely effective in role and their schools performing well.	Ready for headship within two years.	Ready for next steps to senior leadership (AHT/DHT) within two years.	Be prepared to take on middle leadership roles in one year.
Success Criteria	Able to secure improvement on the school's previous best.	Able to strategically lead aspects of the school. Work with the HT to lead in SLT.	Able to drive change on one or more aspects of the whole school.	Able to carry out subject/year reviews.
	Demonstrate strategic management of change and improvement.	Demonstrate strong understanding of monitoring and evaluation systems.	Carry out evaluation of the school's performance using Ofsted criteria.	Be the lead practitioner in the subject/year group.
	Demonstrate strategic understanding of HR, finance, premises, etc.	Able to plan, set and implement budgets.	Able to lead teams and manage an aspect of the budget effectively.	Demonstrate leadership by improving outcomes, and teaching and learning.
	Carry out highly effective and accurate school self-evaluation, and robust planning for improvement.	Engaged with wider stakeholders to improve the school and benefit the wider Brent community.	Improve a key aspect of the school (which is an area for development).	Developing understanding of whole school systems.
	Highly effective engagement with a range of stakeholders to accrue maximum benefit for the school.	Work with the HT to improve the outcomes of several subjects/year groups.	Deepened understanding of whole school systems.	Have presence and a confident demeanor that influences others to achieve student outcomes.

4.6 The process for candidate selection will include the following elements, with criteria for assessment set out in Appendix 1:

- Current headteacher or Governing Board approval
- Clear strengths and areas of development identified by the participant and triangulated with the current headteacher
- An interview and a task

- A commitment to the Leadership Charter by the current headteacher, and agreement to release the participant and to support the development and learning of the participant.

4.7 The leadership development programmes for Aspiring Headteachers, Ready for SLT/AH/DH and Developing New Leaders, will include the following strands, as appropriate to the stage of leadership for each group:

Strands	Content outline to be developed for each stage of leadership
Programme induction	<ul style="list-style-type: none"> • Developing the culture and ethos of the school • Analysis of pupil performance • Meeting statutory requirements (Equalities Act, GDPR, etc.) • Evaluating and reviewing outcomes and leadership • Developing a personal development action plan
Personalised Coaching Programme	<ul style="list-style-type: none"> • Access to a trained coach for a total of the equivalent of three days (at least six sessions) • Mentor support as required • 360° reviews and analysis
Shadowing/Placements	<ul style="list-style-type: none"> • Up to four days shadowing opportunity in at least two schools and associated debriefing
Leadership Development Sessions and Research and Development Project (6 days)	<ul style="list-style-type: none"> • A Research and Development project to include evaluation, planning for improvement and demonstrating impact • Understanding and adopting leadership styles/approaches for maximum impact • Creating an ethos of learning and development • Setting and achieving ambitions and aspirational visions for pupil outcomes • Effective systems and processes for rigorous evaluation and writing SEF • Ensuring effective resource management including, where appropriate, staffing and budget management

4.8 The Early Headship Programme will have three strands:

- Personalised coaching and support
- New headteacher leadership development sessions
- An external review of the impact of leadership on school improvement

4.9 The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession. Building on these standards, the further development of the Leadership Charter, consultation and pilot with at least four schools, and bespoke consultancy and advice for schools to respond to the charter commitments, will provide a model of support and development for new headteachers.

5.0 Financial Implications

5.1 Proposed costings are set out in the table below:

Provision	Year 1- Programme costs (Aspiring Heads, Ready for SLT/AHT/DHT, Developing new teachers)	Year 2- Programme costs (Aspiring Heads, Ready for SLT/AHT/DHT, Developing new teachers)
Programme induction	2 days ((Friday/Saturday) cost per participant = £500	
Personalised Coaching Programme	Coaching cost per participant = £1,500 <i>Total training cost for coaches = £1,000</i>	Coaching cost per participant = £750
Shadowing/Placements	Placement cost per participant = £750	
Leadership Development Sessions including Research and Development Project	Leadership development sessions cost per participant = £525	Professional learning and development sessions cost per participant = £87.50
Total for Aspiring Heads, Ready for SLT/AHT/DHT, Developing new teachers programmes	£197,500	£50,250
Provision	Year 1 - Cost for Early Headship Programme	Year 2 -Cost for Early Headship Programme
Personalised Coaching Programme	Coaching cost per participant = £1,500	Coaching cost per participant = £1,500
Leadership Development Sessions	Leadership development sessions cost per participant = £525	Leadership development sessions cost per participant = £525
External Review of school performance		External review of the performance of schools with early headship = £2,400
Total for Early Headship Programme	£40,500	£88,500
Provision	Year 1- Cost for Leadership Charter	Year 2- Cost for Leadership Charter
Development of the Leadership Charter and support for schools in adoption and school response	<i>Leadership charter support and ½ day consultancy for participant schools = £12,000</i>	<i>Support and consultancy for 55 schools = £16,500</i>

Total for Leadership Charter development and support	£12,000	£16,500
Provision	Year 1- Overall cost for management of the whole programme	Year 2- Overall cost for management of the whole programme
Programme management, planning and design	<i>Cost of programme management = £32,000</i>	<i>Cost of programme management = £8,000</i>
Total Management cost	£32,000	£8,000
Overall funding required to deliver the proposed programme and activities	£282,000	£163,250

6.0 Legal Implications

6.1 The local authority has a statutory duty for the outcomes of all pupils. It has a statutory responsibility to monitor the performance of schools including the identification, support and intervention in schools where pupil achievement is of concern. The local authority's powers of intervention in schools are restricted to the maintained sector. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner.

7.0 Equalities Implications

7.1 The Equality Act 2010 sets out that those subject to the general equality duty must, in the exercise of their functions, have due regard to the need to advance equality of opportunity between people who share a protected characteristic and those who do not.

7.2 This proposal will seek to advance the equality of opportunity of under-represented groups within leadership at all levels in Brent schools.

8.0 Consultation with Ward Members and Stakeholders

8.1 A wide range of stakeholders have been consulted through the work of the Leadership Development and Succession Planning Group including chairs of governors, primary and secondary headteachers and senior leaders.

8.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services is supportive of this proposal as it will address a key strategic school effectiveness priority. This follows consultation with partners (including the Brent Schools Partnership, Brent Teaching School Alliance and Woodfield Teaching School Alliance, and primary, secondary and special school headteachers, and a National Leader of Governance).

