



## Schools Forum

**Wednesday 15 January 2020 at 6.00 pm**

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

### Membership

### Representing

#### **SCHOOL MEMBERS**

##### **Nursery**

Lesley Benson

Head

Vacancy

Governor

##### **Primary**

Martine Clark (Vice-Chair)

Head

Michelle Ginty

Head

Melissa Loosemore

Head

Raphael Moss

Head

Helga Gladbaum

Governor

Geraldine Chadwick

Governor

Michael Maurice

Governor

Narinder Nathan

Governor

Tim Jones

Governor

##### **Secondary**

Vacancy

##### **Special Education Needs**

Kay Charles

Head

##### **Pupil Referral Unit**

Vivien Dean

Head

#### **ACADEMY MEMBERS**

Primary

Vacancy

Head

Jo Jhally

Governor

### **Secondary**

Andy Prindiville	Head
Gill Bal	Head
Gerard McKenna	Head
Martin Beard	Governor
Mike Heiser (Chair)	Governor
Titilola McDowell	Governor

### **Special Education Needs**

Jayne Jardine	Head
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### **NON-SCHOOL MEMBERS**

#### **Early Years PVI**

Paul Russell  
Sylvie Libson

#### **Trade Union**

John Roche

#### **16-19 Provider Representative**

Mark Stacey

**For further information contact:** Kunwar Khan, Governance Officer  
Email: [kunwar.khan@brent.gov.uk](mailto:kunwar.khan@brent.gov.uk); Tel: 0208 937 1348

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**[www.brent.gov.uk/committees](http://www.brent.gov.uk/committees)**

**The press and public are welcome to attend this meeting**

### **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 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 - 6

To approve the minutes of the previous meeting as a correct record.

**5 Actions arising**

To consider any actions arising from previous meetings.

**6 Update - Raising the Achievement of Boys of Black Caribbean Heritage in Brent Schools** 7 - 16

To provide an update from the Brent Schools Partnership (BSP) on the actions taken and progress made since the last update report on the 12 June 2019 in respect of the Schools Forum funded “Raising the Achievement of boys of Black Caribbean Heritage in Brent Schools” programme.

**Contact Officers:**

Farzana Aldridge, Brent Schools Partnership Strategic Director

Email: [farzana.aldridge@bsp.london](mailto:farzana.aldridge@bsp.london)

**7 Update - Strengthening Leadership Development and Succession Planning in Brent schools Programme** 17 - 26

To provide an update from the Brent Schools Partnership (BSP) on the actions taken and progress made since the last update report on the 12 June 2019 in respect of the Schools Forum funded “Leadership Development and Succession Planning in Brent Schools” programme.

**Contact Officers:**

Farzana Aldridge, Brent Schools Partnership Strategic Director

Email: [farzana.aldridge@bsp.london](mailto:farzana.aldridge@bsp.london)

## 8 Dedicated Schools Grant Budget Monitoring 2019/20

27 - 36

This report provides Schools Forum with an update on the forecast financial position for 2019/20. The position is reported against the budget set in consultation with Schools Forum and submitted to the Department for Education on the Section 251 budget return.

**Contact Officer:** Andrew Ward, Head of Finance - Dena Aly, Senior FinanceAnalyst

**Email:** [andrew.ward@brent.gov.uk](mailto:andrew.ward@brent.gov.uk), [dena.aly@brent.gov.uk](mailto:dena.aly@brent.gov.uk)

**Tel:** 020 8937 6462, 020 8937 2179

## 9 Dedicated Schools Grant Schools Budget 2020/21

37 - 50

This report sets out the proposed DSG Schools Budget for consultation and decision by Schools Forum ahead of the Council budget being set and approved by full Council.

**Contact Officer:** Andrew Ward, Head of Finance - Dena Aly, Senior FinanceAnalyst

**Email:** [andrew.ward@brent.gov.uk](mailto:andrew.ward@brent.gov.uk), [dena.aly@brent.gov.uk](mailto:dena.aly@brent.gov.uk)

**Tel:** 020 8937 6462, 020 8937 2179

## 10 Any Other Urgent Business

**Date of the next meeting: Wednesday 26 February 2020**



- 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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**MINUTES OF THE SCHOOLS FORUM**  
**Wednesday 11 December 2019 at 6.00 pm**

**Present:**

**Governors**

Jo Jhally  
Martin Beard  
Geraldine Chadwick  
Michael Maurice  
Titilola McDowell  
Narinder Nathan  
Mike Heiser (Chair)

**Head Teachers**

Martine Clark  
Russell Davey  
Lesley Benson  
Michelle Ginty  
Raphael Moss  
Andy Prindiville

**Officers**

Andrew Ward  
Dena Aly  
Shirley Parks

**Trade Union**

Jenny Cooper

**Pupil Referral Unit**

Vivien Dean

**16-19 Provider Representative** Mark Stacey

**1. Apologies for Absence and Membership**

**Governors**

Helga Gladbaum  
Tim Jones

**Head Teachers**

Jayne Jardine  
Gill Bal  
Melissa Loosemore  
Gerard McKenna

**Trade Union**

John Roche (*Jenny Cooper deputising as job-share*)

**Early Years PVI**

Sylvie Libson  
Paul Russell

## 2. Declarations of Interest

None.

## 3. Deputations (if any)

None.

## 4. Minutes of the previous meeting

**RESOLVED** that the minutes of the previous meeting, held on 6<sup>th</sup> November 2019, be approved as an accurate record of the meeting.

## 5. Matters arising

The Forum examined the matters arising and in reviewing the relevant action points listed in the minutes, it was noted that:

- Actions Nos. 48, 51, 53: To consider feedback from forum members that some parents were waiting until a child was three years old to start their early years education journey; to discuss the challenges of high maintenance costs for early years providers in meeting the demands of delivering the 30-hours free childcare offer; and to provide more information about the Nursery Education Grant (NEG) would be considered at the next Early Years Sub Group. Andrew Ward (Head of Finance, Children & Young People, Brent Council) stated that the date for the Early Years Group meeting had not yet been arranged, but would be timetabled between January and February Schools Forum.

**(Action 55: Andrew Ward)**

- Action No 49: To review split site funding to confirm how allocation met the stipulated Brent criteria. Dena Aly (Senior Finance Analyst, Children & Young People, Brent Council) confirmed that the checks had been done, and would be evidenced in a future Schools Forum report.

**(Action 56: Dena Aly)**

- Action 52: The consultation on schools funding had taken place, and would be reported on in this meeting.
- Action 54: To review the change in split of terms for NEG payments. This had been followed up separately.
- All other actions were due to be brought to future Schools Forum Meetings.

A member of the Forum referred to the suggestion made at the last meeting that there should be a cap on split site funding due to economies of scale. Andrew Ward stated that the methodology would be brought in a future paper, and that any change would not require consultation with all schools but would be subject to a Schools Forum vote. A member of the Forum responded that they would like to see the financial impact of any proposed change. Andrew Ward to revisit and if appropriate, to bring an update to the January Schools Forum.

**(Action 57: Andrew Ward)**

## **6. Schools Block - Consultation on 2020/21 Local Funding Formula for Mainstream Schools**

Andrew Ward introduced the report and stated that the consultation was undertaken in line with DfE guidance. It was acknowledged that the timeframe was very short, but that this was necessary to work within the constraints of the budget setting timetable and DfE funding announcements, which occurred later than usual. Mr Ward stated that the Model Sought to address the three areas of financial pressures which were discussed at the last forum meeting - mobility, pupil growth (which mainly affected secondary phase pupils); and recognising that all schools were affected by cost inflation.

Mr Ward directed members of the Forum to the consultation document shown in Appendix 1, which was sent to all schools and academies, and included all required financial modelling. Mr Ward stressed that it was prepared using October 2018 data, which informed the 2019/20 financial year funding. It was therefore indicative but did not reflect the amounts the schools would receive in 2020/21 as both pupil numbers and pupil data would change.

It was estimated that that £3.5m additional funding would be added to the schools block. Mr Ward highlighted that this equates to 1.5% which was not a significant increase compared to past years.

Mr Ward discussed the mobility-funding factor, which was released by the DfE in the autumn and was modelled in Appendix B. He stated that a total of £0.75m had been allocated to this factor, and that the model strived to attain a reasonable balance between the pressures, whilst providing schools who met the threshold with enough funding to be worthwhile. It was believed that this funding factor would be used in the NFF, which was the intention for all schools to move towards.

Members of the Forum were directed to the section on secondary pupil growth. The estimated cost of growth in 2019/20 was £3.1m, which meant a £1.7m increase from the current budget. These proposals set out to close that gap by

reducing the rising rolls rate by 15%, and utilising £0.8m of the £3.5m additional funding. This left a gap in the growth fund of £0.555m. The model proposed to allocate the remaining additional funding to all primary and secondary schools, but to scale back the increases to secondary schools in order to fund the £0.555m gap.

The school-by-school modelling of the impact of all the above proposals applied to 2019/20 as shown in Appendix B was discussed. Mr Ward acknowledged that these were modest increases, as the overall increase to schools block funding was relatively small.

Mr Ward discussed responses to the consultation, which had been included in full but anonymised. The model strived to attain reasonable balance in response to these comments.

Members of the Forum asked when the formula was last reviewed, whether there were plans to review it again and how close current allocations were to the National Funding Formula (NFF). Mr Ward responded that this consultation was, in a sense, a review of the formula. Mr Ward clarified that the formula was amended for deprivation funding for 2018/19. Since the NFF was the clear direction of travel, there was a question about whether it was worth reviewing the current formula. Mr Ward stated that Brent was already some years beyond the original plan for NFF implementation, and that the indications were that most Brent primary and secondary schools would receive less under the NFF and that a minimum pupil-funding guarantee would be applied.

A secondary headteacher commented that there seemed to be no publicly available report on what the top sliced schools block funding had been used for, Mr Ward stated that this information was available in previous Schools Forum reports and was available in the published Section 251 documents.

An observer of the meeting made the point that since growth funding was not included in the allocations in Appendix B, the cut in rising rolls rates meant that growing schools would not benefit from the funding increases shown. Mr Ward responded it would be difficult to model the rising rolls, and that these schools could also receive increased funding through the mobility factor. A primary head teacher questioned whether schools should be receiving both mobility and growth funding, and stated they were both linked. Mr Ward responded that there would be some schools, who receive both, but there was not a perfect correlation and that there would be a number of schools, particularly primary schools, which had mobility but were not receiving growth funding.

Mr Ward directed members of the Forum to the consultation responses shown in Appendix 2 of the report. It was noted that, of the nine responses received, five were primary and four were secondary, which was not a proportionate representation. Overall, approximately half of responses indicated the balance

of funding was reasonable. The other half showed divergent views about how this should be allocated. Mr Ward highlighted that although the consultation was necessary, there was no obligation for Schools Forum to follow these views.

The Chair clarified that the Forum was asked to either agree with the proposed model, or revert to the default position.

Members of the Forum discussed the paper. A primary headteacher stated that there were schools with very high mobility but did not receive rising rolls as numbers dip before census dates. A primary governor discussed a UCL paper which stated local authorities typically categorised bandings above 20% as 'high' and 30% as 'very high' mobility, and that there was usually a reason for high mobility, such as special needs or a second language. Pupils could arrive without an EHCP and leave during the year, resulting in high costs.

A secondary governor asked about the rationale behind the amount allocated to mobility. Mr Ward stated that the paper attempted to explain this. It was a balance between all the factors, and that the average amount allocated needed to be useful to schools while leaving meaningful amounts to the other pressures.

The 6% threshold for mobility was discussed. It was enquired whether this threshold could be increased, and whether a percentage threshold was biased in favour of smaller primary schools. Mr Ward stated that the 6% was a DFE threshold so could not be changed. A primary governor responded that larger schools had less ability to absorb the cost of these pressures, and that even a small amount of funding was useful for small schools, particularly those with falling rolls. A member of the Forum commented that the lagged funding system provided some protection to schools with falling rolls. Mr Ward highlighted that Schools Forum had previously voted against establishing a falling rolls fund. A member of the Forum added that the model did not consider late arrivals in the autumn term. Mr Ward clarified the methodology was set by the DFE and could not be changed.

A nursery headteacher highlighted that Early Years funding allocations were determined termly, which was difficult to manage, and that nursery schools would welcome a mobility factor at some point if it became possible.

Members of the Forum discussed the reduction to the rising rolls rate. They enquired whether this would affect large schools who had been asked to expand the most. Mr Ward stated there was some crossover with mobility, which would compensate for this to an extent, and added that funding pupil growth was an optional decision for the Council and not a DfE requirement. Shirley Parks (Head of Partnership, Planning & Performance, Brent Council) added that the schools affected were larger schools who were more resilient to the impact of growth.

A member of the Forum asked whether the adjusted funding formula could be reversed if schools funding improved. Mr Ward stated that this was an option. Another member of the Forum stated that the model felt like the least unfair way forward, and therefore would support it.

Mr Ward confirmed that Schools Block funding allocations would be presented in the January Schools Forum, as well as, high level Early Years Block and High Needs Block Allocations. The Early Years and High Needs sub groups would then reconvene and more details allocations would be reported in February. All schools must have their final funding statements by 29<sup>th</sup> February.

**RESOLVED:**

The 2020/21 Local Funding Formula for Mainstream Schools in Brent, as presented in the report along with appendices, was then put to the Schools Forum vote by a show of hands and declared **CARRIED**.

