



SCHOOLS FORUM

The Village School

**Wednesday 7th December 2016 18:00 – 20:00
(Refreshments from 17:30)**

AGENDA

NO.	ITEM.	OWNER	TIME
	Introductions (if appropriate)		
	Apologies for Absence and Membership		18.00
1	Declarations of Interests	All	18:05
2	Minutes of Previous Meeting – 21 September 2016	All	18:10
3	Action Log and Matters Arising	All	18.15
4	Update on High Needs Funding of the DSG	Sandra Bingham	18:20
5	De-Delegation 2017/18 - Free School Meals Eligibility Assessment	Shirley Parks	18.25
6	De-Delegation 2017/18 - Maternity Grant, Trade Union Facilities and Licenses	Andrew Ward	18.30
7	De-Delegation 2017/18 - Schools Causing Concerns	John Galligan	18.35
8	Pupil Growth Budget 2016/17 and Request for 2017-18 Funding	Shirley Parks	18.45
9	EYNFF – Possible Implications for Brent	Sue Gates	19:10
10	Decision on funding current full time nursery places from September 2017	Sue Gates	19.20
11	Update on the Implementation of the 30 Hours Childcare	Sue Gates	19.25

12	Schools Funding Formula 2017-18	Andrew Ward	19.35
13	AOB	All	19:55

Dates of Remaining 2016-17 Forums

DATE	VENUE
Wednesday 18 th January 2017	TBC
Wednesday 8 th February 2017	Queens Park Community School

BRENT SCHOOLS FORUM

**Minutes of the Schools Forum held on
Wednesday 21 September 2016 at The Village School**

Attended by Members of the Forum:**Governors:**

Martin Beard (MB)
Herman Martyn (HM)
Narinder Nathan (NN)
Umesh Raichada (UR)

Head Teachers:

Rose Ashton (RA) - Chair
Lesley Benson (LB)
Martine Clark (MC)
Rabbi Yitzchak Freeman (YF)
Rachel Kitley (RK)
Andy Prindiville (AP)
Troy Sharpe (TS)

PRU:

Terry Hoad (TH)

PVI Sector:

Paul Russell (PR)

Trade Unions:

Lesley Gouldbourne (LG)

14-19 Partnership:**Lead Member (C&YP):****Officers:**

Gail Tolley (GT)
Brian Grady (BG)
Phil Herd (PH)
John Holden (JH)
Devbai Patel (DP)
John Galligan (JG)
Sandra Bingham (SB)
John Frankis (JF)

Others:

Mary Adossides (MA) – Observer
Ranjna Shiyani (RS) – Observer

ITEM DISCUSSION**i. Introductions**

The Forum commenced at 6.00pm.

RA asked everyone to introduce themselves.

ii. Apologies

Kay Charles
Danny Coyle
Helga Gladbaum
Mike Heiser
Jo Jhally
Sue Knowler
Desi Lodge Patch
Gerrard McKenna
Cllr Wilhelmina Mitchell Murray

iii. Absence

Melissa Loosemore
Titilola McDowell

iv. Membership

Post meeting notes - two new secondary academy head teachers have joined. These are Gerard McKenna and Rachel Kitley.

1 Declarations of Interests

1.1 None

2 Minutes of the meeting held on 15th June 2016 and Matters Arising

2.1 There were no corrections to the minutes therefore they were approved as an accurate record.

3.0 Action Log and Matters Arising

3.1 Decision on split site factor funding. This item was on the agenda as item 7.

4.0 Wembley Learning Zone

The report was for decision

- 4.1 This paper was presented by SB. This was an annual report to request DSG contribution of £88k to the Wembley Learning Zone (WLZ) running costs. It detailed the type of activities that WLZ provides and the increased activities since 2015-2016. There has been an increase in participation with primary and secondary schools as well as vulnerable groups. The feedback was very positive last year. The objectives remain the same.
- 4.2 The Schools Forum unanimously decided to contribute Dedicated Schools Grant (DSG) last year. The WLZ also collects income from schools and facilities.
- 4.3 RF said the report was interesting and that the service provided good facilities in 2015-16. He supported the proposal to continue to fund the service. He asked what other income was generated. He also asked if there were any charitable donations. He also asked for a breakdown of expenditure of the £88k allocation from this year. The report stated that a free 6 week multi-sport programme was available to 10 Brent schools. RF asked what criteria is applied to select these schools. MB suggested that the criteria for this selection process should be published and all schools should have the opportunity to apply for the provision.
- 4.4 SB said she did not have all of this information to hand but it could certainly be brought back for information to forum.
- 4.5 RA asked for votes on the recommendation to approve the continued DSG allocation to part fund the WLZ for 2017-18 to the sum of £88,000. **This was agreed unanimously.**

5.0 **The Gordon Brown Outdoor Education Centre**

This report was for Decision.