Report sign off:

Gail Tolley
Strategic Director Children and Young People

Appendix 1

Title: Strengthening Leadership Development and Succession Planning in Brent schools

**Criteria for Assessment for individuals to be included into one of the three
Leadership Development programmes
(Aspiring heads, Ready for SLT/AHT/DHT, Developing new leaders)**

Evidence of Potential	
Ability	Mental/cognitive ability, emotional intelligence, functional/technical skills, interpersonal skills, ability to progress quickly
Attributes	Ambition, humble, motivated, energetic, passionate, curious, growth mind-set, willingness to change, determined, resilient, insightful
Leadership Competencies	Leaders of self/others/change, strategic and results orientated, developer of talent, innovator, relationship builder, influencer, communicator, problem solver
Aspirations	Motivated, desire for advancement, influence, ambitious for organisation's development, overall job satisfaction
Engagement	Rational and emotional commitment, intent to stay

Evidence of Performance	
Results and Impact	Whether people are delivering their targets: <ul style="list-style-type: none"> • Student outcomes • Wider school/network impact
Relationships	How people are delivering their targets: <ul style="list-style-type: none"> • Peer team • Team led by lead
Culture	<ul style="list-style-type: none"> • Values alignment • Embodying school ethos • Effective ambassador

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 Brent	Schools Forum 20 June 2018
	Report from the Strategic Director of Children and Young People
Dedicated Schools Grant Financial Outturn 2017/18	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	N/A
No. of Appendices:	One: <ul style="list-style-type: none"> • Dedicated Schools Grant Financial Outturn 2017/18 • 2017/18 Schools Outturn • Maternity Licenses Trade Union
Background Papers:	N/A
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	Andrew Ward, Head of Finance Email: andrew.ward@brent.gov.uk Tel: 0208 937 6462 Dena Aly, Senior Finance Analyst Email: dena.aly@brent.gov.uk Tel: 0208 937 2179

1. Purpose of the Report

- 1.1. This report sets out the final Dedicated Schools Grant (DSG) outturn against the budget set for 2017/18, and provides detail on the overall £1.8 million underspend.

2. Recommendations

- 2.1. Schools Forum is asked to note this report.
- 2.2. That a report is prepared analysing school budget share plans for the October Schools Forum.

3. Summary

- 3.1. The Dedicated Schools Grant (DSG) budgets underspent by a total of £1.8 million in 2017/18.
- 3.2. This underspend was principally caused by an underspend on school growth and rising rolls within the schools block (£2.1m). This was despite a £1m reduction in the budget in

2017/18. For 2018/19 the growth budget has been reduced by a further £0.5 million in anticipation of the fall in demand, and methods for allocating rising rolls funding have been amended.

- 3.3. There was also an underspend in the early years block, largely due to an underspend on nursery provision for 3 and 4 year olds in maintained schools, and a planned underspend on central budgets.
- 3.4. The high needs block overspent in 2017/18 by £1.6 million, primarily due to overspends on top-up funding to mainstream settings, and a higher amount of recoupment for high needs post-16 than anticipated. A more detailed analysis of high needs recoupment is being undertaken in order to more accurately budget for recoupment in 2018/19.

4. Background

- 4.1. The schools funding formula for 2017/18 was set in December 2016 ahead of the final DSG budget being confirmed in February 2017.
- 4.2. The DfE recoup formula and high needs place funding from the DSG to allocate this directly to academies and free schools. This is the difference between the £308 million DSG for Brent and the £198 million reported in appendix A.

5. 2017/18 DSG Budget

- 5.1. The total income received was £96k less than the amount initially allocated. This mainly relates to an Early Years funding block adjustment to the 2016/17 early years block, relating to the January 2017 early years census, which shows that provision had fallen by approximately 30 FTE compared to the previous January. Final DSG income for 2018/19 may therefore increase or decrease depending on the change in FTE nursery provision. In addition, an adjustment was made to the schools block relating to National Non Domestic Rates for school academy conversions as they qualify for charitable relief.
- 5.2. Appendix A sets out the outturn for the 2017/18 DSG. A total of £308 million was allocated to Brent schools with £111m being recouped and distributed directly to Academies. This leaves budgeted income and expenditure of £198million. Overall, an underspend of £1.8 million is reported.

6. Schools Expenditure

- 6.1. The expansion budget of £2.5 million and rising rolls budget of £1.1 million have underspent by a total of £2.1 million. The expansion budget underspent by £1.5 million, despite a £1 million reduction in the budget in 2017/18. In addition, only £0.53 million was allocated to schools with rising rolls. As agreed by schools forum, the method for allocating rising rolls in secondary provision has been amended which together with demographic changes will result in a greater number of schools qualifying for rising rolls funding than under the previous model. In addition, the total growth budget will be reduced to £2 million in 2018/19, with the £0.5 million reduction to be held as a contingency.
- 6.2. There are also known underspends on the schools budgets share forecasts relating to the Floreat free school, which was included in the mainstream funding formula budget but will now not be opening.

7. Early Years Expenditure

- 7.1. The Nursery Education Grant (NEG) allocations for 3 and 4 year old provision in maintained school nurseries and nursery schools were previously set at the start of the year and allocated accordingly, resulting in no over or underspends in year. However following the implementation of the Early Years National Funding formula in September

2017, payments were made according to actual pupil numbers each term, in the same way as all other Early Years providers.

- 7.2. An anticipated underspend on the Early Years Block was reported in the January Schools Forum due to lower than budgeted for take up of the Nursery Education Grant for 3 and 4 year olds in the autumn term, which coincides with the introduction of the 30 hours entitlement. Although, in common with other London boroughs, there was a significant increase in take up in the spring term, there is an overall £0.8m underspend on 3 and 4 year old NEG, primarily due to lower than budgeted for payments to the maintained school nurseries and nursery schools.

8. High Needs Expenditure

- 8.1. High needs budgets allocated to mainstream schools are set at the start of the year and allocated accordingly. The £0.1 million overspend on these budgets relates to the allocation for Brent River College Primary pupil referral until, which was not budgeted for and opened in September 2017.
- 8.2. Any adjustments to the set high needs budgets are made from the in-year placements budget. The required reporting for the S251 return splits top up budgets by maintained and academy schools though there is no operational or financial difference in how these payments are administered or calculated. Overall top up support to schools overspent by £1.5 million reflecting an increase in demand from the previous year. This was partially offset due to the borough being able to accommodate more of its High Need placements; DSG spend on placements in residential and independent settings was £0.25 million under budget.
- 8.3. An additional £0.3m overspend occurred due to the High Needs recoupment amount being higher than anticipated. Funding is recouped from the High Needs block to support post 16 education in sixth form and college settings. Work is being undertaken to ensure more accurate forecasting of high needs recoupment in future years.
- 8.4. There is a £0.2 million underspend on the revenue charge for the capital costs of The Village School, against a £0.9m budget. This is an annual charge, which is influenced by interest rates. The budget reflects the historic level set and under the current DfE guidance if reduced cannot be subsequently increased.

9. Central Items

- 9.1. The final outturn showed an overall underspend of £0.3m on the central services budgets. The areas that underspent were the school admissions service and the school improvement budget line that contributes to the school effectiveness service.
- 9.2. Central block expenditure budgets will receive a 1% uplift for pay inflation in 2018/19.