**Date of Next Meeting:** 15<sup>th</sup> Jan 2020 in the Village School

	<p align="center"><b>Schools Forum</b> 15 January 2020</p>
	<p align="center"><b>Report from the Strategic Director Children and Young People, Chair of the Strategic School Effectiveness Partnership Board</b></p>
<p><b>Update 2 - Raising the Achievement of Boys of Black Caribbean Heritage in Brent Schools</b></p>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	N/A
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
<b>No. of Appendices:</b>	None
<b>Background Papers:</b>	None
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	Farzana Aldridge (BSP Strategic Director)

## 1.0 Purpose of the Report

- 1.1 To provide an update from the Brent Schools Partnership (BSP) on the actions taken and progress made since the last update report on the 12 June 2019 in respect of the Schools Forum funded “Raising the Achievement of boys of Black Caribbean Heritage in Brent Schools” programme.
- 1.2 This report is in line with the recommendation in the Schools Forum report of the 20 June 2018, which was: “That Schools Forum receives six monthly reports on the use and deployment of the allocated spend and the resulting impact on securing improvement for this group of pupils”.
- 1.3 Members of the Schools Forum are reminded that at the Forum meeting on the 20 June 2018, there was unanimous agreement from members of the Forum to allocate a total budget of £564,750 over a two-year period to the BSP to deliver the proposals set out in the report. The funding allocated for the two-year period was broken down as follows:
  - 2018/19 of £359,500
  - 2019/20 of £205,250.

## 2.0 Recommendations

- 2.1 The Schools Forum notes the report, and in particular notes the improved attainment in 2019 for British boys of Black Caribbean heritage at the end of Early Years Foundation Stage (EYFS), Key Stage 2 and Key Stage 4.

- 2.2 Members of the Forum are requested to seek, as appropriate, any further information from the Strategic Director of the BSP.
- 2.3 Members of the Forum are requested to support the option set out in paragraph 4.3.5 to secure the continuation of the BCA Champion role in Brent schools for a further two years.

### **3.0 Background**

- 3.1 In Brent, the overall attainment of boys of Black Caribbean heritage (including boys of mixed Black Caribbean heritage) has been consistently below that of all pupils nationally at the end of EYFS, and key stages 1, 2 and 4.
- 3.2 Although historically the exclusion figures have shown that for both fixed term and permanent exclusions of boys of Black Caribbean heritage were disproportionately overrepresented, there have been recent improvements. For 2018/19, the data shows that for permanent exclusions there has been a reduction of 9.4 percentage points (pcp) since 2016/17. In terms of number of pupils, there were three boys of Black Caribbean heritage permanently excluded in 2018/19. For fixed term exclusions, there has been no change since 2016/17 and boys of Black Caribbean heritage are disproportionately represented at 15.8 per cent compared to four per cent of the whole school roll.
- 3.3 Brent Council, the Brent Schools Partnership (BSP), the two local Teaching School Alliances and schools themselves recognise that the patterns of underachievement of a significant proportion of boys of Black Caribbean heritage, and the disproportionate levels of fixed term exclusions of this group are unacceptable. All agree that this is a key priority and should be addressed collectively.
- 3.4 The detailed report to the Schools Forum on the 20 June 2018 set out the context and analysis of the issues that needed to be addressed to raise the achievement of boys of Black Caribbean heritage in Brent schools, and to minimise the risk of exclusion for this group.
- 3.5 The funding allocated in June 2018 was approved to deliver the following provision:
- A supported rigorous and robust analysis of the performance of pupils of Black Caribbean heritage, and the effectiveness of key aspects of schools' practice to ensure pupils of Black Caribbean heritage achieve well.
  - The designation of a Black Caribbean Achievement (BCA) Champion in every school in Brent for a period of two years.
  - A programme of half termly training for the BCA Champion to ensure high levels of skills and competencies to deliver the role effectively leading to real impact on outcomes in schools.
  - A programme of subsidised training for school staff and 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.
  - Leadership and management of the overall BCA strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage.
- 3.6 The report presented on the 12 June 2019 provided an update and information on the significant developments in schools. This included the designation of BCA champions, engagement of schools in the BCA audits, and the engagement of school staff, governors and the BCA champions in professional development sessions. Schools had

also made good progress in the regular submission of progress data on pupils of Black Caribbean heritage.

#### **4.0 Progress and actions, and use and deployment of the allocated funds since the update report presented to the Schools Forum in June 2019**

##### **4.1 Overview**

4.1.1 There is much to be celebrated about the way that schools in Brent have engaged in the programme aimed at raising the achievement of British boys of Black Caribbean heritage. This has had a very positive impact on the attainment for this group of pupils in Brent. The validated data for 2018/19 shows a significant reduction in gaps in the attainment of boys of Black Caribbean heritage against all pupils at Key Stage 2, and the unvalidated data for Key Stage 4 also shows the same. For the end of EYFS there has also been a significant improvement. For Key Stage 1, concerns remain.

4.1.2 Attention now needs to be given to improving the rates of progress that boys of Black Caribbean heritage make at each Key Stage as this will be a major factor in further closing the attainment gaps.

4.1.3 A review of this initiative's progress, shows that across Brent there is a much greater focus and determination in schools to tackle the legacy of underachievement of boys of Black Caribbean heritage. The leadership provided by the BCA champions, supported by their headteachers has been strong in the majority of schools engaged in the programme.

4.1.4 Of the 73 schools who made a commitment to engaging in the initiative, the vast majority have participated in the range of opportunities that have been provided to develop their knowledge, skills and understanding of successful practice to improve outcomes.

##### **4.2 A supported rigorous and robust Black Caribbean Achievement audit**

4.2.1 To date 68 schools have had their BCA audit supported by a BSP School Improvement Specialist. An analysis of the emerging issues identified through the audit across Brent has been carried out, and has informed the content of the training and support available for schools.

4.2.2 The need for a stronger emphasis on whole school training on 'unconscious bias' has been identified as a key priority in order to ensure that raising the attainment of pupils of Black Caribbean heritage is recognised as a whole school issue, and not just the responsibility of school leaders and governors. An increasing number of schools are seeking such training, which they are funding from their individual school CPD budgets.

4.2.3 During the summer term 2020, schools will be able to draw in a half-day external review to assess the progress they have made against the recommendations made in their BCA Audit during the spring term of 2019. Informal assessments of how schools have been progressing suggests that the majority of schools will have made good progress against the recommendations for improvement.

*Year 1 allocation = £42,500*

*Actual expenditure and commitment for year 1 = £38,415*

##### **4.3 The designation of a Black Caribbean Achievement Champion in every school in Brent for a period of two years**

- 4.3.1 There are 78 BCA champions in 73 Brent schools. In some schools more than one leader has been designated as a BCA Champion. The majority of the champions have a strong profile in their schools and are either part of the senior leadership team (SLT) or are able to work with the SLT to drive forward improvement strategies in their school. In some schools, the champions would have even greater impact if they had a wider range of opportunities to support and challenge their colleagues to raise the attainment of pupils of Black Caribbean heritage.
- 4.3.2 Some schools have created BCA teams which have led to staff across the school working together to address the barriers to raising the attainment of boys of Black Caribbean heritage. Where schools have appointed a BCA Governor Champion, it demonstrates there is strong strategic leadership from the governing board to raise the attainment of this group.
- 4.3.3 The work of the champions in ensuring greater engagement of parents of children of Black Caribbean heritage has led to a real transformation in the way that many parents are engaging to support their children’s learning, and working with their child’s school to develop provision to improve outcomes.
- 4.3.4 The leadership capacity created through the designation of a BCA Champion has made a significant contribution to ensuring that raising achievement is a strategic priority in schools leading to a range of actions aimed at tackling the legacy of underachievement of this group of pupils.
- 4.3.5 Consideration needs to be given to the continuation of the important role that BCA champions have in schools. This would embed and further strengthen the significant improvements that can be seen across Brent. Schools are strongly recommended to maintain the designation of the BCA Champion to a leader, and to allocate an appropriate level of funding/professional support for a further two years beyond 2020.

*Year 1 allocation = £85,000*

*Actual expenditure and commitment for year 1 = £71,000*

**4.4 A programme of half termly training for the Black Caribbean Achievement Champions and personalised coaching, to ensure high levels of skills and competencies to deliver the role effectively**

- 4.4.1 The BCA Champion training programme has been very well received. Evaluations of the six sessions held during 2019/20 show the following:

<b>Evaluation Statements</b>			
<b>Questions</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
<b>The session inspired and motivated me to take forward my role as the BCA Champion</b>	70%	28%	2%
<b>The session provided me with knowledge and understanding of different types of strategic planning for improving outcomes for Black Caribbean boys</b>	48%	47%	5%
<b>The session enabled me to explore strategies that I may be able to take forward in my own school</b>	44%	55%	1%

4.4.2 Attendance at the training sessions has been good overall. However, attendance by some schools has been low, and this will be followed up with the headteachers of these schools.

4.4.3 All BCA champions have been allocated a personal coach for a two-year period. Coaching sessions have commenced and are being very well received. Some champions have not as yet taken up this offer.

**Training**

*Year 1 allocation = £18,000*

*Actual expenditure and commitment for year 1 = £28,024*

**One-to-one coaching**

*Year 1 allocation = £40,000*

*Actual expenditure and commitment for year 1 = £40,000*

**4.5 A programme of training for school staff and governors**

4.5.1 Twelve sessions have been made available (two per half term). Schools have been able to take up as many places as they wish at each of the sessions. Overall, 360 places have been taken up. Take up at each session has ranged from 13 to 48. The feedback has been overwhelmingly positive. The sessions with lower attendance figures have been those aimed at school governors.

4.5.2 The active engagement of school governors is critical to the sustainability of the progress that has been made to date, and to embed and further strengthen the strategies which close the gaps between the attainment of boys of Black Caribbean heritage and all pupils nationally, and in Brent schools. The BSP and Brent Council will be taking forward plans for the greater involvement of governing boards to ensure that the good practice being developed in Brent is shared and embedded across schools.

*Year 1 allocation = £24,000*

*Actual expenditure and commitment for year 1 = £24,375*

**4.6 The development of online Resource Portal for Parents on strengthening their role and contribution to improving their children's learning and progress**

4.6.1 The development of the Parent Resource Portal has progressed well and the content has been completed. Filming for sections of the portal is currently taking place.

4.6.2 The development of the content has been led by parents of Black Caribbean heritage and community members, and by professionals with expertise in specific areas of education, SEND and the law. There is a strong sense of commitment and pride amongst the parents and community members who have led on the development of the portal.

4.6.3 Parents and community members recognise that the resources they will have available through the portal are of great value. One parent stated:

*"I wish I had had access to such a Resource Portal when my children were younger, I would have understood schools more, I could have helped my children properly, and may be have been a better parent".*

Another parent said:

*“I have already told lots of parents to look out for the portal, and I will be making sure they use it, particularly the section on black history. I have learnt so much about my history from the portal, stuff I never knew about my people, it makes me proud”.*

4.6.4 The web-developer commissioned to provide the technical expertise and develop the wire frames and the IT infrastructure for the portal has been working closely with the Development Group to ensure that the content is compatible with the structure of the portal.

4.6.5 As planned, the portal will be launched in the spring term 2020.

**Web Design and Construction**

*Year 1 allocation = £35,000*

*Actual expenditure and commitment for year 1 = £35,000*

**Development Costs**

*Year 1 allocation = £60,000*

*Actual expenditure and commitment for year 1 = £67,711*

**4.7 Leadership and management of the overall Black Caribbean Achievement strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage**

**Programme management**

4.7.1 A detailed financial monitoring plan for the initiative has been established which provides detailed breakdown of expenditure and commitments.

4.7.2 Additional capacity to deliver the programme has been created through additional time from BSP School Improvement Specialists and consultant support from external organisations and individuals. Additional business and financial management support has been directed to the programme. A considerable amount of time has been allocated from the BSP Strategic Director to provide leadership of this initiative.

*Year 1 allocation = £45,000*

*Actual expenditure and commitment for year 1 = £45,000*

**Collection of pupil performance data**

4.7.3 A total of 68 schools agreed to provide termly data: 50 primary, ten secondary, four special and four nursery schools.

4.7.4 There have been significant improvements in the submission of termly data from schools. The BSP is working to support those schools where the data provided is not fully secure. Brent Council senior officers and BSP School Improvement Specialists have worked collaboratively to ensure rigorous analysis of data.

4.7.5 The focus by schools on regularly monitoring the progress of their pupils of Black Caribbean heritage and ensuring that early support and intervention are made available to those pupils who are under achieving, or are at risk of underachievement reflects the commitment of schools in Brent to this initiative.