- 5.1 JG presented this report. The report was to request an annual DSG contribution of £60k to support the centre's annual running costs. The centre has increased its activities since last year and has generated more income from them. The Setting and School Effectiveness Service took over responsibility of the service from April 2016. The centre has recently recruited a new manager and a key area of focus for the coming year will be to address the healthy schools and childhood obesity agenda. The centre will be looking to extend its offers to Brent schools to encourage take-up from secondary and special schools. The Council has previously approved capital funding to replace the Shrubbery dormitory block. This project is currently at the planning stage.
- 5.2 RA said her school children were currently at the centre and welcomed the replacement of the Shrubbery block as feedback from her staff has indicated that this is much needed. JG said that the programme for replacement of the Shrubbery block aims to carry out

the works over the summer holiday of 2017 providing there are no delays with the planning process, noting that the scheme's pre-planning application has been approved by Hampshire County Council.

- 5.3 RF asked if apart from £60k DSG, whether there are any other sources of income being explored and if any sponsorships have been sought. JF said that the new centre manager is focused on maximising the income from the centre whilst ensuring a high level of take up by Brent schools. In addition to the income the centre receives from residential and day visits from schools, significant additional income is generated through the provision of holiday activities for children and birthday parties. This additional income contributes to the running costs of the centre. The centre has previously benefited from corporate sponsorship, and the new centre manager has prioritised drawing in corporate sponsors to help maintain and improve facilities.
- 5.4 UR said it was good to hear the DSG covers 13% of the centre's running costs and that the task of the new manager was to better meet the needs of Brent's vulnerable children.
- 5.5 RA said that the schools receive limited information and marketing from the centre, which in the past has simply been an email in May, before the season starts in September. It would probably attract more schools if there was more advertising. She asked who the head of centre is networking with. JG said that the centre is reviewing its marketing and liaison with Brent schools. A new website is being developed and advisory board is being established to provide feedback from schools and oversight of the centre's offer. RA said her children are there and attend every year and they love being there.
- 5.6 RA invited all members to vote on the recommendation to approve the continued DSG allocation to part fund the activities at Gordon Brown Outdoor Education Centre for 2017-18 in the sum of £60,000. **This was agreed unanimously.**
- 6.0 Brent Council's Response to Early Years Consultation (verbal update)**
This item was for information.
- 6.1 GT provided a verbal update on the Early Years Consultation. The DfE has recently announced changes to early years DSG allocations. An early years consultation was published on 11th August with a closing date for responses on 22 September. This period included school and officer holidays. The Council is collating a Brent response after consulting with EY Partners, schools and settings which took place on 8 September. London Councils has circulated

their response. The consultation was open to schools and settings to respond. Out of 33 London Boroughs, 9 boroughs will lose funding overall and Brent is one of those that would lose.

- 6.2 PH added that the core proposal in the consultation is to have one common funding formula applying to all schools and settings. There are some concerns about the impact of this proposal on nursery schools. The announcement by DfE regarding consultation on the other 2 blocks of funding is anticipated later in the term. With early years, about 95% of its total block funding will be required to pass on to providers and will therefore result in pressure on money spent centrally. Out of the 95% of the total early years allocation 90% of the funding will be distributed through local formula by base rate. The new funding formula has to be in place from April 2017.
- 6.3 LB appreciated that there was a very tight deadline to this consultation. It is clear that nursery schools are under pressure and that this would be captured. She was thankful that DfE acknowledged pressures. She would have liked to have had the local authority's view to inform her own response. LB identified the number of children with additional needs who attend nursery schools and are funded from early years as an example of the challenge in separating the consultations between Early Years and High Need blocks.
- 6.4 LB expressed concerned regarding the mechanism on how the formula will be worked out in applying various factors i.e. EAL, SEND. LB was concerned that the emphasis on vulnerable children is diminishing.
- 6.5 LB suggested that Brent needs to take a view on 30 hours it currently funds. PR commented that 30 hours will be difficult to provide as they rely on additional hours to be sustainable, recognising that schools and settings are under pressure with premises costs, training and other costs.
- 6.6 PH said that data taken from 2015-16 Section 251 Statement under early years central line showed 20% central spend. This is because some SEN expenditure was shown under this line. In March there was an opportunity to carry out a baseline exercise to adjust each line. Brent's central spend was therefore amended with more definitive guidance and with a true position which then came to £1.7m which is 8%.
- 6.7 GT said LA delegates 92% of it funds and the consultation suggests 95%. PVIs and childminders have fed back that they value support provided centrally by Brent Council. Brent will have to work within what is available but is close to the suggested percentage.

- 6.8 LB said Brent has a legacy of funding 30 hours to children eligible for free school meals. It's left with LAs if they want to continue to provide this. LB expressed concern that Brent will be restricted to what DfE dictates and there will be no opportunity to build in local flexibility.
- 6.9 RA said the consultation is open to all schools and settings to respond.
- 6.10 GT thanked Forum members for a helpful discussion and advice from Schools Forum. LA will make some amendments and respond to the consultation within the limited consultation period. It is expected that the Schools Forum will continue to guide and advise officers into next stages.
- 6.11 DP reported a challenge in recruiting sufficient members for the early years task and finish group. RA said she would volunteer as a primary head teacher. BG said he would support to contact individuals and encourage them to engage.

7.0 Review of Criteria for Split Site Factor

This report was for decision.