10. Maternity / Paternity, Licenses & Trade Union

- 10.1. Maternity/ Paternity, Licenses and Trade Union funding are de-delegated from schools budgets. Appendix C shows the 2017/18 budget and outturn of these three schemes.
- 10.2. The Maternity/ Paternity grant scheme allows schools to pool risk so that maternity costs do not fall unevenly on individual schools. Where an eligible member of staff goes on maternity leave, schools can claim a pro-rata grant of £4,248 per teacher or £3,211 per non-teacher although staff are only covered if they have at least 1 year's continuous employment within Brent or within Local Government, and provided they return to work after their maternity leave.
- 10.3. Trade Union de-delegation provides the capacity to fund time off to trade union representatives, which they have a statutory right to. The funding allows the

representative to be released by the school, and for the school to afford the costs of supply cover. The scheme enables schools to pool risk so that the cost related to releasing members of staff on trade union activities does not fall unevenly on individual schools.

10.4. The council currently purchases licenses on behalf of all maintained schools within the borough in addition to the DfE arrangement with copyright management organisations to simplify the way in which such licenses are bought and paid for by schools and academies. As a result the DfE now manages most of the copyright licences for all schools in England.

11. School Admissions Service

11.1. The budget and outturn for the school admissions service is shown below. The overall

	Budget	Outturn	Variance
EMPLOYEE EXPENSES	629,969	529,819	-100,150
SUPPLIES AND SERVICES	59,013	33,844	-25,169
SUPPORT SERVICES	0	-27,750	-27,750
TRANSPORT RELATED EXPENDITURE	0	58	58
TOTAL EXPENDITURE	688,982	535,971	-153,011
GOVERNMENT GRANTS	0	-632	-632
TOTAL INCOME	0	-632	-632
Grand Total	688,982	535,339	-153,643

underspend of £153k is largely due to underspends on employee expenses, due to staff vacancies. Supplies and Services and Support Service underspends primarily relate to historic recharges not processed as they are no longer required. Budget realignment will be undertaken for future years.

11.2. Table 1: School Admissions Service Budget & Outturn:

12. DSG Balances

12.1. The DSG underspend of £1.8 million will be added to existing reserve of £6million, so that reserves total £7.8million as at the start of 2017/18.

12.2. It has been approved by schools forum that £2.5 million is to be used for allocation in the funding formula in 2018/19 and 2019/20. An additional £2 million reserves will be retained as a contingency against cost pressures and potential funding reductions within the High Needs block and the Early Years Block.

13. School Balances

13.1. Overall school balances have decreased by £2.7 million from £19.4 million to £16.7 million on a like for like basis (Appendix B). This is the second year of declining school balances in Brent. However there is no obvious pattern in the outturn across school types.

13.2. Of the 51 Primary Schools 6 finished the year in deficit, 13 have balances of 8% or less and 32 have balances of 8% or more. When analysing this information against the school size (number on roll in the October 17 census), there is no clear pattern. Just over half of these schools have above the average number of pupils on roll. During 2017/18 27 Primary schools decreased their reserve balance by an average of £158K, and 24 increased their reserve balances by £83K on average. There are only 2 maintained secondary schools. One has an extremely low reserve balance and one has a balance of 4% of income.

- 13.3. Special Schools and PRUs mostly increased their reserves balances in 2017/18, and Nursery School balances remained relatively static, with 3 of the 4 nursery schools finishing with healthy reserves balances, and one in a small deficit.
- 13.4. Part of the decrease in reserves was due to larger planned spending. The year-end returns showed that 4 out of the 61 maintained schools and nursery schools, used their balance to support planned improvement projects of over £0.3 million with a combined total spend of £3.1 million. It should be noted that devolved school capital allocations are now very low and some schools are clearly using balances to proceed with certain projects.
- 13.5. In summary, whilst there is a mixed picture in how individual schools are managing their financial position, the figures suggest that in 2017/18 schools in Brent have mostly been able to manage pressures without a significant deterioration of their financial position. It is not yet known if they can continue to do so into 2018/19 and 2019/20. The funding and expenditure pressures will persist, and are likely to require schools to take action to balance their budgets. Those schools in deficit are expected to set a balanced budget for 2018/19, and will be monitored closely throughout the year.
- 13.6. Schools budgets, which project forwards for 3 years, are submitted to the council by 31 May 2018, and will be monitored in June. It is recommended that CYP finance provide schools forum with a report in the Autumn that analyses 2018/19 school budgets and identifies key themes.

14. Financial Implications

- 14.1. The financial implications have been detailed in the body of this paper.

15. Legal Implications

- 15.1. There are no legal implications for this report.

16. Equality Implications

- 16.1. Not applicable.

17. Consultation with Ward Members and Stakeholders

- 17.1. Not applicable.

Report sign off:

Gail Tolley

Strategic Director of Children and Young People

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Appendix A - DSG Outturn 2017/18