**Data collection and analysis**

*Year 1 allocation = £10,000*

*Actual expenditure and commitment for year 1 = £10,000*

**5 Early assessment of impact**

- 5.1 Schools in Brent should be congratulated for the exceptional progress they have been able to secure in closing gaps between the attainment of boys of Black Caribbean heritage and all pupils in 2018/19 at the end of EYFS, Key Stage 2 and Key Stage 4.
- 5.2 The 2018/19 validated data for the **end of Key Stage 2 shows significant narrowing of gaps between the attainment of boys of Black Caribbean heritage and all pupils**. In reading, writing and mathematics (RWM) combined there has been an improvement of 16pcp representing a remarkable 70 per cent fall in the size of the gap. The gap now remaining is 7pcp. Based on this level of improvement there is a real possibility that the attainment gap for RWM combined at the end of Key Stage 2 will be closed in Brent. However, the attainment of the higher standard at Key Stage 2 by boys of Black Caribbean heritage is lower than that for all pupils and must be a focus for future years.
- 5.3 **Significant improvement can also be seen in the data for the end of EYFS**. There has been an improvement of 6pcp in the year 2018/19 bringing the gap down to 2pcp between boys of Black Caribbean heritage and all pupils. This is a 75 per cent reduction in the gap. Based on this rate of improvement there is potential for the gap to be closed in 2019/20.
- 5.4 **A breakdown for the provisional data for Key Stage 4 Attainment 8 at the end of 2018/19 shows an improvement of four points reducing the gaps between boys of Black Caribbean heritage and all pupils down from 12 points to 8 points**. Whilst this is to be celebrated, at the end of Key Stage 4, Brent pupils overall attained better than the national average by three points. As well as gaps between boys of Black Caribbean heritage in Brent schools and the national average for all pupils nationally, there is a need to consider the gaps between the Brent average and the attainment of this group.
- 5.5 Disappointingly at Key Stage 1 there appears to have been a widening of gaps. The analysis of data shows that whilst the gap for mathematics (10pcp) has remained the same as for 2017/18, there has been a widening of gaps in reading (by 5pcp) and in writing (by 4pcp). This is of concern and need to be a key focus for all schools with Key Stage 1 pupils.
- 5.6 There is a need to review the reasons why the Key Stage 1 attainment of boys of Black Caribbean heritage appears to have worsened. This is a key priority for the second year of the programme. One area for consideration is that Key Stage 1 is teacher assessed, and therefore working with the local authority, there should be an evaluation of school moderation processes for this group of pupils. There is also a need to carry out a rigorous analysis of the profile of the 2018/19 cohort of boys of Black Caribbean heritage to identify if there were any specific factors that led to these outcomes.
- 5.7 For EYFS, Key Stage 2 and Key Stage 4 it will be critical to build on the success of the first year, maintain the leadership focus in Brent schools and strengthen further their provision and practice. Closing the gaps further at the end of 2019/20 is now an achievable aim.
- 5.8 In many schools, the number of pupils of Black Caribbean heritage is low and therefore it is difficult to provide statistically valid data for the individual schools. However, focused monitoring of pupils of Black Caribbean heritage in many of these schools is ensuring that targeted intervention and support for all the pupils is more rigorous and robust.
- 5.9 Within the positive profile and improvements at the end of Key Stage 2, the detailed analysis of outcomes shows that:
- Prior higher attaining pupils are in line with national conversion rates for attaining the expected standard or above in reading, writing and mathematics, and at national

conversion rates for the greater depth for mathematics, but lower than conversion rates for greater depth for reading and writing.

- Prior lower attaining pupils are showing better than the national conversion rates for all pupils in reading, writing and mathematics.
  - Prior middle attaining pupils are attaining in line with or slightly better than the national conversion rate for the expected standard or above and for greater depth in mathematics, but lower than national conversion rate for reading and writing.
- 5.10 Overview analysis of data for year groups within key stages 1 and 2 shows that whilst there is a small gap in the expected standards and greater depth in mathematics, there is a pattern of significant gaps in the attainment of boys of Black Caribbean heritage attainment at expected standard and greater depth in both reading and writing. This is a major issue to be addressed if the attainment gaps at Key Stage 2 are to be removed.
- 5.11 Detailed analysis of the performance data at Key Stage 2 shows that boys of Black Caribbean heritage without SEND attain broadly in line with, or better than standards achieved by all pupils. However, data shows that the percentage of boys of Black Caribbean heritage identified as having SEND is significantly higher than the percentage of all pupils identified as having SEND. This applies to both boys of Black Caribbean heritage with education, health and care plans, and pupils with SEN support.
- 5.12 After the validated data for Key Stage 4 is published later this month it will be analysed to identify specific areas of strength and for improvement in respect of boys of Black Caribbean heritage.
- 5.13 68 schools have had a BCA audit visit. Reports from these visits have been analysed, and strengths and areas for improvement across Brent have been identified. Many schools demonstrate excellent practice. Dissemination of good practice is a key focus of the BCA networking and development meetings for the BCA champions in the second year of the programme
- 5.14 A number of audit findings highlight a significant shift in the way schools are focusing on raising the achievement of boys of Black Caribbean heritage. In particular the following are noted:
- More regular review and evaluation of the progress and attainment of boys of Black Caribbean heritage.
  - Focused targeted intervention for pupils underachieving to close gaps.
  - Strong commitment from headteachers and senior leaders in many schools.
  - Strong leadership and commitment from the BCA champions, including training and support for whole school staff.
  - Support and challenge from governing boards.
- 5.15 Feedback from schools on the training for BCA champions has been overwhelmingly positive. Informal feedback from many headteachers states strong leadership and challenge from their champions and a real passion to make a difference and raise the attainment.
- 5.16 The developments and positive progress noted above are to be welcomed. However, the following areas still need to be addressed:
- In a number of schools the small cohort size is often given as the reason for minimal focus on raising the achievement of boys of Black Caribbean heritage and the limited action being taken to ensure that the attainment gaps between this group and their peers are narrowed. This could be a barrier in the future to ensuring that achievement across Brent improves and gaps are narrowed.

- A small number of champions feel that they are not being sufficiently supported.
- The majority of schools who made a commitment to being part of the programme have yet to explicitly include a focus on raising attainment and reducing the fixed term exclusions of boys of Black Caribbean heritage in their school improvement plans.
- Feedback from a small number of parents during the BCA audits indicated significant variations in the extent to which parents feel well supported and involved in the work of their children's school.
- Standards being attained in reading and writing by boys of Black Caribbean heritage overall is lower than all pupils, and is a significant barrier to closing the overall gaps at Key Stage 1, Key Stage 2 and Key Stage 4.
- The over representation of boys of Black Caribbean heritage being identified as having SEND needs to be robustly analysed across the local authority and by individual schools, and appropriate action taken.

## 6 Priorities for 2019/20 and beyond

- Close the attainment gaps further at the end of EYFS, Key Stage 2 and Key Stage 4, with a particular emphasis on improving rates of progress.
- Improve the attainment of greater depth for boys of Black Caribbean in reading and writing at Key Stage 2.
- Strengthen assessment processes and provision at Key Stage 1 to ensure that attainment gaps between boys of Black Caribbean heritage and all pupils are narrowed.
- Reduce the rate of fixed term exclusions of boys of Black Caribbean heritage.
- Enable schools to access whole school training in 'unconscious bias'.
- Strengthen processes for school self-review and evaluation of their strategies for raising the attainment of boys of Black Caribbean heritage and their impact on closing gaps.
- Complete and launch the Parent Resource Portal across Brent.
- Carry out half day follow up visits in all schools which had an audit in the first year to review progress against the recommendations and to identify further the good practice.
- Secure the continuation of the BCA Champion role in schools beyond the two years for which funding from the Schools Forum has been made available for the period 2018-20.

### 7.0 Financial implications

7.1 Termly purchase orders are raised by Brent Council for one third of the total annual budget allocated. The BSP then raises an invoice.

7.2 The budgets for this initiative are set aside separately from the BSP core budgets and separately monitored.

*Total budget allocated for the academic year 2018/19 = £359,500*

*Total Budget allocated for the academic year 2019/20 = £205,250*

### 8.0 Legal implications

8.1 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.

## **9.0 Equalities implications**

- 9.1 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.
- 9.2 This proposal directly addresses the need to advance the equality of opportunity for boys of Black Caribbean heritage.

## **10.0 Consultation with Ward Members and Stakeholders**

- 10.1 A wide range of stakeholders have been consulted with and contributed to the initiative being taken forward. This includes: BCA champions, parents of pupils of Black Caribbean heritage, primary and secondary headteachers, senior leaders and governors, and community groups and advocates.
- 10.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services has received this report and commented on it.

### **Related Documents:**

- Reports to Schools Forum (20 June 2018 and 12 June 2019)
- Report to Community and Wellbeing Scrutiny Committee (18 March 2019)
- BCA Audit framework

**Report sign off:**

**Gail Tolley**  
Strategic Director Children and Young People

	<p align="center"><b>Schools Forum</b> 15 January 2020</p>
	<p align="center"><b>Report from the Strategic Director Children and Young People, Chair of the Strategic School Effectiveness Partnership Board</b></p>
<p align="center"><b>Update - Strengthening Leadership Development and Succession Planning in Brent schools Programme</b></p>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	n/a
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
<b>No. of Appendices:</b>	None
<b>Background Papers:</b>	None
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	Farzana Aldridge (BSP Strategic Director)

## 1.0 Purpose of the Report

- 1.1 To provide an update from the Brent Schools Partnership (BSP) on the actions taken and progress made since the last update report on the 12 June 2019 in respect of the Schools Forum funded “Leadership Development and Succession Planning in Brent Schools” programme.
- 1.2 This report is in line with the recommendation in the Schools Forum report of the 20 June 2018, which was: “That Schools Forum receives six monthly reports on the use and deployment of the allocated spend and the resulting impact on securing improvement for this group of pupils”.
- 1.3 Members of the Schools Forum are reminded that at the Forum meeting on the 20 June 2018, there was unanimous agreement from members of the Forum to allocate a total budget of £445,250 over a two-year period to the BSP to deliver the proposals set out in the report. The funding allocated for the two-year period was broken down as follows:
  - 2018-19 of £282,000
  - 2019-20 of £163,250

## 2.0 Recommendation(s)

- 2.1 The Schools Forum notes the report.
- 2.2 Members of the Forum are requested to seek, as appropriate, any further information from the Strategic Director of the BSP.

### **3.0 Background**

3.1 The Brent Schools Partnership, Brent Council and the Teaching School Alliances all identified leadership development as a strategic priority. The Schools Forum also agreed that leadership development and succession planning were key areas for development in Brent. The Schools Forum report of 20 June 2018 set out the context and an evaluation of needs in Brent schools. The paper also set out the outcomes and criteria against which the impact of the programme was to be assessed.

3.2 Three areas were identified as priorities 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. This to include: Early Leaders, Aspiring Senior Leaders/Assistant and Deputy Headteachers and Aspiring Headteachers.
- 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 could commit to and implement.

3.3 In collaboration with members of the BSP, the leadership programmes for each target group have been carefully devised by the Headteacher Planning and Delivery Groups. This demonstrates a strong commitment by headteachers in Brent to system leadership, and mutual support and collaboration.

3.4 In addition to Brent headteachers and the BSP team developing and delivering the targeted leadership programmes, two external organisations have been contracted to secure the necessary capacity and wider expertise to deliver programmes of the highest quality, and to cover each of the agreed strands of the programmes. The two external organisations are The Madison Group and the Ambition Institute.

3.5 The strands in the programmes consist of leadership development sessions, personalised coaching, shadowing/placements and a residential experience. The leadership development sessions consist of two elements, sessions delivered by Ambition Institute, and sessions delivered by local headteachers in Brent. Participants also engage in action research as part of their leadership development provision.

3.6 For those in their first three years of headship there is access to five carefully constructed induction sessions, and the opportunity to participate in Group Coaching sessions delivered by professional coaches from the Madison Group.

### **4.0 Progress and actions and use and deployment of the allocated funds since the update report presented to the Schools Forum on the 20 June 2019.**

#### **4.1 Overview**

4.1.1 As of November 2019, 108 current and future Brent school leaders are participating in some aspect of the Strengthening Leadership and Succession Planning programmes.

4.1.2 The originally planned Leadership Programme for 60 aspiring leaders (including those aspiring to headship) recruited 58 participants who demonstrated the experience, skills and competencies to secure a place on one of the leadership development programmes on offer. This group was joined by six new Brent headteachers and heads of school who followed the Headteacher Induction Programme during 2018/19, and by

a further eight new headteachers and heads of school in September 2019. During the first year, three participants were unable to continue with the programmes on which they originally embarked due to changes in their personal circumstances.

4.1.3 Within the initial 58 successful applicants, eight Aspiring Headteachers have been able to participate in the Ambition Institute delivered NPQH accredited programme.

4.1.4 13 headteachers are participating in the accredited L5/L7 coaching training programme and currently 26 headteachers have agreed to shadowing placements at their schools and/or providing training or coaching as part of the programme.

## 4.2 Training and Development Programmes

4.2.1 Following the application and assessment processes, of the 58 current and future leaders who started the specific Ambition Institute and BSP (Brent headteacher-led) programmes, 55 are still on the programmes. These programmes include:

### ***Developing new leaders (March 2019 to December 2019)***

- Training sessions of 4 x 1 days, delivered by Ambition Institute and Brent headteachers
- Action research and triad school visits
- Personalised coaching

### ***Aspiring leaders (to assistant headteacher/senior leadership) (March 2019 to March 2020)***

- 6 x 1 days. Ambition Institute and BSP.
- Action research project
- Two school placements
- Personalised coaching

### ***Aspiring leaders (to deputy headteacher) (March 2019 to June 2020)***

- 6 x 1 days. Ambition Institute and BSP.
- Action research project
- Two school placements
- Personalised coaching

### ***Aspiring headteachers (March 2019 to March 2020)***

- Ambition Institute NPQH programme
- 1-day BSP. School placements.

*Year 1 allocation = £31,500*

*Actual expenditure and commitment for year 1 = £66,444*

## 4.3 The Coaching Programme

4.3.1 The Madison Group provide the coaching element of the Leadership Development and Succession Planning Programme.

4.3.2 A total of 38 leaders are currently receiving one-to-one coaching with Madison Group. The programme continues until March 20, with most participants having received 5 x 1-hour sessions.

4.3.3 A further 26 are receiving one-to-one coaching by headteachers who are participating in the L5 and L7 accredited coaching programme.

- 4.3.4 The new Headteacher/Head of School Group Coaching Programme began in May 2019 and will continue to June 2020 with six half day meetings. The focus for each of the sessions is based on the needs identified by the groups.