S251 Line	Budget Heading	Description	Budget	Actual	Variance	Commentary
Income						
1.9.1	Early Years Block		23,409,559	23,295,559	(114,000)	Early years adjustment to 201617
1.9.1	Schools Block		228,957,583	228,975,524	17,941	Academy conversion NNDR rates
	Central School Services Block		2,327,849	2,327,849	0	
1.9.1	High Needs Block		53,625,008	53,625,008	0	
	TOTAL INCOME		308,319,999	308,223,940	(96,059)	Post recoupment DSG
Expenditure						
1.0.1	Schools Block	Primary Schools	106,997,918	106,997,918	0	
1.0.1		Secondary Schools	12,122,069	12,122,069	0	
1.0.1		All Through Schools	0	0	0	
		DSG Contribution	361,785	361,785	0	former ESG cont- central services
1.1.1	De-delegated Items	Contingencies - Schools in Difficulty	200,000	122,994	(77,006)	Allocated to schools in need, budget was reduced in 2017/18
1.1.4		Free school meals eligibility	27,750	27,750	0	
1.1.8		Staff costs – supply cover excluding cover for facility time	350,000	364,633	14,633	
1.4.10	Pupil Growth and Inf	Expansion and rising rolls funding	3,629,952	1,490,800	(2,139,152)	Significantly underspent as demand for expansion funding decreased. Budget will be further reduced in 2018/19
		Schools block recoupment	105,268,109	105,268,109	0	
	Total Schools		228,957,583	226,756,058	(2,201,525)	
1.0.1	Early Years Block	2 year old Nursery Education Grant	3,404,730	3,825,742	421,012	
1.0.1		3 and 4 year old Nursery Education Grant	18,260,000	17,468,192	(791,808)	Lower take up in the first headcount. Now includes maintained schools- 946k underspend on budgets
1.0.1		EY Pupil premium	108,000	74,108	(33,892)	
1.0.1		Disability Access Fund	68,000	68,000	0	
1.3.1		Early Years Central Expenditure	1,568,829	992,227	(576,602)	Planned underspend in advance of lower 1819 central budgets
	Total Early Years		23,409,559	22,428,269	(981,290)	
1.0.1/1.2.1	School/HN Block	Maintained Special School Funding	9,192,246	9,192,246	0	The Village & Phoenix Arch
1.0.1/1.2.1	School/HN Block	Maintained ARPs	699,857	718,889	19,032	Additional payments for 30hours early years children
1.0.1/1.2.1	School/HN Block	Maintained Pupil Referral Units	2,723,755	2,858,525	134,770	Additional payment for Brent River Primary
1.2.1	HN Block	Planned top-up in mainstream schools	3,611,082	3,611,082	0	Budget Share
1.2.1	Top up funding	Targeted Funding	30,000	30,000	0	
1.2.1	HN Block	In year top up funding - Maintained & Academy	16,984,754	18,519,059	1,534,305	All in -year placements to maintained schools including out of borough
1.2.1	HN Block	Early Years Inclusion Fund	1,128,000	1,117,437	(10,563)	
1.2.3	Top up funding	Residential and independent settings	8,738,611	8,489,072	(249,539)	Underspend consistent with fewer external placements being made
1.2.5	SEN Support	Outreach, Ed Pysch, SEN advisory, SEN Transport	3,104,187	3,234,629	130,442	
1.2.6	Hospital Education Services		253,092	161,653	(91,439)	
1.2.7	Other alternative pro	EOTAS - Commissioned Services	235,000	306,769	71,769	
1.2.8	Support for Inclusion		1,145,551	1,176,306	30,755	
1.2.10	PFI / BSF costs	Capitla Expenditure from Revenue - Village School	944,400	728,569	(215,831)	Lower interest rates than orignally budgeted for
1.2.11	Direct Payments		10,699	14,380	3,681	
1.2.13	Therapies and other	Speech and Language Therapy & TAMHS	511,116	421,167	(89,949)	
		High Needs Recoupment	4,312,658	4,611,828	299,170	
	Total High Needs		53,625,008	55,191,611	1,566,603	
1.4.1	Central School Servic	Contribution to combined budgets - Schools Effectiveness, Gordon Brown Activity Centre, Wembley Learning Centre	803,573	624,884	(178,689)	Underspend on School Improvement - Core
1.4.13		Licences/subscriptions	195,000	208,504	13,504	
1.4.2		School Admissions	692,000	535,339	(156,661)	Underspend on Communication & Support Services
1.4.3		Servicing of schools forums	33,696	28,018	(5,678)	
1.4.4		Termination of employment costs	603,580	603,580	0	
	Total Central School Services		2,327,849	2,000,325	(327,524)	
	TOTAL EXPENDITURE		308,319,999	306,376,263	(1,943,736)	
	Balance		0	(1,847,677)	(1,847,677)	

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Appendix B: 2017-18 Schools Outturn