*Year 1 allocation = £91,000*

*Actual expenditure and commitment for year 1 = £63,755*

#### **4.4 L5/L7 Coaching Programme**

- 4.4.1 Following the February 2019 two-day Headteacher Coaching Conference, 13 headteachers (with a range of experience) are now participating in the L5 or L7 accredited coaching course with Madison Group.

- 4.4.2 All participants are funding their accreditation fee on completion of the course which finishes in August 2020. From September 2020 the accredited L5/L7 coaches will provide an invaluable resource and coaching capacity for Brent schools to use in the future.

- 4.4.3 As part of their course programme the L5/L7 participants have been allocated either a Developing New Leader from the Ambition Institute/BSP programme, or a 2019/20 new Brent Headteacher/Head of School to coach as part of their 'training hours'.

- 4.4.4 There is now a growing request for one-to-one coaching training, and access to the L5/L7 course from other leaders. This will be considered by the BSP in the future if the interested schools/individuals are willing to fund such a programme.

*Year 1 allocation - covered above*

*Actual expenditure and commitment for year 1 - covered above*

#### **4.5 Shadowing Placements**

- 4.5.1 The 30 participants on the two Aspiring Senior Leader programmes have planned, and many have already undertaken, their first two-day shadowing placement.

- 4.5.2 A Placement Planning Template has been drawn up to ensure focus and skill progression during the participants' placements.

- 4.5.3 Participants are also using the placement as an additional part of their chosen Action Research. The Action Research has been carefully planned with reference to a universal guide and template.

- 4.5.4 Second school placements for the spring and early summer terms are currently being planned. The placements are also required to focus on the goals and targets set during their Ambition Institute modules and BSP headteacher workshops.

- 4.5.5 Currently 26 Brent schools have agreed to accept and support school placements and/or offer their schools as course/coaching venues.

*Year 1 allocation = £45,000*

*Actual expenditure and commitment for year 1 = £44,400*

#### **4.6 Early Headship Programme**

- 4.6.1 There are three groups of individuals on the Early Headship Programme. These are:

- Group 1 - seven Brent leaders (now in their third/fourth year of headship),
- Groups 2 and 3 - eleven Brent leaders (now in their second year of headship/head of school).

4.6.2 The new Brent Headteacher/Head of School Induction Programme provided five workshops for the new leaders in 2018/19 and the same is being repeated for the new leaders in 2019/20. Each workshop's focus is planned to meet the group's needs.

4.6.3 In addition, all headteachers/heads of Schools in their first three years of headship are able to participate in the Group Coaching Programme delivered by the Madison Group. The feedback from those who are participating has been overwhelmingly positive.

*Year 1 allocation = £40,000*

*Actual expenditure and commitment for year 1 = £32,311*

#### **4.7 Leadership and management of the programme**

4.7.1 A detailed financial monitoring plan for the initiative has been established which provides detailed breakdown of expenditure and commitments.

4.7.2 Additional capacity to deliver the programme has been created through additional time from BSP school improvement specialists, and consultant support from external organisations and individuals.

4.7.3 The contribution and leadership provided by Brent headteachers have been excellent, and have provided additional capacity as well as ensuring that all aspects of the programmes reflect the context and needs of Brent schools

4.7.4 Additional business and financial management support has been directed to the programme.

4.7.5 A considerable amount of time has been allocated from the BSP Strategic Director to provide leadership of this initiative

*Year 1 allocation = £32,000*

*Actual expenditure and commitments for year 1 = £32,341*

#### **4.8 Development of the Leadership Charter**

4.8.1 The initial scoping of this strand has been completed with a range of actions to be taken forward during year 2 of the programme

*Year 1 allocation = £12,000*

*Actual expenditure and commitments for year 1 = £12,000*

#### **5.0 Evaluation strategy**

5.1 A number of measures are in place to monitor and track the levels of engagement and participation in the programmes, and to assess its impact on the improvement in the leadership skills and competencies of the participants, retention rates, promotions rates and longer term sustainability of leadership capacity within the community of schools in Brent. These include:

#### **5.2 End of session evaluations**

- Ambition Institute courses - evaluation of each session, with the overall outcome reported to the BSP
- BSP courses - evaluation of each session collated by the BSP
- Madison Group – November 2019, interim evaluation survey been sent to all those participating in one-to-one and group coaching
- All participants have signed a professional commitment form to ensure full engagement in their programme.
- From January 2020, the focus will continue to be on individual and module evaluation but with a more detailed focus on impact.

### 5.3 Assessment of impact on professional development

- In January 2020, all participants on the two Aspiring Leaders course will be resent their 360-degree survey from Ambition Institute to complete. Each will then receive a personal feedback report of the outcomes/progress since their initial 360 in February 2019.
- In February 2020, Ambition Institute will resend to all line managers of the Aspiring Leaders course, the audit of skills/knowledge that they were originally sent in February 2019. These were the basis of the chosen six Ambition Institute workshops for each group. Ambition Institute will then collate the outcomes and provide a summary of progress/areas still be developed to both the individual and BSP.
- Ambition Institute is currently collating the mid-way feedback for those on the NPQH programme. GDPR is a barrier to sharing information which Ambition Institute is working to overcome.

### 5.4 Coaching

- In November 2019, an interim evaluation survey was sent by the Madison Group to all participants in the on-to-one coaching sessions including their coaches.
- In November 2019, for the Madison-led one-to-one and group coaching programmes, a *Google online survey* was sent to all participants for mid-course feedback. The results will be collated and available at the end of January 2020.

### 5.5 End of Programme Evaluation Report

- Using the summary of the participants' evaluations of all of the Ambition Institute and BSP courses/course modules and coaching programmes, Ambition Institute will judge impact using their 1 to 10 '*change of practise/competency*' scale. This will be enhanced by the programme group audit to compare progress with the February 2019 original group audits. BSP will use its established evaluation format.
- A BSP impact survey will be sent to all headteachers and chairs of governors of the schools participating in the programme in January 2020. The aim is to evaluate the impact of the programme on both the individual and the wider school community leadership.
- The summary of the March 2020 BSP participant evaluations will be used to judge their future plans and timing for applying for and attaining leadership posts in Brent.
- There will be a summary of promotion/leadership roles achieved by the participants by July 2020. There will also be a summary of next steps including the identified professional development required to sustain leadership capacity in Brent schools.
- The end of programme celebration/evaluation event will take place on 13 July 2020.

## 6.0 Early assessment of impact

### 6.1 Promotions

As at December 2019, one of the participants on the aspiring headteacher programme has secured a promoted position as an interim headteacher of a Brent school, and two participants on the aspiring senior leaders programme have secured promoted positions in their current schools.

## 6.2 Retention

As at December 2019, all participants who commenced the programme have remained in a Brent school.

## 6.3 Feedback from the Developing New Leaders programme

The following provides initial evaluation feedback from the participants:

### 6.3.1 Ambition Institute training sessions

- *“I can now plan my action research question with more confidence in my own leadership capabilities.”*
- *“I now have a clear vision of where I am heading and what I need to do in order to get there.”*
- *“I enjoyed; it was just about the right information for the time given. Was not too overwhelming.”*
- *“I plan to think more carefully about how I come across as a new leader.”*

### 6.3.2 Brent-led training sessions

- *“Opportunities to practise the reality is invaluable.”*
- *“Linking with real school experiences and context was very useful.”*
- *“Gaining in sight into current leader’s vast experience and hearing their journey to leadership.”*
- *“Listening and understanding difficult situations and how to face and manage them.”*
- *“Opportunities to practise the reality, helps.”*

## 6.4 Feedback from Aspiring Leaders modules

### 6.4.1 Ambition Institute summaries

- Participants enjoyed the sessions with overall outcomes averaging between 9.1 and 9.7 out of 10.
- Facilitation scoring 10/10. Content near perfect pitch. The majority plan to change their practice and utilise their new skills. Participants particularly enjoy the discussions and reflecting on an issue with peers. Many use this back in school and are exploring the ideas with other leaders. The range of real-life experiences and school settings they are interacting with is stimulating.
- Some participants want to have less reading before and after the modules.
- Some participants want more case studies.

### 6.4.2 Brent-led training modules

- *“Very informative and helpful session.”*
- *“Engaging, useful and great to share experiences.”*
- *“Wonderful being able to compare with real life situations.”*
- *“The range of activities, so thought provoking.”*
- *“So useful to have the different scenarios with the research evidence.”*
- *“I feel more prepared.”*

## 6.5 **Areas for improvement across all feedback received**

- More information before the full programme started about the specific content and commitment needed.
- More time in the sessions for case studies.
- Invitations to current subject leaders/deputy headteachers to come to some of the course sessions to talk about their current experiences, and what to expect and prepare for.
- *“It sometimes seemed that what we might be asked to do in the junior leadership role was the job of the headteacher.”*

## 7.0 **Financial Implications**

7.1 Termly purchase orders are raised by Brent Council for one third of the total annual budget allocated. The BSP then raises an invoice. The autumn term's (2019/20) purchase order has been raised.

7.2 The budgets for this initiative are set aside separately from the BSP core budgets and separately monitored

*Total budget for the year 2018-2019 = £282,000*

*Total expenditure/commitments to date = £281,558*

## 8.0 **Legal Implications**

8.1 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.

## 9.0 **Equalities Implications**

9.1 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.

9.2 The programme continues to seek to advance the equality of opportunity under-represented groups within leadership at all levels in Brent schools.

## 10.0 **Consultation with Ward Members and Stakeholders**

10.1 A wide range of stakeholders continue to be consulted through the work of the Leadership Development and Succession Planning Group/s including chairs of governors, primary and secondary headteachers and senior leaders.

10.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services continues to be supportive of this programme as it aims to address a key strategic school effectiveness priority.

## **Related Documents**

Reports to Schools Forum (20 June 2018 and 12 June 2019)

**Report sign off:**

**Gail Tolley**

Strategic Director Children and Young People

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 <p><b>Brent</b></p>	<p><b>Schools Forum</b> 15 January 2020</p> <hr/> <p><b>Report from the Strategic Director of Children and Young People</b></p>
<p><b>DSG Budget Monitoring Report</b></p>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	N/A
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	N/A
<b>No. of Appendices:</b>	Two Appendix 1: Breakdown of DSG Schools Budget 2019/20 by Funding Block Appendix 2: Budget Monitoring for 2019-20 Dedicated Schools Grant and Sixth Form Funding
<b>Background Papers:</b>	None
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	Andrew Ward, Head of Finance – CYP Andrew.Ward@brent.gov.uk 0208 937 6462  Dena Aly, Senior Finance Analyst – CYP Dena.Aly@brent.gov.uk 0208 937 2179

**1. Purpose of the Report**

- 1.1. This report provides Schools Forum with an update on the forecast financial position for 2019/20. The position is reported against the budget set in consultation with Schools Forum and submitted to the Department for Education on the Section 251 budget return. For information, the budget is analysed by funding block in appendix 1 of this report.

**2. Recommendation**

- 2.1. Schools Forum is asked to note this report.

**3. Summary**

- 3.1. The demand for High Needs provision has continued to grow meaning that DSG expenditure will exceed income by a forecast £6.7 million in 2019/20. This will

eliminate the remaining reserves of £2.5 million and put the DSG into a deficit position of £4.2 million by the end of the financial year.

- 3.2. The financial monitoring of the 'DSG Schools Budget' is presented in Appendix 2. The 'Actual to P8' column represents the spend to date as at the end of November 2019, and the forecasts provided are those prepared during December 2019.

#### **4. High Needs Block Expenditure**

- 4.1. There are currently 2,351 EHCPs supported by the High Needs Block, this is an increase of 128 compared with those included in the last budget monitoring position reported to the forum in November 2019. The forecast expenditure has increased by £3m from £61m to £64m.
- 4.2. It has previously been reported that the principal driver of increased costs is the total number of pupils with EHCPs. Despite there being little change in the 2-19 years' population in Brent in the last 2 years, the number of EHCPs has continued to grow in this time and has increased further in the past autumn term. There have been notable increases in Post 16 EHCPs, where young people with SEND can remain in education provision until they are 25 years of age, and in the reception year group despite a reduced total reception cohort across the borough in 2019/20.
- 4.3. This has led to increased overspends on Out of Borough Special provision of £0.5m, as few in-borough placements are able to be made with provisions mostly full. There are 182 full time equivalent places forecast at a total cost of £4m, averaging £22.3k per place, which is not significantly different to the average cost of in-borough top ups. Officers are working on proposals to increase the amount of special provision within the borough, notably for secondary pupils and 16-25 year old SEND students.
- 4.4. The post 16 forecast has increased by £1.2m as the accrued position for the year now accounts for 100 more EHCPs than before. In total post-16 provision is forecast to cost £4.2m in 2019/20, which averages £12.5k for the 335 post 16 students funded. This includes approximately £0.5m of '£6k place funding' charged as an additional cost to the High Needs block by further education colleges. However the Education Skills Funding Agency has recently clarified that colleges should no longer make this charge. The forecast does not assume this will be recovered, but officers are reviewing whether this is possible. Work is continuing with Special schools on developing lower cost but good quality post-16 High Needs provision. However, this will take time to develop and the proto-type is expected to start in the next financial year.
- 4.5. The actual spend to date on both the Out of Borough special provision and Post 16 budget line is very low compared to the year end forecasts. However, these forecasts have been prepared based on individual pupil and student data, and accrued to the end of the financial year.
- 4.6. There are also increased overspends on Out of Borough mainstream top ups, and on residential and independent educational settings, principally due to increased numbers of pupils, but also because of increases in the prices charged by external providers.