Cost Centre	Type	Cost Centre Name	2016/17 Recorded Closing Balance	Adjustment to Reconcile to Schools CFR Return	B/F Reserves Balance (Including Capital for Non VA schools)	Voluntary aided school Capital reserves write off from 2017/18 accounts	In year Movement (Increase) / decrease	2017-18 C/F RESERVES BALANCES				TOTAL 2017/18 C/F Reserves Balance	2018/19 BUDGETED ISB	CF balance as a % of Income (2018-19 Budgeted ISB)	Pupil numbers Oct 17			
								REVENUE	CAPITAL	CHILDREN'S CENTRE	NNI							
B72000	Primary	ANSON	(441,212)	0	(441,212)		79,750	(363,926)	2,463	0	0	(361,463)	2,079,847	17.4%	354			
B72049	Primary	BARHAM	(769,363)	(20)	(769,383)		194,273	(575,111)	0	0	0	(575,111)	4,016,184	14.3%	835			
B72075	Primary	BRAINTCROFT	(976,467)	0	(976,467)		644,524	(331,944)	0	0	0	(331,944)	0	0.0%	621			
B72003	Primary	BRENTFIELD	(741,638)	0	(741,638)		207,683	(482,373)	(51,581)	0	0	(533,955)	3,178,784	16.8%	580			
B72006	Primary	BYRON COURT	(783,178)	0	(783,178)		(166,938)	(950,116)	0	0	0	(950,116)	3,596,860	26.4%	741			
B72007	Primary	CARLTON VALE INFS	(153,871)	(632)	(154,503)		(27,827)	(184,514)	2,184	0	0	(182,330)	1,013,847	18.0%	129			
B72068	Primary	CHALKHILL	(845,725)	0	(845,725)		(88,930)	(929,839)	(4,816)	0	0	(934,655)	2,503,528	37.3%	474			
B73301	Primary	CHRISTCHURCH	(85,904)	0	(85,904)		(85,120)	(171,024)	0	0	0	(171,024)	1,128,054	15.2%	184			
B73507	Primary	CONVENT OF J&M	(198,466)	0	(198,466)		157,552	(40,914)	0	0	0	(40,914)	1,605,056	2.5%	266			
B72056	Primary	DONNINGTON	(303,347)	0	(303,347)		(108,360)	(404,429)	(7,278)	0	0	(411,707)	1,201,286	34.3%	204			
B72055	Primary	ELSLEY	(201,609)	0	(201,609)		7,003	(217,651)	23,045	0	0	(194,606)	3,022,117	6.4%	523			
B72074	Primary	FRYENT	(713,020)	0	(713,020)		(55,877)	(768,897)	0	0	0	(768,897)	4,143,684	18.6%	685			
B72017	Primary	HARLESDEN	(126,126)	0	(126,126)		(103,318)	(229,444)	0	0	0	(229,444)	2,426,556	9.5%	373			
B75949	Primary	ISLAMIA	(763,471)	0	(763,471)	650,000	(587)	(114,058)	0	0	0	(114,058)	2,262,796	5.0%	420			
B73302	Primary	JOHN KEBLE	(166,936)	0	(166,936)		108,346	(58,590)	0	0	0	(58,590)	2,161,908	2.7%	390			
B75204	Primary	KILBURN PARK	(87,252)	0	(87,252)		(42,983)	(131,890)	1,656	0	0	(130,234)	1,047,280	12.4%	188			
B72024	Primary	KINGSBURY GREEN	(302,561)	15	(302,546)		(7,518)	(310,064)	0	0	0	(310,064)	3,582,945	8.7%	624			
B72028	Primary	LEOPOLD	(45,695)	0	(45,695)		87,223	41,528	0	0	0	41,528	4,370,597	-1.0%	781			
B72031	Primary	LYON PARK INFS	(245,672)	0	(245,672)		190,825	(54,847)	0	0	0	(54,847)	4,195,541	1.3%	821			
B72033	Primary	MALOREES INF	(4,881)	0	(4,881)		17,045	12,164	0	0	0	12,164	1,263,783	-1.0%	202			
B75202	Primary	MALOREES JUNIOR	(8,835)	0	(8,835)		32,728	36,950	(13,058)	0	0	23,893	1,210,460	-2.0%	232			
B72066	Primary	MITCHELL BROOK	(27,602)	0	(27,602)		(78,968)	(106,570)	0	0	0	(106,570)	3,260,044	3.3%	597			
B72073	Primary	MORA	(151,432)	0	(151,432)		(133,070)	(246,615)	(37,887)	0	0	(284,502)	2,148,992	13.2%	400			
B72019	Primary	MOUNT STEWART INFS	(100,306)	0	(100,306)		1,750	(98,557)	0	0	0	(98,557)	1,392,915	7.1%	266			
B72018	Primary	MOUNT STEWART JNRS	(163,937)	0	(163,937)		56,013	(107,923)	0	0	0	(107,923)	1,728,534	6.2%	381			
B72064	Primary	NEWFIELD	(302,442)	0	(302,442)		109,629	(192,813)	0	0	0	(192,813)	2,027,159	9.5%	336			
B72034	Primary	NORTHVIEW	(296,513)	0	(296,513)		(36,003)	(332,516)	0	0	0	(332,516)	1,319,560	25.2%	209			
B72071	Primary	OLIVER GOLDSMITH	(335,102)	0	(335,102)		11,156	(323,946)	0	0	0	(323,946)	2,102,807	15.4%	414			
B73510	Primary	OUR LADY OF GRACE INF	(79,635)	0	(79,635)		7,583	(72,052)	0	0	0	(72,052)	1,229,780	5.9%	180			
B73500	Primary	OUR LADY OF GRACE JNRS	(295,042)	0	(295,042)		88,684	(206,359)	0	0	0	(206,359)	1,297,332	15.9%	238			
B73508	Primary	OUR LADY OF LOURDES	(87,966)	0	(87,966)		(29,538)	(117,504)	0	0	0	(117,504)	1,244,296	9.4%	202			
B72038	Primary	PARK LANE	(569,468)	0	(569,468)		13,743	(555,725)	0	0	0	(555,725)	2,261,431	24.6%	412			
B72039	Primary	PRESTON PARK	(288,782)	0	(288,782)		322,100	33,317	0	0	0	33,317	3,794,431	-0.9%	744			
B73303	Primary	PRINCESS FREDERICA	(51,560)	0	(51,560)	2,461	(85,893)	(134,992)	0	0	0	(134,992)	1,942,251	7.0%	404			
B72042	Primary	ROE GREEN INF	(961,932)	0	(961,932)		511,128	(450,804)	0	0	0	(450,804)	2,993,956	15.1%	488			
B72041	Primary	ROE GREEN JNR	(242,772)	0	(242,772)		156,109	(86,663)	0	0	0	(86,663)	2,240,616	3.9%	474			
B72070	Primary	SALUSBURY	(177,453)	0	(177,453)		(51,657)	(229,111)	0	0	0	(229,111)	3,049,799	7.5%	603			
B73601	Primary	SINAI	(118,260)	0	(118,260)		128,882	10,622	0	0	0	10,622	2,467,839	-0.4%	563			
B73511	Primary	ST MARGARET CLITHEROW	(123,427)	0	(123,427)		17,692	(105,735)	0	0	0	(105,735)	1,221,889	8.7%	206			
B73509	Primary	ST JOSEPH'S INFANTS	(584,513)	0	(584,513)		(128,171)	(712,683)	0	0	0	(712,683)	1,350,271	52.8%	208			
B73501	Primary	ST JOSEPH'S JUNIOR	(867,549)	0	(867,549)		79,989	(787,559)	0	0	0	(787,559)	1,329,197	59.3%	278			
B75203	Primary	ST JOSEPH'S PRIMARY NW10	(215,762)	0	(215,762)		(17,468)	(233,230)	0	0	0	(233,230)	2,674,493	8.7%	473			
B73505	Primary	ST MARY MAGDALEN'S	(184,204)	0	(184,204)		(86,215)	(270,419)	0	0	0	(270,419)	1,761,823	15.3%	346			
B73308	Primary	ST MARY'S COFE	(143,657)	0	(143,657)		(70,748)	(214,406)	0	0	0	(214,406)	1,537,922	13.9%	264			
B73602	Primary	ST MARY'S RC	(161,012)	0	(161,012)		(76,397)	(237,409)	0	0	0	(237,409)	1,545,611	15.4%	270			
B73506	Primary	ST ROBERT SOUTHWELL	(208,920)	0	(208,920)		(124,574)	(333,494)	0	0	0	(333,494)	2,082,458	16.0%	404			
B72057	Primary	STONEBRIDGE SCHOOL	(445,654)	0	(445,654)		(269,123)	(714,777)	0	0	0	(714,777)	2,843,473	25.1%	506			
B73603	Primary	TORAH TEMIMAH	(5,186)	0	(5,186)	725	97,545	93,084	0	0	0	93,084	984,787	-9.5%	191			
B72020	Primary	UXENDON MANOR	(220,165)	0	(220,165)		(113,071)	(333,236)	0	0	0	(333,236)	2,899,691	11.5%	549			
B73605	Primary	WEMBLEY PRIMARY	(1,274,536)	0	(1,274,536)		673,984	(462,296)	(57,993)	(80,262)	0	(600,551)	4,115,155	14.6%	810			
B72053	Primary	WYKEHAM	(688,872)	0	(688,872)		273,066	(415,806)	0	0	0	(415,806)	2,705,502	15.4%	474			
B74033	Secondary	JFS	(172,459)	23,644	(148,816)	124,610	(291)	(24,496)	0	0	0	(24,496)	10,663,270	0.2%	1480			
B75407	Secondary	NEWMAN CATHOLIC COLLEGE	(341,351)	0	(341,351)		132,300	(209,051)	0	0	0	(209,051)	5,017,927	4.2%	517			
B71003	Nursery	COLLEGE GREEN	(164,822)	(1,400)	(166,222)		(27,933)	(36,055)	0	0	(158,100)	(194,155)	456,964	42.5%	112			
B71000	Nursery	CURZON CRESCENT	(224,349)	0	(224,349)		15,171	(326,088)	0	51,118	65,792	(209,178)	445,612	46.9%	108			
B71001	Nursery	FAWOOD	(260,426)	0	(260,426)		7,236	(196,972)	0	(6,893)	(49,326)	(253,190)	631,672	40.1%	86			
B71004	Nursery	GRANVILLE PLUS NURSERY	43,796	0	43,796		(43,984)	(175)	0	0	(13)	(188)	539,359	0.0%	87			
B00086	PRUs	ASHLEY COLLEGE	(73,292)	0	(73,292)		(405,930)	(460,439)	(18,784)	0	0	(479,223)	994,300	48.2%	20			
B00462	PRUs	BRENT RIVER COLLEGE	(256,736)	0	(256,736)		115,196	(104,275)	0	(37,265)	0	(141,540)	2,003,186	7.1%	56			
B77005	Special	PHOENIX ARCH	(221,574)	0	(221,574)		(12,019)	(233,592)	0	0	0	(233,592)	1,297,837	18.0%	48			
B77009	Special	THE VILLAGE	(444,512)	22,723	(421,789)		(167,144)	(544,036)	(44,897)	0	0	(588,933)	8,978,554	6.6%	277			
								(19,410,285)	777,797	1,900,252	(16,310,344)	(206,945)	(73,301)	(141,647)	(16,732,237)	144,593,808		