- 4.7. The increased demand has had knock on effects on other areas of the High Needs Block such as the speech and language therapy budgets and the Education Psychology service budget which are both forecasting overspends. In total, these SEN High Needs budgets are forecast to overspend by £0.9m.
- 4.8. This brings the total forecast overspend for the High Needs Block to £5m more than the budget set. It should be noted that at £63.9m the forecast expenditure for High Needs actually exceeds the High Needs Block income by £7.8m.
- 4.9. It should also be noted that the budget is supported in 2019/20 by £1.1m (or 0.5%) of Schools Block income and by £1.5m of DSG reserves. The 2020/21 High Needs Block allocation for Brent included an additional £5m of funding, but current expenditure will need to be reduced to achieve a balanced in-year budget, ahead of a medium term plan to recover the DSG deficit.

## **5. DSG Income**

- 5.1. There are some variances on block income compared to the budget set, though the largest, the mainstream Schools Block income is forecast to budget at £231 million.
- 5.2. The most significant variance is on the Early Years Block, where the provisional 2019/20 allocation has been reduced by £0.8 million following confirmation of the January 2019 Early Years census. The lower income reflects lower numbers in Early Years provision in early 2019. This variance will be partially offset by reduced spending on Early Years provision, as this will also reflect the lower numbers of children.
- 5.3. The High Needs Block varies slightly due to a late change to the import and export adjustment, which accounts for place funding for Brent pupils in other local authority areas. Allowing for the recoupment adjustment the forecast income for the block will exceed the budget set by £63k.
- 5.4. Sixth form funding is £177k more than budgeted for, with most of this being passed onto maintained sixth forms.
- 5.5. In total, the forecast is that income will be £0.58 million less than budgeted for.

## **6. Schools Block Expenditure**

- 6.1. Although the mainstream funding formula has not been changed, there is a variance of £0.5 million against the net position of the funds allocated to schools (£228 million).
- 6.2. The recoupment figure of £114m is reduced by a growth factor of 0.4m. This is due to the timing difference between Academy and Local Authority financial years. Funding for 2019/20 is based on October 2018 census data, which means a time lag of 7 months until the Council's financial year begins, but a lag of 12 months for Academies. Recoupment covers 12 months of growth funding (allocated in the funding formula as planned pupil number variations) for Academies but it would not be fair or equitable for a Local Authorities DSG Schools Budget to fund growth for the 5-month difference between the financial years. This adjustment therefore creates a budget variance which offsets some of the spend from the growth fund.

- 6.3. There is also potential for some variance when changes are made to the National Non-Domestic Rates allocations. The original allocations were prudently estimated for the funding formula in February 2019. This was to ensure that overall there was enough funding to cover any increases in the cost of NNDR, following any revaluations that take place in 2019/20. Although revaluations can take place right up to the year end, schools' funding has been updated following confirmation of NNDR charges, leading to a forecast underspend on the mainstream schools funding budget lines of £0.1 million. The principle remains that all schools are funded at cost for their NNDR charges.
- 6.4. The growth fund budget of £1.4M is intended to cover the cost of the CAFAI arrangements for new arrivals to Brent schools, plus the impact of rising rolls in schools as pupil numbers grow. It should be noted that planned expansions for secondary schools are dealt with in the first year by a pupil number variation in the mainstream funding formula and not double funded as rising rolls. Previous commitments for primary schools that expanded are also being honoured via pupil number variations. Nevertheless, the increase in secondary phase pupils, funded at approximately £5k each, means a forecast £1.4 million will be spent on funding rising rolls. The cost of the CAFAI provision will be just under £0.77 million in this financial year. The overspend on the growth budget will therefore be £0.77 million.

## **7. Central Block**

- 7.1. The Central Block of the DSG (£2.4m) funds central services for schools. This also includes a set contribution towards pension strain costs for former school employees of £600k, and is a long term annual commitment.
- 7.2. There are forecast underspends on combined budgets which the council is seeking to reduce in line with the announced funding reductions (£0.1m), and on the cost of the admissions service (£0.2m), which follows team restructures and system changes relating to improvements in the digital delivery of admissions support.

## **8. Early Years Block**

- 8.1. The Early Years Block is the most self-contained of the 4 blocks, and totals £23 million. 95% of this block income is passed onto providers, and little variance is expected on the remaining 5% which forms the central expenditure budgets. The 95% allocated out should be broadly in balance with the block grant income received. However, the amounts actually paid to providers are expected to exceed the income slightly as a result of supporting providers by maintaining 2-year-old provision at £6 per hour, a higher rate of funding than that received by the DfE.
- 8.2. The numbers of 3 and 4 year olds accessing provision are seasonal, peaking in the summer, final allocations will not be known until the Spring census takes place in February 2020, but the pattern of spend in the autumn term indicates only a small underspend as take up of provision increases.

## **9. Financial Implications**

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

**10. Legal Implications**

10.1. There are no legal implications for this report.

**11. Equality Implications**

11.1. Not applicable.

**12. Consultation with Ward Members and Stakeholders**

12.1. Not applicable.

**13. Human Resources/Property Implications (if appropriate)**

13.1. Not applicable.

**Related Documents:**

Prior financial reports to Schools Forum.

**Report sign off:**

***Gail Tolley***

Strategic Director of Children and Young People

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Appendix 1 - Breakdown of DSG Schools Budget 2019/20 by Funding Block

Tue 01 October 2019		Schools Block	High Needs Block	Early Years Block	Central Block	Other funding	Total Budget	Commentary
		£'000	£'000	£'000	£'000	£'000	£'000	
<b>Income: School Funding</b>								
Dedicated Schools Grant	Schools Block	(231,026)					(231,026)	
	Schools Block Recoupment						0	
	High Needs Block		(56,223)				(56,223)	
	High Needs Block Recoupment							
	Early Years Block			(23,414)			(23,414)	
	Central School Services Block				(2,374)		(2,374)	
Sixth Form Funding	Sixth Form Funding					(3,581)	(3,581)	
<b>Total Schools Funding</b>		<b>(231,026)</b>	<b>(56,223)</b>	<b>(23,414)</b>	<b>(2,374)</b>	<b>(3,581)</b>	<b>(316,618)</b>	<b>Allocations as at Feb 2019</b>
<b>Expenditure: Schools Block</b>								
Individual Schools Budget	Primary Schools	126,066					126,066	
	Secondary Schools	84,282					84,282	Budgets as per Funding Formula less de-
	All-through Schools	17,051					17,051	delegations and education functions support
	School block recoupment							
De-delegated Items	Contribution to combined budgets	610					610	Education Functions support
	Contingencies	190					190	
	Staff costs - Maternity, Paternity and Facilities	245					245	
	Pupil Growth/Out of school places	1,400					1,400	Funds CAFAI and Rising Rolls
	Assessment of FSM eligibility	27					27	
<b>Total Expenditure: Schools Block</b>		<b>229,871</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>229,871</b>	
<b>Expenditure: High Needs Block</b>								
Place funding	Place Funding		8,849				8,849	
	High Needs block recoupment							
Top-up and Targeted funding	IB ARP		1,408				1,408	
	IB Mainstream		4,991				4,991	
	IB Mainstream + special		18,489				18,489	
	IB Special		1,328				1,328	
	OB Mainstream		1,847				1,847	
	OB Special, OB ARP, OB PRU		1,823				1,823	These budgets fund Top ups across all of the
	Independent Day		6,305				6,305	various settings. They total £41m.
	Independent Residential		1,000				1,000	
	Residential and independent settings		1,010				1,010	
	Post 16		2,050				2,050	
SEN Support Services	Education Otherwise/ Awaiting Placement		775				775	
	Early Years Inclusion Fund		1,128				1,128	
	SEN Services		5,587				5,587	
	Support for Inclusion		1,000				1,000	
	SEN Transport		1,076				1,076	Contribution towards SEND transport costs

Appendix 1 - Breakdown of DSG Schools Budget 2019/20 by Funding Block

		Schools Block	High Needs Block	Early Years Block	Central Block	Other funding	Total Budget	Commentary
Tue 01 October 2019		£'000	£'000	£'000	£'000	£'000	£'000	
<b>Total Expenditure: High Needs Block</b>		<b>0</b>	<b>58,667</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58,667</b>	
<b>Expenditure: Early Years Block</b>								
Early Years Entitlement	2 Year Old Nursery Education			3,593			3,593	
	3 and 4 Year Old Nursery Education			18,305			18,305	
	Early Years Pupil Premium			74			74	
	Early Years Panel Funding			542			542	
	Early Years Central Expenditure			1,124			1,124	
<b>Total Expenditure: Early Years Block</b>		<b>0</b>	<b>0</b>	<b>23,638</b>	<b>0</b>	<b>0</b>	<b>23,638</b>	
<b>Expenditure: Central School Services Block</b>								
Central Provision	Contribution to combined budgets				804		804	Historic commitments
	Licences/Subscriptions				214		214	
	School Admissions				689		689	
	Servicing of Schools Forum				10		10	
	Termination of employment costs				604		604	Historic commitment
<b>Total Expenditure: Central School Services Block</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>2,320</b>	<b>0</b>	<b>2,320</b>	
<b>Other Expenditure:</b>								
Sixth Form Funding	6th Form Schools					3,581	3,581	Provisional 6th form funding budget
<b>Total Other Expenditure</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,581</b>	<b>3,581</b>	
<b>Total Expenditure</b>		<b>229,871</b>	<b>58,667</b>	<b>23,638</b>	<b>2,320</b>	<b>3,581</b>	<b>318,077</b>	
<b>Balance</b>		<b>(1,155)</b>	<b>2,444</b>	<b>224</b>	<b>(54)</b>	<b>0</b>	<b>1,459</b>	<b>Budget balanced by drawing down on £1.5m of reserves</b>
	Block transfers and offsetting	1,155	(1,155)	(54)	54		0	
	Funded from Reserves						1,459	
							0	

Appendix 2 - Budget Monitoring for 2019-20 Dedicated Schools Grant and Sixth Form Funding

Description		Total Budget	Actual to P8	Forecast	Variance	Commentary
		£'000	£'000	£'000	£'000	
<b>Income: School Funding</b>						
Dedicated Schools Grant	Schools Block	(231,026)	(75,012)	(116,353)	114,673	
	Schools Block Recoupment	0	0	(114,673)	(114,673)	
	High Needs Block	(56,223)	(31,574)	(48,976)	7,247	
	High Needs Block Recoupment		0	(7,310)	(7,310)	
	Early Years Block	(23,414)	(14,565)	(22,593)	821	Current allocation for Early Years, the reduction is due to lower census in Jan 2019
	Central School Services Block	(2,374)	(1,531)	(2,374)	(0)	
Sixth Form Funding	Sixth Form Funding	(3,581)	(2,214)	(3,758)	(177)	
<b>Total Schools Funding</b>		<b>(316,618)</b>	<b>(124,896)</b>	<b>(316,037)</b>	<b>581</b>	
<b>Expenditure: Schools Block</b>						
Individual Schools Budget	Primary Schools	126,066	66,941	100,412	(25,654)	
	Secondary Schools	84,282	7,890	11,834	(72,447)	These variances relate to recoupment and NNDR and growth funding adjustments. The net spend is £0.5m less than budget.
	All-through Schools	17,051	0	0	(17,051)	
	Special Schools	0			0	
	School block recoupment			114,673	114,673	
De-delegated Items	Contribution to combined budgets	610	0	610	0	
	Contingencies	190	40	110	(80)	
	Staff costs - Maternity, Paternity and Facilities	245	117	175	(70)	
	Pupil Growth/Out of school places	1,400	870	2,172	772	The forecast includes the cost of CAFAI provision, and rising rolls payments to secondary schools. This is partially offset by the growth adjustment to the recoupment figures above.
	Assessment of FSM eligibility	27	0	26	(1)	
<b>Total Expenditure: Schools Block</b>		<b>229,871</b>	<b>75,858</b>	<b>230,013</b>	<b>142</b>	
<b>Expenditure: High Needs Block</b>						
Place funding	Place Funding	1,791	1,238	1,857	66	
	Place Funding - High Needs Block Recoupment	7,058	0	7,153	95	Place funding for Academy Special provision is recouped
Top-up and Targeted funding	ARP Top Ups	1,257	838	1,257	0	
	Planned Mainstream High Needs Top ups	6,112	4,075	6,112	0	
	Additional In-year Top ups	3,135	990	2,975	(161)	
	Recoupment from other boroughs	(307)	(219)	(987)	(680)	Recoupment of top up costs from other boroughs placing 66 pupils in Brent Schools
	In borough Special Top ups	13,817	9,211	13,817	0	
	PRU Top ups	2,082	1,388	2,082	0	
	Targetted High Needs Funding	120	80	120	0	
	Out of Borough Mainstream High Needs Funding	1,847	241	2,320	473	
	Out of Borough Special Funding	1,761	1,159	4,060	2,298	This funds 182 full time equivalent places, at an average cost of £22.3k each. There are notable delays to billing.
	Out of Borough ARP Funding	62	41	62	0	
	Residential and Independent settings	8,315	5,240	8,857	542	
	Alternative Provision	780	604	763	(16)	
	Post 16 High Needs Provision	2,050	1,135	4,211	2,160	There are now 335 post 16 placements funded from this budget, and increase of 100 from early in the Autumn Term. This has increased the forecast by £1M. Spend to date is low due to delayed billing.

SEN Support Services	SEN Transport (DSG Contribution)	1,076	993	1,067	(9)
	Support for Inclusion	1,000	877	926	(75)
	EY Inclusion Fund	1,128	740	1,020	(108)
	Education Other than at School	775	214	529	(247)
	SEN Services	4,808	4,359	5,763	955
<b>Total Expenditure: High Needs Block</b>		<b>58,667</b>	<b>33,205</b>	<b>63,962</b>	<b>5,295</b>

**Expenditure: Early Years Block**

Early Years Entitlement	2 Year Old Nursery Education	3,593	2,634	3,425	(168)
	3 and 4 Year Old Nursery Education	18,305	12,667	18,299	(6)
	Early Years Pupil Premium	74	30	45	(29)
	Early Years Panel Funding	542	361	542	0
	Early Years Central Expenditure	1,124	622	897	(227)
<b>Total Expenditure: Early Years Block</b>		<b>23,638</b>	<b>16,314</b>	<b>23,208</b>	<b>(430)</b>

The underspend indicates that reduction in EY income will be partially offset by reduction in funded provision

**Expenditure: Central School Services Block**

Central Provision	Contribution to combined budgets	804	491	690	(114)
	Licences/Subscriptions	214	220	220	6
	School Admissions	689	378	435	(254)
	Servicing of Schools Forum	10	0	2	(8)
	Termination of employment costs	604	604	604	0
<b>Total Expenditure: Central School Services Block</b>		<b>2,320</b>	<b>1,692</b>	<b>1,950</b>	<b>(370)</b>

Underspend follows team restructure

**Other Expenditure:**

Sixth Form Funding	6th Form Schools	3,581	2,396	3,594	13
<b>Total Other Expenditure</b>		<b>3,581</b>	<b>2,396</b>	<b>3,594</b>	<b>13</b>
		<b>0</b>			
<b>Total Expenditure</b>		<b>318,077</b>	<b>129,465</b>	<b>322,728</b>	<b>4,651</b>

Balance		1,459	4,569	6,691	5,232
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Total Forecast exp is £6.7M more than income. This will eliminate the reserves of £2.5M and move the DSG into a Deficit of approx £4.2M.

Total to be funded from reserves				2,459	
				<b>4,232</b>	

 <p><b>Brent</b></p>	<p><b>Schools Forum</b> 15 January 2020</p> <hr/> <p><b>Report from the Strategic Director of Children and Young People</b></p>
<p><b>2020/21 DSG Schools Budget Setting</b></p>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	N/A
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	N/A
<b>No. of Appendices:</b>	4
<b>Background Papers:</b>	Prior Financial reports to Schools Forum.
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	Andrew Ward, Head of Finance – CYP    0208 937 6462 Dena Aly, Senior Finance Analyst – CYP    0208 937 2179

**1. Purpose of the Report**

1.1. This report sets out the proposed DSG Schools Budget for consultation and decision by Schools Forum ahead of the Council budget being set and approved by full Council.

**2. Recommendations**

2.1. Maintained school members of the Schools Forum are requested to approve the proposed de-delegation arrangements set out within this report.

2.2. Schools Forum is asked to approve the transfer of £1M (0.46%) from the Schools Block to support the High Needs Block. The regulations permit up to 0.5% of the Schools Block to be transferred with Forum approval.

2.3. Schools Forum is asked to recommend the budget for the DSG blocks, including the mainstream funding formula, to the Council.

**3. Summary**

3.1. There have been increases to the main DSG funding blocks for 2020/21, and these have been allocated in line with the decisions made at the previous schools forum to address the financial pressures caused by rising costs, pupil mobility and to provide a growth fund sufficient to support the rising pupil rolls in secondary schools.

3.2. Following a consultation with all schools, the above pressures have been addressed by making changes to the funding formula to increase funding rates, introduce the new pupil mobility funding formula and by setting aside funds for the growth fund.

3.3. Additionally the funding formula and schools block budgets have been adjusted to react to changes in pupil data that underpins the funding formula and to ensure that all schools

receive a positive minimum funding guarantee of 0.5% increase in per pupil funding. Balancing the required allocations above means that the Schools Block can contribute 0.46%, which is £1m, towards High Needs block expenditure. This is needed to achieve an in-year balanced budget on the High Needs block.

3.4. This report also sets out at summary level the Central Schools Services block budgets, the Early Years block budgets, and the High Needs block budgets. Further detail on the Early Years and High Needs block budgets will be brought back to the Schools Forum in February 2020.

3.5. This report summarises the budgets for the blocks of the DSG (appendix A), and presents the results of the proposed mainstream local funding formula for schools.

#### 4. School Funding Announcements – 2020/21 DSG Income

4.1. The DSG block funding allocations were announced on 19 December 2019. These are set out below in Table 1. Appendix A sets out the income and expenditure budgets by block and compares them to the budgets set for 2019/20.

##### 4.2. Table 1 –DSG Block Funding

Block	2019/20 Funding £'000	2020/21 Funding £'000	Change £'000	Change %
Schools Block	231,026	234,700	3,674	1.6%
High Needs Block	56,286	61,304	5,018	8.9%
Early Years Block	22,593	22,900	307	1.4%
Central Block	2,374	2,204	(170)	(7.2%)
<b>Total</b>	<b>312,279</b>	<b>321,108</b>	<b>8,829</b>	<b>2.8%</b>

4.3. Schools Block funding has increased by slightly more than the anticipated £3.5m compared to 2019/20. Overall, mainstream pupil numbers rose slightly by 190, but within this secondary pupil numbers rose by 291 and primary pupil numbers fell by 101. The increase is primarily due to the minimum increases in per pupil funding in the National Funding Formula but Brent has again been top sliced by £1m on the amount allocated for pupil growth. Growth allocations are benchmarked against the budgets set in 2018/19, and the modest overall growth has not matched these levels.

4.4. The High Needs Block income has been announced at £61.3m. This is £5m more than in 2019/20, representing an 8% increase and an additional allocation for medical needs. Nationally, High Needs funding was increased by 11% in response to the lobbying for additional funding from the Local Government and Education sectors. At 1.5% below the England increase, London has received the lowest percentage increase of any authority type or region.

4.5. The Early Years Block funding rates for 2020/21 were announced at the end of November 2019. The funding rates for 2 year olds and 3 and 4 year old provision calculated by the Early Years National Funding Formula in Brent have increased slightly. The number of hours of provision counted in January 2019 is the basis for the provisional allocation of £22.9m which is £0.3m more than the latest allocation for 2019/20.

4.6. The Central School Services Block income was confirmed at £2.2m, a decrease of £0.2m compared to 2019/20. This reflects the DfE assumption that local authorities are able to unwind and reduce the historic budgetary commitments included in the Section 251 returns under the combined budgets line.

#### 5. Schools Block Expenditure – Mainstream Funding Formula

- 5.1. The mainstream funding formula for 2020/21 totals £231.091m including allocations which are then de-delegated or retained by the council as a contribution towards fulfilling the education services. This leaves £230.073m with schools, which as expected is less than in 2018/19 when DSG reserves were allocated through the funding formula and when there were a greater number of pupils.
- 5.2. The DSG contribution to central services was agreed at previous forums. The £0.6m shown in appendix A is made up of the £250k contribution from all schools and the £360k from maintained schools. Comparative information benchmarking London Borough contributions was discussed at forum in November 2019 and is included as appendix B to this report.
- 5.3. The £450k proposed to be de-delegated from maintained schools has been calculated at the previous per pupil rates as in 2019/20 and in 2018/19. Most maintained schools are in the primary phase where pupil numbers have decreased so the total amount to be de-delegated is lower than in the previous year. No new de-delegations are proposed for 2020/21. As in previous years, approval to de-delegate is sought on the basis that centralised budgets provide better value, and that maintained schools have open access to the services listed in the table below.

#### 5.4. Table 2 – De-delegated items

	Rate per pupil £	2019/20	2020/21
Primary Pupil Numbers		20,681	19,029
Secondary Pupil Numbers		1,978	2,019
<b>Total maintained pupils</b>		<b>22,659</b>	<b>21,048</b>
Contingencies- Schools in Financial Difficulty	8.29	187,839	174,488
Free School Meals eligibility service	1.15	26,057	24,205
Licenses/ Subscriptions	0.25	5,665	5,262
Staff costs (Union Duties)	10.74	243,352	226,056
<b>Total De- delegated items</b>		<b>462,913</b>	<b>430,011</b>

- 5.5. Appendix C provides information on the funding factor rates used in the proposed funding formula. Changes in pupil numbers, and in the pupil data, combined with the need to ensure all schools received at least a 0.5% per pupil funding increase, meant that the funding rates modelled had to be adjusted to allow funding of the MFG. Pupil funding factor rates are slightly higher than those presented at the December 2019 forum, as appendix C shows.
- 5.6. The mobility funding factor has been funded at rates similar to those modelled in the December forum, and allocates a total of £0.83m to schools experiencing mobility over the threshold set by the DfE. The average allocation to the 35 primary schools receiving this funding is £17k. For secondary schools the average allocation is £60k and this is awarded to 4 schools. These amounts are in-line with those consulted upon with Schools Forum, with the principle being that they are large enough for schools to use them to address issues caused by pupil mobility.
- 5.7. Appendix D contains an analysis of the funding formula by individual school, giving both the total formula funding and per pupil funding against the previous year. It should be noted that changes in individual school funding are also caused by changes to the pupil cohort data for that school, e.g. the number of pupils attracting the low prior attainment

funding factor will change from year to year, so changes in funding are not solely driven by changes to pupil numbers and to the funding factor rates in appendix C.

- 5.8. The funding formula is subject to a positive Minimum Funding Guarantee of 0.5% which ensures that per pupil funding increase by this proportion. Under these proposals 6 of the 75 schools require an MFG allocation, and this totals £307k

## **6. Schools Block Expenditure - Growth Fund**

- 6.1. The Growth budget funds increases in pupil numbers, and well as the CAFAI provision for children new to the country. The total growth budget has been increased by £1.1m to £2.5m in order to fund the projected pupil growth in the secondary phase. As agreed this is funded from limiting the increases to the total schools block budget, and scaling back increases to the secondary pupil led funding factors. In addition to this, the rising rolls funding rates will be reduced by 15% in order to ensure the affordability of the projected pupil number increases. It was noted at the last forum that schools with increasing rolls may also receive additional funding through the new mobility factor.

## **7. High Needs Block**

- 7.1. The proposed budget includes a 0.46% transfer of the Schools Block to the High Needs Block and this requires Schools Forum approval. At £1m this transfer is less than the £1.1m transferred in 2019/20, but is all that is affordable by the Schools block in 2020/21.
- 7.2. Despite the increase in High Needs block funding of £5m, the forecast expenditure has risen in the current financial year and will exceed block income by up to £7m. The transfer is necessary as part of a multi-year plan to balance the High Needs Block, as it will be part of a range of measures to achieve a balanced budget in 2020/21. Whilst DfE plans will allow a DSG deficit to be carried forward over a number of years, the department will have the power to intervene where there is insufficient evidence of a planned recovery in the financial position.
- 7.3. Recovery plans can require savings from all blocks of the DSG. Agreeing the block transfer increases the likelihood of achieving a balanced budget, and demonstrates a commitment to addressing the financial position so that the forecast deficit can be recovered in future years under a plan agreed by the Council and Schools Forum.
- 7.4. The High Needs block budget summarised in appendix A is indicative and a detailed High Needs budget report is planned for the February 2020 Schools Forum following a meeting with the Forum sub group. The figures presented reflect the planned expansions in special provision for 2020/21 with a £0.4m total increase to place funding and top up funding budgets.
- 7.5. Appendix A does show that there is £3.1m of additional funding available for allocation after the planned increases in special provision have been accounted for.
- 7.6. The indicative budget presented sets out a High Needs block balanced with the Schools Block transfer of £0.9m. Given the rate of the increased expenditure in 2019/20 this will be challenging and a range of measures will need to be agreed to achieve this.
- 7.6.1. There is a clear need to allocate more funding to the Post-16 budget line given the increased numbers of students requiring funding. Development of Post-16 provision is an identified priority in the Brent Children's Trust SEND Strategy 2018-2021 and options are

being developed for provision in borough which could achieve better value for money. There is also a need to increase the Out of Borough special provision budget line until more provision can be created within the borough.

- 7.6.2. The latest budget monitoring indicates that the budget for recovery of top up funding from other councils should be increased, and the rates charged will also be reviewed to ensure they are in line with other Councils.
- 7.6.3. Other measures to lower costs, such as reviewing additional 'place' funding requests from Colleges and out of borough providers. West London Alliance (WLA) commissioning of placements is intended to control both education and social care costs for residential and independent settings.
- 7.6.4. A review of all top ups will need to include the amounts paid for EHCP pupils in mainstream, where benchmarking suggests Brent funding is high compared to other London Boroughs.
- 7.6.5. Planned changes in Council teams will also achieve some efficiency savings to the SEN services budget line.
- 7.7. The February High Needs report will seek to balance the in-year High Needs budget. It will also consider recovery of the DSG deficit over the medium term, and set out the process for agreeing a multi-year recovery plan with the Council.

## **8. Early Years Block Expenditure**

- 8.1. The Early Years budget presented in appendix A is indicative and balances against the provisional income allocation, which was announced as £22.9m. There are marginal increases to the hourly funding rate allocations for 2 year olds and 3 and 4 year olds. Both the funding rates have risen by 8 pence, with 2 year old provision now funded at £6 per hour, and 3 and 4 year olds now funded at £5.45 per hour.
- 8.2. The budget lines shown are based on full allocation of 2 year old funding and 3 and 4 year old funding less the 5% that the Council retains to provide Early Years support services. The budgets include the Nursery Schools Support Grant of £0.7m and the Disability Access Fund, and the Early Years Pupil Premium grants.
- 8.3. These budgets show as a reduction against those set for 2019/20, as the provisional allocation (announced this time last year) for the 2019/20 financial year was £23.4m. The allocations are amended in July each year following confirmation of the February Early Years census. The funding rates will be confirmed for Early Years providers in February 2020.
- 8.4. A separate paper on the Early Years Block will be presented to the Early Years Sub Group before coming to the Schools Forum in February 2020. It will provide detail on the updated expenditure plans which will be set in line with income.