TOTALS & AVERAGES		2016/17 Recorded Closing Balance	Adjustment to Reconcile to Schools CFR Return	B/F Reserves Balance (Including Capital for Non VA schools)	Voluntary aided school Capital reserves write off from 2017/18 accounts	In year Movement (Increase) / decrease	REVENUE	CAPITAL	CHILDREN'S CENTRE	NNI	TOTAL 2017/18 C/F Reserves Balance	2018/19 BUDGETED ISB	CF balance as a % of Income (2018-19 Budgeted ISB)
Nursery	Totals:	(605,801)	(1,400)	(607,201)	0	(49,511)	(559,290)	0	44,225	(141,647)	(656,712)	2,073,608	
Primary	Totals:	(17,338,890)	(637)	(17,339,527)	653,186	2,287,651	(14,175,164)	(143,265)	(80,262)	0	(14,398,690)	113,565,127	
Secondary	Totals:	(513,810)	23,644	(490,167)	124,610	132,009	(233,547)	0	0	0	(233,547)	15,681,197	
Special	Totals:	(666,085)	22,723	(643,362)	0	(179,163)	(777,628)	(44,897)	0	0	(822,525)	10,276,391	
PRUs	Totals:	(330,028)	0	(330,028)	0	(290,734)	(564,714)	(18,784)	(37,265)	0	(620,762)	2,997,486	
Nursery	Average:	(151,450)	(350)	(151,800)	0	(12,378)	(139,823)	0	11,056	(35,412)	(164,178)	518,402	32%
Primary	Average:	(339,978)	(12)	(339,991)	217,729	44,856	(277,944)	(2,809)	(1,574)	0	(282,327)	2,226,767	13%
Secondary	Average:	(256,905)	11,822	(245,083)	124,610	66,005	(116,774)	0	0	0	(116,774)	7,840,598	2%
Special	Average:	(333,043)	11,361	(321,681)	0	(89,581)	(388,814)	(22,449)	0	0	(411,263)	5,138,195	12%
PRUs	Average:	(165,014)	0	(165,014)	0	(145,367)	(282,357)	(9,392)	(18,632)	0	(310,381)	1,498,743	28%

average primary pupil numbers 422
average secondary pupil numbers 1997

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Appendix C: Maternity/ Paternity Scheme, Licenses & Trade Union Schemes

Maternity/ Paternity Grant Scheme	Total Budget:	214,200	
	Outturn:		
	Schools Income	-7,222	Buy-in from nurseries, specials and academies
	Miscellaneous Expensed	258,212	Paid to schools for maternity grant claim settlements
	Total Outturn	250,990	
	Variance	36,790	
Trade Union Facilities Funding	Total Budget	77,800	
	Outturn:		
	Schools Income	-62,353	Buy-in from academies
	Salaries	44,913	Salaries for NEU staff
	Staff Other Expenses	73,082	Paid to schools for trade union attendance & secondments
	Total Outturn	55,643	
	Variance	-22,157	
Licences	Total Budget:	195,000	
	Outturn:		
	Schools Income	-93,903	Recharge to schools for SIMS licence
	Salaries	105,821	Licenses Managed by the LA: SIMS licence, British Pathe and CLEAPPS
	Staff Other Expenses	196,585	DfE nationwide arrangement
	Total Outturn	208,504	
	Variance	13,504	

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 <p>Brent</p>	<p>Schools Forum 20 June 2018</p> <hr/> <p>Report from the Strategic Director of Children and Young People</p>
<p>Dedicated Schools Grant Financial Outlook – 2019/20</p>	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	N/A
No. of Appendices:	None
Background Papers:	N/A
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	Andrew Ward, Head of Finance Email: andrew.ward@brent.gov.uk Tel: 0208 937 6462

1. Purpose of the Report

1.1. This report considers the issues Schools Forum will face when setting the 2019/20 Dedicated Schools Grant (DSG), known as the ‘Schools Budget’. It takes into account what was previously announced in the summer of 2017 regarding 2019/20 DSG funding, and the current financial position, but is written prior to the publication of the detailed operational guidance for that year.

2. Recommendations

- 2.1. It is recommended that the report be noted and discussed by the Schools Forum.

- 2.2. It is recommended that Schools Forum indicate which budgets, including the mainstream funding formula, should be reviewed and brought back as decision papers.

- 2.3. That the High Needs Task and Finish Group continues to meet in 2018/19 and recommends to Schools Forum a balanced High Needs budget for 2019/20.

- 2.4. That the Early Years Task and Finish Group continues to meet in 2018/19 and recommends to Schools Forum an Early Years block budget for 2019/20.

3. Context

- 3.1. On 17 July 2017 the Secretary of State for Education, Justine Greening, announced £1.3 billion of additional funding to the core schools budget. Further details were released in September 2017 and reported at Schools Forum the following month. The relevant points for 2019/20 are;
 - 3.1.1. Anticipated increase in Schools block funding for 2019/20 of approximately £1M.
 - 3.1.2. High Needs block funding is protected at current cash levels and also subject to minimum per pupil increases estimated to be worth £0.2M for 2019/20.
 - 3.1.3. The continuation of a 'soft' national funding formula with notional funding figures published continues for 2019/20. Local Authorities will still set the 19/20 DSG budget and operate a local funding formula which can reallocate resources in consultation with Schools Forum.
 - 3.1.4. The ability to cross subsidise the blocks in 2019/20 is limited, the governments' intention is that each block is funded from within the allocated resources.
 - 3.1.5. Restrictions on the use of the DSG to fund central education services formerly funded by the Education Support Grant (ESG) have been relaxed slightly.
- 3.2. This paper has been prepared using the illustrative DSG allocations released in September 2017. Final allocations will not be confirmed until the October 2018 census data is available, but an update to the illustrative figures is expected over the summer or in the early autumn.
- 3.3. For 2018/19 the decision was taken to use reserves to increase the mainstream funding formula by £2.5M. Reserves were also used to balance the Early Year budgets, with a total of £2M earmarked for Early Years and High Needs contingency and development projects. This was taken from the £6M of DSG reserves as at 1st April 2017, which left £1.5M of reserves available. This has been increased by the £1.8M underspend in the 2017/18 DSG, leaving a total of £3.3M unallocated, plus the £0.5M set aside for contingency from the growth budgets.
- 3.4. Longer term the current arrangements are clearly not sustainable. The strategy of releasing reserves and reallocating underspending budgets is intended to precede eventual increases to DSG funding by central government, but it must be noted that there is a real possibility and risk that school allocations will have to be reduced in cash terms in future years in order to balance the budget.
- 3.5. The introduction of a 'hard' national funding formula in 2020 would require primary legislation to be passed by the government. Given the current political climate and government priorities there is considerable doubt over whether it will be possible to get this legislation passed. In the absence of a hard formula it is likely that the government would seek to continue with the soft formula arrangements but amend the regulations so that local funding formulas continue to converge towards the national formula.

4. Forecast 2019/20 DSG blocks

4.1. Illustrative income for 2019/20 is shown in the table below against the 2018/19 expenditure allocations.

Table 1 - DSG Block Funding 2019/20					
	Schools Block	High Needs Block	Early Years Block	Central School Support Block	Total
	£M	£M	£M	£M	£M
Expenditure 2018/19					
Mainstream Funding Formula	229.5				229.5
Growth Budgets (Inc. £0.5M contingency)	3.6				3.6
High Needs Exp.		54.8			54.8
Early Years Exp.			24.0		24.0
Combined Budgets				0.8	0.8
Central Schools Support				1.5	1.5
Total	233.1	54.8	24.0	2.3	314.2
Illustrative 2019/20 Funding	231.5	54.9	24.0	2.4	312.8
					-
Shortfall	(1.6)	0.1	-	0.1	(1.4)

4.2. Assuming that pupil numbers remain broadly the same there is a £1.4 million funding shortfall that must be closed in order to maintain the 1819 cash allocations. This could be closed by reducing the growth budgets which have underspent in the last 2 years, or by allocating reserves. The growth budgets are allocated after the October census so a reliable financial forecast should be available for the December Schools Forum.

4.3. The table above does not account for any inflationary pressure on school and early year providers costs. 80% of budgets are on staffing and a 2% pay increase has been agreed for support staff employed on council pay scales, and the School Teachers' Review Board is expected to make a recommendation later this summer to likewise increase teacher pay. General inflation will impact on the remaining 20% of school budgets and could reasonably be estimated at 2%.

4.4. A 2% inflationary pressure across the DSG would add £6 million to the 2018/19 expenditure allocations. If the government accepts any pay rise to teachers as per the review board's recommendations and does not increase school funding commensurately then this inflationary pressure would need to be bridged by a combination of savings and efficiencies within school budgets and the release of some or all of the DSG reserve balance.

5. DSG Reserves

5.1. DSG reserves total £7 million as of 1st April 2018 but this will reduce to £3.3 million, plus £0.5M as a contingency for growth, after taking into account planned and earmarked use in 2018/19, though forum may recommend use for other suitable development projects as necessary.

5.2. If a hard national funding formula does come into effect from 2020 then funding should flow direct from the DfE, and there is no obvious route to allocate any of the remaining reserve to mainstream schools. This scenario would suggest that using reserves in 2019/20 would be of benefit to schools, however as written above it is not certain that a hard formula will be introduced for 2020. Retaining some level of reserve for the High Needs and Early Years blocks, which are to remain with local authorities, would also be necessary.

5.3. Officers will keep the position on the national funding formula and reserves under close review and report back at the next forum.

6. Mainstream Funding Formula

6.1. The Primary to Secondary funding ratio is in line with the national funding formula at 1:1.28. The mix of additional need funding factors and school funding factors has not changed in recent years and is not an exact match for the national funding formula. For example the national funding formula allocates deprivation funding on a mix of Free School Meal and IDACI data whilst Brent's local formula uses only IDACI data. For the schools factors, in common with many authorities Brent allocates the maximum lump sum to schools, but there is no such consistency on how to fund split sites. Changing any of the formula factors would result in some reallocation of resources between schools.

6.2. The schools outturn figures suggest that the impact of financial pressures varies between individual schools, and that there is no obvious pattern which might require addressing from reallocation of the funding formula.

6.3. Changing the mix of funding formula factors would require a consultation with all schools which would have to be built into the budget timetable. It is however understood that simply adjusting the pupil funding factor allocations proportionally can be done in consultation with Schools forum rather than with all schools. This means that apportioning an increase, or decrease, in total allocations can be done by consulting with schools forum.

6.4. If a hard funding formula is adopted then the consultation response and indicative figures make clear that some sort of Minimum Funding Guarantee would be applied which would cushion funding losses and limit funding increases. Whilst in general Brent schools stand to lose funding under the national funding formula, most are now out of the MFG, so if there is any increase in per pupil funding they should all benefit, (on a per pupil basis).

6.5. Schools forum is asked to consider which, if any, aspects of the funding formula should be reviewed at the October forum so that preparatory work can be undertaken over the summer period.

7. De-delegations

7.1. The De-delegated budgets in Brent are fairly minimal in comparison to some Local Authorities. Maintained schools de-delegate £20 per pupil to fund the items listed in the table below.

7.2. Table 2 – 2018/19 De-delegated budgets

Budget	£
Schools Causing Concern	200,000
Free School Meals Eligibility Assessments	27,750
Maternity Grant (Scheme)	203,082
Trade Union Facilities Funding	77,799
Licences	236,100

7.3. Schools Forum is required to vote by phase each year on de-delegation arrangements. It is anticipated that this vote can take place in the autumn term of 2018.

8. Former ESG Grant

8.1. The Education Services Grant (ESG) allocated to local authorities and academies was cut completely for 2018/19. When the increases in DSG funding were announced in 2017 the regulations were amended to allow some central services to be funded from this increase. In recognition of this the DSG contribution to central education budgets should be reviewed to ensure fairness and help protect those services in the general fund that could be at risk from the need to find savings. The council's medium term forecasts show that savings are required from all council departmental budgets for 2019/20 and 2020/21.

9. Early Years

9.1. Early Years funding rates for 2 year olds and for 3 and 4 year old provision reduced and have been frozen following the introduction of the Early Years Single Funding Formula (EYSFF). This is a real terms funding cut which has been absorbed by all provider types. In recognition of this the Early Years Task and Finish Group has used reserves prudently to support providers. For example 2 year old provision is funded at above the received rate: £6.00 compared to £5.92, and by recommending development grants to all 3 and 4 year old providers.

9.2. Nursery School budgets continue to be supported by the DfE Nursery School grant and are vulnerable to any changes in this policy.

9.3. Central Early Years support teams have been reduced with 95% of funding now passed onto providers.

9.4. It is suggested that the Early Years Task and Finish group is tasked to make a recommendation to the Schools Forum for the Early Years Block budget as per the appropriate timelines.

10. High Needs

10.1. The modelled National High Needs Funding Formula would only allocate £48M to Brent which is £6M less than the current funding of £54M. However current funding levels will be protected and the government's commitment to increase funding on a per pupil basis (in cash terms) should result in a small increase to the block of up to £0.2M.

10.2. The High Needs block overspent in 2017/18, experiencing higher demand for post 16 provision which is recovered by DSG recoupment, and a high level of demand for top ups to support EHCPs across all types of setting. In 2018/19 in-borough provision has again expanded but this should reduce the cost of out of borough and non-maintained special school placements. The High Needs Task and Finish Group is scheduled to meet in the autumn term and it is recommended it is tasked to review 2018/19 budget monitoring and identify actions to balance the budget for 2019/20.

11. Timetable

11.1. The table below provides a suggested timetable for setting the 2019/20 budget. This may require revision subject to government announcements or changes to DfE regulations and deadlines.