## **9. Central School Services Block 2019/20**

- 9.1. The Central School Services Block has been reduced in line with funding by £0.2m. It funds ongoing responsibilities and historic commitments, and the budget will be set at £2.2M, which is in line with the 2019/20 forecast position.

## **10. Financial Implications**

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

## **11. Legal Implications**

11.1. There are no legal implications for this report.

## **12. Equality Implications**

12.1. Not applicable.

## **13. Consultation with Ward Members and Stakeholders**

13.1. Not applicable.

## **14. Human Resources/Property Implications (if appropriate)**

14.1. Not applicable.

**Report sign off:**

***Gail Tolley***

Strategic Director of Children and Young People

Appendix A - DSG Schools Budget 2020/21

Description	2020/21						Total Budget	Change	Commentary
	Schools Block	Indicative High Needs Block	Indicative Early Years Block	Central Block	Other funding	Total Budget			
Tue 01 October 2019	£'000	£'000	£'000	£'000	£'000	£'000	£'000		
<b>Income: School Funding</b>									
Dedicated Schools Grant	Schools Block	(234,700)					(234,700)	(3,674)	
	Schools Block Recoupment					0	0	0	
	High Needs Block		(61,304)				(61,304)	(5,081)	
	High Needs Block Recoupment					0	0	0	
	Early Years Block			(22,900)			(22,900)	514	
	Central School Services Block				(2,204)		(2,204)	170	
Sixth Form Funding	Sixth Form Funding					(3,581)	(3,581)	0	
								0	
<b>Total Schools Funding</b>		<b>(234,700)</b>	<b>(61,304)</b>	<b>(22,900)</b>	<b>(2,204)</b>	<b>(3,581)</b>	<b>(324,689)</b>	<b>(8,071)</b>	
<b>Expenditure: Schools Block</b>									
								0	
								0	
Individual Schools Budget	Primary Schools	124,300					124,300	(1,766)	Lower pupil numbers
	Secondary Schools	88,399					88,399	4,117	Funding formula and pupil number increases
	All-through Schools	17,352					17,352	301	Funding formula increases
	School block recoupment					0	0	0	
De-delegated Items	Contribution to combined budgets	610					610	0	
	Contingencies	185					185	(5)	Reduction in pupil numbers
	Staff costs - Maternity, Paternity and Facilities	220					220	(25)	Reduction in pupil numbers
	Licences/Subscriptions					0	0	0	
	Pupil Growth/Out of school places	2,522					2,522	1,122	Increased growth fund
	Assessment of FSM eligibility	27					27	0	
<b>Total Expenditure: Schools Block</b>		<b>233,615</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>233,615</b>	<b>3,744</b>	
<b>Expenditure: High Needs Block</b>									
								0	
Place funding	Place Funding		9,005				9,005	156	Planned expansion of Special Places
	High Needs block recoupment					0	0	0	
Top-up and Targeted funding	IB ARP		1,408				1,408	0	
	IB Mainstream		4,991				4,991	0	
	IB Mainstream + special		18,489				18,489	0	
	IB Special		1,578				1,578	250	Top ups for planned expansion
	OB Mainstream		1,847				1,847	0	
	OB Special, OB ARP, OB PRU		1,823				1,823	0	
	Independent Day		6,305				6,305	0	
	Independent Residential		1,000				1,000	0	
	Residential and independent settings		1,010				1,010	0	
	Post 16		2,234				2,234	184	
			<b>3,133</b>				<b>3,133</b>	<b>3,133</b>	
SEN Support Services	Education Otherwise/ Awaiting Placement		775				775	0	
	Early Years Inclusion Fund		1,128				1,128	0	
	SEN Services		5,587				5,587	0	
	Support for Inclusion		1,000				1,000	0	
	SEN Transport		1,076				1,076	0	
<b>Total Expenditure: High Needs Block</b>		<b>0</b>	<b>62,390</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>62,390</b>	<b>3,723</b>	
<b>Expenditure: Early Years Block</b>									
Early Years Entitlement	2 Year Old Nursery Education			3,166			3,166	(427)	Indicative EY block allocations

	3 and 4 Year Old Nursery Education			18,201		18,201	(104)
	Early Years Pupil Premium			67		67	(7)
	Early Years Panel Funding			433		433	(109)
	Early Years Central Expenditure			1,102		1,102	(22)
<b>Total Expenditure: Early Years Block</b>		<b>0</b>	<b>0</b>	<b>22,969</b>	<b>0</b>	<b>22,969</b>	<b>(669)</b>
<b>Expenditure: Central School Services Block</b>							
	Central Provision						0
	Contribution to combined budgets			734		734	(70) Reduction in line with current year underspend
	Licences/Subscriptions			214		214	0
	School Admissions			573		573	(116) Reduction in line with current year underspend
	Servicing of Schools Forum			10		10	0
	Termination of employment costs			604		604	0
<b>Total Expenditure: Central School Services Block</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>2,134</b>	<b>0</b>	<b>(186)</b>
<b>Other Expenditure:</b>							
	Sixth Form Funding				3,581	3,581	0
	6th Form Schools						0
<b>Total Other Expenditure</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,581</b>	<b>0</b>
<b>Total Expenditure</b>		<b>233,615</b>	<b>62,390</b>	<b>22,969</b>	<b>2,134</b>	<b>3,581</b>	<b>6,612</b>
<b>Balance</b>		<b>(1,085)</b>	<b>1,086</b>	<b>69</b>	<b>(70)</b>	<b>0</b>	<b>(1,458)</b>

APPENDIX B - CENTRAL SPEND COMPARISON WITH STATISTICAL NEIGHBOURS

Summary:

Central provision for former ESG retained duties and services funded through maintained schools spend - ranked by 2019-20 budget ***												
Statistical neighbours	2019-20				2018-19				2017-18			
	Rank	Budget	Per Capita	Pupil Nos.	Rank	Budget	Per Capita	Pupil Nos.	Rank	Budget	Per Capita	Pupil Nos.
Croydon	01	£ 8,647,298	£ 139	61,897	02	£ 9,792,574	£ 160	60,801	02	£ 9,536,306	£ 160	59,994
Greenwich	02	£ 7,763,756	£ 170	45,307	01	£ 10,896,720	£ 252	43,331	01	£ 13,514,050	£ 315	42,859
Newham	03	£ 6,430,000	£ 101	64,044	04	£ 6,416,000	£ 104	62,192	04	£ 6,363,000	£ 106	60,415
Ealing	04	£ 4,869,393	£ 85	56,048	03	£ 6,874,416	£ 122	55,613	03	£ 6,825,000	£ 124	54,543
Brent	05	£ 4,595,635	£ 90	50,486	05	£ 5,715,134	£ 113	50,380	05	£ 5,871,247	£ 117	50,003
Waltham Forest	06	£ 4,194,108	£ 94	44,261	06	£ 5,215,599	£ 119	44,217	06	£ 4,803,411	£ 111	43,353
Haringey	07	£ 4,142,692	£ 105	39,651	07	£ 4,008,251	£ 102	39,332	07	£ 4,243,596	£ 111	38,258
Enfield	08	£ 3,141,330	£ 52	60,058	08	£ 3,700,485	£ 60	60,007	08	£ 3,997,887	£ 69	58,962
Hackney	09	£ 2,779,290	£ 73	38,075	10	£ 2,761,721	£ 74	37,541	09	£ 2,833,448	£ 76	36,473
Lewisham	10	£ 2,298,676	£ 53	42,580	09	£ 2,986,031	£ 71	43,129	10	£ 2,542,926	£ 60	42,602
Hounslow	11	£ 2,140,653	£ 47	46,108	11	£ 2,071,033	£ 46	45,046	11	£ 1,503,580	£ 34	43,672

APPENDIX B - CENTRAL SPEND COMPARISON WITH STATISTICAL NEIGHBOURS

Detail:

2019-20 Section 251 Budget	Brent	Croydon	Ealing	Enfield	Greenwich	Hackney	Haringey	Hounslow	Lewisham	Newham	Waltham Forest
<b>CENTRAL PROVISION WITHIN SCHOOLS BUDGET</b>											
1.4.1 Contribution to combined budgets	£ 803,573	£ -	£ 607,000	£ 575,580	£ 3,115,400	£ 956,000	£ -	£ -	£ 267,629	£ -	£ -
1.4.2 School admissions	£ 688,982	£ 1,306,000	£ 699,000	£ 822,640	£ 646,250	£ 489,817	£ 300,000	£ 676,612	£ 517,337	£ 660,000	£ 745,000
1.4.3 Servicing of schools forums	£ 10,000	£ 39,000	£ -	£ 8,000	£ 11,230	£ 56,914	£ 10,000	£ 3,084	£ 65,357	£ 69,000	£ 56,000
1.4.4 Termination of employment costs	£ 603,580	£ 213,000	£ -	£ -	£ 504,550	£ -	£ -	£ -	£ -	£ -	£ -
1.4.5 Falling Rolls Fund	£ -	£ -	£ -	£ -	£ 503,823	£ -	£ -	£ -	£ -	£ -	£ 110,000
1.4.6 Capital expenditure from revenue (CERA)	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
1.4.7 Prudential borrowing costs	£ -	£ 3,000,000	£ -	£ 257,960	£ 1,150,000	£ -	£ -	£ -	£ -	£ -	£ -
1.4.8 Fees to independent schools without SEN	£ -	£ 630,000	£ -	£ -	£ -	£ -	£ 800,000	£ -	£ -	£ -	£ -
1.4.9 Equal pay - back pay	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
1.4.10 Pupil growth	£ 1,640,000	£ 2,279,811	£ 2,030,329	£ 300,000	£ 599,402	£ 630,380	£ 933,000	£ 187,775	£ 387,000	£ 3,000,000	£ 2,175,616
1.4.11 SEN transport	£ -	£ 250,000	£ 468,000	£ -	£ 344,150	£ -	£ 225,000	£ -	£ -	£ 1,600,000	£ -
1.4.12 Exceptions agreed by Secretary of State	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
1.4.13 Infant class sizes	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
1.4.14 Other Items	£ 239,500	£ 167,736	£ 218,500	£ 226,150	£ 188,951	£ 161,221	£ 1,324,692	£ 178,089	£ 189,767	£ 251,000	£ 175,000
<b>1.4.1 to 1.4.14 Total</b>	<b>£ 3,985,635</b>	<b>£ 7,885,547</b>	<b>£ 4,022,829</b>	<b>£ 2,190,330</b>	<b>£ 7,063,756</b>	<b>£ 2,294,332</b>	<b>£ 3,592,692</b>	<b>£ 1,045,560</b>	<b>£ 1,427,090</b>	<b>£ 5,580,000</b>	<b>£ 3,261,616</b>
<b>CENTRAL PROVISION WITHIN SCHOOLS BUDGET (FORMER ESG RETAINED DUTIES)</b>											
1.5.1 Education welfare service	£ -	£ 82,336	£ 292,137	£ 385,000	£ 700,000	£ 54,032	£ 172,000	£ 227,052	£ 392,755	£ 234,000	£ 57,968
1.5.2 Asset management	£ -	£ 597,079	£ -	£ 90,000	£ -	£ 64,160	£ -	£ -	£ 220,735	£ 385,000	£ 116,802
1.5.3 Statutory/ Regulatory duties	£ 252,000	£ 82,336	£ 118,641	£ 476,000	£ -	£ 366,766	£ 378,000	£ 334,865	£ 258,096	£ 231,000	£ 361,112
<b>1.5.1 to 1.5.3 Total</b>	<b>£ 252,000</b>	<b>£ 761,752</b>	<b>£ 410,778</b>	<b>£ 951,000</b>	<b>£ 700,000</b>	<b>£ 484,958</b>	<b>£ 550,000</b>	<b>£ 561,917</b>	<b>£ 871,586</b>	<b>£ 850,000</b>	<b>£ 535,883</b>
<b>CENTRAL PROVISION FUNDED THROUGH MAINTAINED SCHOOLS BUDGET</b>											
1.6.1 Central support services	£ 119,334	£ -	£ -	£ -	£ -	£ -	£ -	£ 312,897	£ -	£ -	£ 396,609
1.6.2 Education welfare service	£ 119,333	£ -	£ -	£ -	£ -	£ -	£ -	£ 56,581	£ -	£ -	£ -
1.6.3 Asset Management	£ -	£ -	£ 240,286	£ -	£ -	£ -	£ -	£ 163,698	£ -	£ -	£ -
1.6.4 Statutory/ Regulatory duties	£ 119,333	£ -	£ 195,500	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
1.6.5 Premature retirement cost/ Redundancy costs (new prov	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
1.6.6 Monitoring national curriculum assessment	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -	£ -
<b>1.6.1 to 1.6.6 Total</b>	<b>£ 358,000</b>	<b>£ -</b>	<b>£ 435,786</b>	<b>£ -</b>	<b>£ -</b>	<b>£ -</b>	<b>£ -</b>	<b>£ 533,176</b>	<b>£ -</b>	<b>£ -</b>	<b>£ 396,609</b>
<b>1.4.1 to 1.6.6 Grand Total</b>	<b>£ 4,595,635</b>	<b>£ 8,647,298</b>	<b>£ 4,869,393</b>	<b>£ 3,141,330</b>	<b>£ 7,763,756</b>	<b>£ 2,779,290</b>	<b>£ 4,142,692</b>	<b>£ 2,140,653</b>	<b>£ 2,298,676</b>	<b>£ 6,430,000</b>	<b>£ 4,194,108</b>