11.2. Table 3 – 2019/20 DSG Budget Setting Timetable (provisional)

Date	Action
June 2018	<ul style="list-style-type: none"> • DSG outlook paper discussed at forum
Summer 2018	<ul style="list-style-type: none"> • Teacher Pay announcement • 2019/20 DSG operational guidance released by DfE • Early financial modelling undertaken by CYP finance
October 2018	<ul style="list-style-type: none"> • Update report on 2019/20 arrangements delivered to Schools Forum • 2018/19 budget monitoring report identifying variances to be addressed in the 2019/20 budget • De-delegation vote to be taken at forum
Autumn Term	<ul style="list-style-type: none"> • High Needs and Early Years Task Groups to meet to review respective funding blocks
December 2018	<ul style="list-style-type: none"> • December Schools Forum to agree any changes to funding formula • Task and Finish Groups to report back to forum.
January 2019	<ul style="list-style-type: none"> • School Funding Formula and total DSG blocks to be agreed by Forum • DSG Funding Formula submitted to DfE
February 2019	<ul style="list-style-type: none"> • Cabinet to agree DSG funding formula
Spring Term	<ul style="list-style-type: none"> • High Needs and Early Years Groups to finalise budgets for respective blocks
Feb/March 2019	<ul style="list-style-type: none"> • Final detail on HN and EY blocks agreed

12. Financial Implications

12.1. The financial implications are contained throughout the main body of this report.

13. Legal Implications

13.1. There are no legal implications for this report.

14. Equality Implications

14.1. Not applicable.

15. Consultation with Ward Members and Stakeholders

15.1. Not applicable.

16. Human Resources/Property Implications (if appropriate)

16.1. Not applicable.

Report sign off:

Gail Tolley

Strategic Director of Children and Young People

 <p style="font-size: 24pt; font-weight: bold; margin-top: 10px;">Brent</p>	<p style="font-size: 18pt; font-weight: bold; margin: 0;">Schools Forum</p> <p style="font-size: 16pt; margin: 0;">20 June 2018</p> <hr/> <p style="font-size: 16pt; font-weight: bold; margin: 0;">Report from the Strategic Director of Children and Young People</p>
<p style="font-size: 18pt; font-weight: bold; margin: 0;">High Needs Task and Finish Group Report</p>	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	N/A
No. of Appendices:	One: <ul style="list-style-type: none"> • Low Cost High Incidence Financial Support
Background Papers:	N/A
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	Andrew Ward, Head of Finance Email: andrew.ward@brent.gov.uk Tel: 0208 937 6462

1. Purpose of the Report

1.1. This report provides an update to the Schools Forum on the work of the High Needs Task and Finish Group comprised of forum members and advised by officers from both the Finance and Inclusion services.

2. Recommendation

2.1. It is recommended that the report be noted, and that the group is retained to monitor the post 19 high needs review and recommend a 2019/20 High Needs block budget.

3. Detail

3.1. The group last met in May 2018 and has continued its work on the development projects funded by the reserves earmarked for High Needs. This brief report covers the progress made on;

- The Inclusion Support Panel
- The review of post 19 provision
- The Low Cost High Incidence SEND Funding support model

3.2. The Inclusion Support Panel will allocate funds of up to £250k to support schools in improving their capacity to provide for SEND pupils. The Head of Inclusion has written to all schools to advise on how to bid for the available funding. Allocations will be agreed and confirmed to schools in the autumn term.

3.3. A draft specification for the post 19 years' provision was presented to the group and refined. It was agreed that an independent consultant would be recruited to begin work in the autumn term so that a report could be presented to the

December 2018 Schools Forum. It was also agreed that the ground work in compiling the relevant statistics and other information held by the council would be undertaken by Finance and Inclusion colleagues over the summer period.

3.4. The Low Cost High Incidence funding support model was reviewed. This funding is aimed at supporting those schools which have upon their roll a significantly higher than average rate of pupils with additional needs who are not otherwise supported by additional funding. It is recognised that some schools can attract a higher incidence of SEND pupils and that this imposes a financial cost upon those schools. The former model operated by using the SEND register as a proxy indicator and allocating funds to those schools which had 4% or more of pupils on the register. This model only allocated £30k in 2017/18, and would result in zero allocations in 2018/19.

3.5. This model required review as no schools surpassed the 4% threshold, yet colleagues felt a number of schools were impacted by low cost high incidence SEN. Options were presented to the task and finish group, and a decision was made to increase the funding available to £120k, and to support the 15% of schools with the highest levels of SEND registered pupils. Appendix A confirms the allocations made by this model; 11 schools receive between £9K and £13K.

3.6. The group also had an initial discussion on the 2019/20 budget. It identified areas of pressure and some opportunities for further consideration. It will reconvene and continue this discussion in the autumn term.

3.7. It is noted that the £1M of reserves earmarked for High Needs is not yet fully committed, and at least £0.5M is available for further development projects or to mitigate overspends.

4. Financial Implications

4.1. These are contained throughout the report.

5. Legal Implications

5.1. There are no legal implications for this report.

6. Equality Implications

6.1. Not applicable.

7. Consultation with Ward Members and Stakeholders

7.1. Not applicable.

8. Human Resources/Property Implications (if appropriate)

8.1. Not applicable.

Report sign off:

Gail Tolley

Strategic Director of Children and Young People

Appendix A: Financial Model for Low Cost High Incidence SEN Financial Support

Percentage	Number of Schools to Receive funding	Funding
15%	11	£ 120,000.00

DFE	Sector	School	Number of Inner Borough EHCP Pupils	NOR Oct 17	% SEN Children In-Borou	Funding / Schools	Weighted Average
3042033	Primary	Malorees Infant School	8	202	3.96%	£ 10,909.09	£ 13,437.74
3043506	Primary	St Robert Southwell Primary School	15	404	3.71%	£ 10,909.09	£ 12,597.88
3042056	Primary	Donnington Primary School	7	204	3.43%	£ 10,909.09	£ 11,642.74
3045203	Primary	St Josephs Primary School	16	473	3.38%	£ 10,909.09	£ 11,477.47
3043500	Primary	Our Lady of Grace Junior School	8	238	3.36%	£ 10,909.09	£ 11,405.14
3043505	Primary	St Mary Magdalen Junior School	11	346	3.18%	£ 10,909.09	£ 10,787.08
3045202	Primary	Malorees Junior School	7	232	3.02%	£ 10,909.09	£ 10,237.59
3042034	Primary	Northview Primary School	6	209	2.87%	£ 10,909.09	£ 9,740.75
3043605	Primary	Wembley Primary School	23	810	2.84%	£ 10,909.09	£ 9,634.52
3042000	Primary	Anson Primary School	10	354	2.82%	£ 10,909.09	£ 9,584.83
3045403	Secondary	Queens Park Community School	36	1292	2.79%	£ 10,909.09	£ 9,454.26
						£ 120,000.00	£ 120,000.00

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