Appendix C - 2020-21 Funding Formula Rates - Pupil Funding Factors

Type of Pupil Led Factor	Phase	Factors	2019-20 Rate	Rate in Consultation Model	Final 2020-21 Rate	Change to 2019-20	2020-21 Units	Total Cost
Per Head	Primary	Primary (Years R-6)	3,470	3,502	3,579	109	25,436	91,041,875
Per Head	Secondary	Key Stage 3 (Years 7-9)	5,043	5,060	5,177	134	9,656	49,987,782
Per Head	Secondary	Key Stage 4 (Years 10-11)	5,566	5,585	5,714	148	6,225	35,569,500
Deprivation	Primary	IDACI Band F	352	355	363	11	3,869	1,403,969
Deprivation	Primary	IDACI Band E	357	360	368	11	2,367	871,318
Deprivation	Primary	IDACI Band D	364	367	375	11	2,442	917,078
Deprivation	Primary	IDACI Band C	603	608	622	19	4,088	2,540,931
Deprivation	Primary	IDACI Band B	914	922	943	29	3,031	2,857,190
Deprivation	Primary	IDACI Band A	1,290	1,302	1,330	41	425	565,213
Deprivation	Secondary	IDACI Band F	373	374	383	10	2,332	893,516
Deprivation	Secondary	IDACI Band E	396	399	406	10	1,327	539,158
Deprivation	Secondary	IDACI Band D	491	492	504	13	1,363	686,696
Deprivation	Secondary	IDACI Band C	654	656	671	17	2,158	1,448,559
Deprivation	Secondary	IDACI Band B	1,005	1,008	1,031	27	1,591	1,640,077
Deprivation	Secondary	IDACI Band A	1,425	1,430	1,463	38	230	337,152
Looked After Children	Primary + Secondary	LAC	1,053	1,058	1,081	28	93	100,554
English as an Additional Language	Primary	EAL	1,300	1,312	1,340	41	3,656	4,900,392
English as an Additional Language	Secondary	EAL	1,455	1,460	1,476	21	478	705,528
Prior Attainment	Primary	Low Prior Attainment	1,251	1,262	1,290	39	8,134	10,491,808
Prior Attainment	Secondary	Low Prior Attainment	1,251	1,262	1,658	407	3,702	6,137,916
Mobility	Primary	Mobility		1,060	1,083	1,083	548	593,629
Mobility	Secondary	Mobility		1,379	1,408	1,408	171	241,268
<b>Total</b>								<b>214,471,108</b>

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Appendix D- School Level Allocations

School	2019-20				2020-21				School
	NOR	Post De-delegation and Education functions budget	£ Per Pupil	MFG Adjustment	NOR	Post De-delegation and Education functions budget	£ Per Pupil	MFG Adjustment	
Anson Primary School	352	1,773,657	5,039	-	345	1,800,808	5,220	-	Anson Primary School
Brentfield Primary School	500	2,668,636	5,337	-	483	2,681,489	5,552	-	Brentfield Primary School
Byron Court Primary School	752	3,390,657	4,512	-	742	3,401,604	4,587	-	Byron Court Primary School
Carlton Vale Infant School	110	747,528	6,796	14,822	79	606,269	7,674	-	Carlton Vale Infant School
Harlesden Primary School	382	2,119,495	5,556	67,322	361	2,021,267	5,599	18,517	Harlesden Primary School
Mount Stewart Junior School	380	1,687,109	4,440	-	334	1,480,294	4,432	-	Mount Stewart Junior School
Mount Stewart Infant School	259	1,318,019	5,089	-	244	1,289,571	5,285	70,862	Mount Stewart Infant School
Uxendon Manor Primary School	580	2,637,328	4,551	9,048	623	2,895,512	4,651	-	Uxendon Manor Primary School
Kingsbury Green Primary School	619	2,879,005	4,651	-	597	2,855,587	4,783	-	Kingsbury Green Primary School
Leopold Primary School	756	4,106,381	5,432	-	749	4,225,502	5,642	-	Leopold Primary School
Lyon Park Primary School	831	3,856,670	4,641	-	829	3,897,327	4,701	-	Lyon Park Primary School
Malorees Infant School	179	999,230	5,582	-	173	1,005,909	5,815	-	Malorees Infant School
Northview Junior and Infant School	203	1,123,778	5,536	-	202	1,158,146	5,733	-	Northview Junior and Infant School
Park Lane Primary School	419	2,063,181	4,924	-	418	2,132,241	5,101	-	Park Lane Primary School
Preston Park Primary School	710	3,230,091	4,553	8,229	652	3,030,167	4,651	-	Preston Park Primary School
Roe Green Junior School	470	2,148,113	4,570	-	479	2,231,313	4,658	-	Roe Green Junior School
Roe Green Infant School	447	2,458,147	5,499	29,051	452	2,480,649	5,488	-	Roe Green Infant School
Barham Primary School	845	3,872,213	4,583	-	847	3,950,029	4,664	-	Barham Primary School
Wykeham Primary School	448	2,268,183	5,063	-	447	2,315,817	5,181	-	Wykeham Primary School
Elsley Primary School	600	2,966,437	4,944	97,389	35	404,701	11,563	-	Elsley Primary School
Donnington Primary School	205	1,089,428	5,314	-	198	1,121,884	5,666	-	Donnington Primary School
The Stonebridge School	452	2,313,735	5,125	-	369	2,048,450	5,559	-	The Stonebridge School
Newfield Primary School	307	1,715,829	5,589	17,965	275	1,586,018	5,767	-	Newfield Primary School
Mitchell Brook Primary School	610	3,110,999	5,100	-	600	3,131,619	5,219	-	Mitchell Brook Primary School
Chalkhill Primary School	449	2,312,863	5,151	-	409	2,158,973	5,279	-	Chalkhill Primary School
Salisbury Primary School	614	2,889,700	4,706	-	603	2,882,743	4,781	-	Salisbury Primary School
Oliver Goldsmith Primary School	414	1,971,212	4,761	-	412	1,976,732	4,798	-	Oliver Goldsmith Primary School
Mora Primary School	408	2,035,879	4,990	-	387	1,992,776	5,149	-	Mora Primary School
Fryent Primary School	699	3,326,037	4,758	-	699	3,449,678	4,935	-	Fryent Primary School
Christ Church CoFE Primary School	174	941,070	5,408	-	176	963,403	5,474	-	Christ Church CoFE Primary School
John Keble CoFE Primary School	392	2,034,968	5,191	-	386	2,049,666	5,310	-	John Keble CoFE Primary School
Princess Frederica CoFE Primary School	401	1,826,158	4,554	-	392	1,815,764	4,632	-	Princess Frederica CoFE Primary School
St Mary's CoFE Primary School	256	1,401,894	5,476	-	240	1,366,108	5,692	-	St Mary's CoFE Primary School
St Joseph RC Junior School	279	1,328,268	4,761	-	280	1,343,306	4,798	-	St Joseph RC Junior School
St Mary Magdalen's Catholic Junior School	349	1,683,486	4,824	-	338	1,654,274	4,894	-	St Mary Magdalen's Catholic Junior School
St Robert Southwell RC Primary School	420	1,904,377	4,534	-	417	1,896,989	4,549	-	St Robert Southwell RC Primary School
Convent of Jesus and Mary RC Infant School	248	1,333,789	5,378	-	251	1,382,570	5,508	-	Convent of Jesus and Mary RC Infant School
Our Lady of Lourdes RC Primary School	204	1,147,834	5,627	-	200	1,147,772	5,739	-	Our Lady of Lourdes RC Primary School
St Joseph's RC Infant School	210	1,151,212	5,482	-	210	1,174,058	5,591	-	St Joseph's RC Infant School
Sinai Jewish Primary School	559	2,336,062	4,179	-	557	2,352,169	4,223	-	Sinai Jewish Primary School
St Mary's RC Primary School	252	1,336,341	5,303	-	244	1,328,651	5,445	-	St Mary's RC Primary School
Avigdor Hirsch Torah Temimah Primary School	193	908,409	4,707	-	181	866,091	4,785	-	Avigdor Hirsch Torah Temimah Primary School
Wembley Primary School	818	3,853,361	4,711	-	818	4,038,389	4,937	-	Wembley Primary School
Malorees Junior School	256	1,258,870	4,917	-	255	1,274,130	4,997	-	Malorees Junior School
St Joseph's Roman Catholic Primary School	454	2,180,688	4,803	-	470	2,270,889	4,832	-	St Joseph's Roman Catholic Primary School
The Kilburn Park School Foundation	174	973,869	5,597	-	152	903,638	5,945	-	The Kilburn Park School Foundation
Islamia Primary School	420	2,262,422	5,387	-	421	2,284,666	5,427	-	Islamia Primary School
Ark Franklin Primary Academy	574	2,640,887	4,601	72,849	595	2,745,392	4,614	41,905	Ark Franklin Primary Academy
Gladstone Park Primary School	623	3,020,993	4,849	-	610	3,042,270	4,987	-	Gladstone Park Primary School
St Andrew and St Francis CoFE Primary School	405	2,032,759	5,019	-	395	2,051,417	5,193	-	St Andrew and St Francis CoFE Primary School
Kilburn Grange School	177	1,135,706	6,435	72,784	214	1,339,082	6,272	103,327	Kilburn Grange School
East Lane Primary School	378	1,785,317	4,729	18,966	457	2,132,047	4,670	35,281	East Lane Primary School
Braintcroft E-Act Primary Academy	608	3,131,213	5,150	-	594	3,158,333	5,317	-	Braintcroft E-Act Primary Academy
Furness Primary School	398	2,040,850	5,128	-	369	1,971,841	5,344	-	Furness Primary School
Sudbury Primary School	831	3,651,082	4,394	-	836	3,746,689	4,482	-	Sudbury Primary School
Our Lady of Grace Catholic Junior School	240	1,233,685	5,140	-	234	1,230,416	5,258	-	Our Lady of Grace Catholic Junior School
Our Lady of Grace RC Infant and Nursery School	180	1,019,093	5,662	-	175	1,007,142	5,755	-	Our Lady of Grace RC Infant and Nursery School
St Margaret Clitherow RC Primary School	204	1,133,456	5,556	-	206	1,155,761	5,610	-	St Margaret Clitherow RC Primary School

School	2019-20				2020-21				School
	NOR	Post De-delegation and Education functions budget	£ Per Pupil	MFG Adjustment	NOR	Post De-delegation and Education functions budget	£ Per Pupil	MFG Adjustment	
Oakington Manor Primary School	674	3,168,829	4,702	-	669	3,256,053	4,867	-	Oakington Manor Primary School
North West London Jewish Day School	234	1,129,297	4,826	-	229	1,138,233	4,970	-	North West London Jewish Day School
<b>PRIMARY TOTAL</b>	<b>25,582</b>	<b>126,065,781</b>		<b>408,425</b>	<b>24,611</b>	<b>124,300,281</b>		<b>269,892</b>	
Michaela Community School	594	3,852,740	6,486	-	594	3,929,973	6,616	-	Michaela Community School
Ark Elvin Academy	918	6,157,362	6,707	-	996	6,776,900	6,804	-	Ark Elvin Academy
Wembley High Technology College	1,078	6,361,078	5,901	-	1,090	6,603,451	6,058	-	Wembley High Technology College
Claremont High School	1,326	7,740,572	5,838	-	1,323	7,984,183	6,035	-	Claremont High School
Kingsbury High School	1,661	10,419,728	6,273	-	1,657	10,688,438	6,450	-	Kingsbury High School
Queens Park Community School	1,060	6,593,433	6,220	-	1,091	6,971,441	6,390	-	Queens Park Community School
Convent of Jesus and Mary Language College	807	5,254,042	6,511	-	773	5,227,274	6,762	-	Convent of Jesus and Mary Language College
Alperton Community School	1,258	8,148,611	6,477	43,916	1,355	8,878,254	6,552	-	Alperton Community School
St Gregory's Catholic Science College	911	5,508,834	6,047	-	921	5,692,880	6,181	-	St Gregory's Catholic Science College
Capital City Academy	944	6,302,406	6,676	-	924	6,334,710	6,856	-	Capital City Academy
The Crest Academy	899	6,012,129	6,688	24,103	997	6,956,499	6,977	-	The Crest Academy
JFS	1,485	8,363,414	5,632	-	1,492	8,557,508	5,736	-	JFS
Newman Catholic College	493	3,567,309	7,236	175,232	527	3,797,802	7,206	37,048	Newman Catholic College
<b>SECONDARY TOTAL</b>	<b>13,434</b>	<b>84,281,659</b>		<b>243,251</b>	<b>13,740</b>	<b>88,399,312</b>		<b>37,048</b>	
Preston Manor School	1,678	9,585,299	5,712	-	1,672	9,781,629	5,850	-	Preston Manor School
Ark Academy	1,303	7,465,886	5,730	-	1,294	7,570,036	5,850	-	Ark Academy
<b>ALL THROUGH TOTAL</b>	<b>2,981</b>	<b>17,051,184</b>		<b>-</b>	<b>2,966</b>	<b>17,351,665</b>		<b>-</b>	
<b>GRAND TOTAL</b>	<b>41,997</b>	<b>227,398,624</b>	<b>-</b>	<b>651,676</b>	<b>41,317</b>	<b>230,051,259</b>	<b>-</b>	<b>306,940</b>	