- 7.1 PH presented this report. He reminded members that at the last Forum a proposal was brought to review the split site criteria. This was due to Brent's split site factor funding being higher than in other local authorities. Since the previous forum, the DfE had announced that National Funding formula implementation would not occur until at least 2018-2019.
- 7.2 BG thanked head teachers for responding and providing a significant level of detailed information which were circulated to all Schools Forum members.
- 7.4.1 The recommendations were to:
- a. Defer this decision until the DfE announce their intentions on what may be allowable for this factor from 2018-19;
 - b. Support the schools affected to present their case to the National Fair Funding Formula Task and Finish group as a representation on behalf of Brent Schools Forum, when this factor is discussed.

7.5 Both of these recommendations were **agreed unanimously**.

8. School Funding Arrangements 2017-2018

This report was for information.

- 8.1 JH presented this report. He explained that this report is different from what was anticipated earlier in the year. In July when there was a change in government, one of the items on the very first speech by

the Education Minister was that this new funding formula will now apply from 2018-19 and that the 2017-18 funding formula would remain similar to the current year.

- 8.2 Paragraph 4 onwards is showing a rebaseline exercise. The total does not change but the allocations between blocks changes. Brent receives Education Service Grant (ESG) of £2.8. Out of this £700k is for retained duties and £2.1m was for general funding. The general funding allocation will cease to exist from September 2017. More details will be announced in autumn and Schools Forum will be updated.
- 8.3 There will be no reduction to High Needs block of funding for 2017-2018.
- 8.4 The IDACI banding has been switched to the prior version due to concerns being expressed last year by Local Authorities.
- 8.5 Section 5 of the report emphasises the vacancies on Task and Finish groups. DP reported that the communication did go out on Schools Extranet, Head Teachers Bulletin and Governors bulletin but some of this was before the holidays. Further reminders to be sent and if necessary follow up with emails to individuals. BG will assist with this.
- 8.6 The following recommendations were noted:
- a. note the changes to school funding for 2017 to 2018;
 - b. note deferment of the impact of the outcome of the March 16 national funding formula consultation to 2018 to 2019;
 - c. form two task and finish groups (to consider schools block and high needs block funding) to respond to future funding arrangements.

9. AOB

- 9.1 UR said that the government had published a white paper to delete the position of parent governors. He mailed the Prime Minister and the government department raising this as a concern. The decision is now reverted for maintained schools but academies still have the power not to have parent governors. There is still more work to be done in this area. He wanted to thank Cate Duffy for supporting him with this. GT confirmed that she would pass on his message to Cate.

The Forum ended at 19:15.

ACTION LOG

Item No	Action	Due	Owner
1	SB to provide a breakdown of expenditure of the £88k allocation from this year and details of other income generated especially charitable income. SB to provide the criteria for the free 6 week multi-sport programme and confirm the 10 Brent schools who participated.	Feb 17	Officers

DRAFT



**Schools Forum
7 December 2016**

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

For Information

4: Update on the High Needs Funding of the DSG

1.0 Summary

- 1.2 This report provides an update on the expenditure in the High Needs Block for children with Special Educational Needs and Disabilities and/or additional needs. It outlines the increased demand and pressures on this budget and sets out some proposed changes in provision for 2017/18.
- 1.3 The second stage consultation on the national schools funding formula including the High Needs Funding is expected by the end of the Autumn term. The Schools Forum is establishing the task and finish group that will undertake the necessary detailed planning work to respond to the consultation and plan any future changes that will be necessary.

2.0 Background and Detail

- 2.1 From September 2014 new SEN legislation was introduced through the Children and Families Act and statements of SEN are being transferred to Education, Health and Care Plans (EHCP) over a three year period to April 2018. Learning Difficulty Assessments are also transferring to EHCPs by December 2016. In Brent the transition plan to achieve this is on track.
- 2.2 The legislation aimed to improve services for children with SEND and make it easier for their families to access the support they need. The legislation also aimed to provide greater choice and control for families to decide how support should be delivered. There is now a new responsibility on Councils to support children and young people from age 0 to 25. This will result in an increase in the number of EHCPs over time.
- 2.3 The overall numbers of school age pupils on roll in Brent schools has increased steadily since January 2013, with a corresponding increase in the number of children with SEND.

January Census 2016 – 51,903
 January Census 2015 - 50,142
 January Census 2014 - 48,890
 January Census 2013 - 48,015

Source DfE Statistical first release January 2016.

2.4 The numbers of pupils with statements of SEN or Education, Health and Care plans has increased from 1,650 in 2013 to 1,804 in 2016 and was predicted to increase to 1,956 by 2020. However as of October 2016 there are already 1,837 statements/EHCPs. Brent has a higher percentage of statements/EHCPs than nationally.

2.5 There is also increased demand for places in Brent’s Special Schools and Additionally Resourced Provision in mainstream schools and academies (ARPs). The four Special Schools in the Borough have all expanded and now cater for a wide range of SEND (see table below) Even with this expansion there is still a demand for specialist provision and Brent is reliant on sourcing places in out of Borough maintained Special Schools or Independent schools. Currently a total of 259 pupils are placed in schools out of Borough mainly for Autistic Spectrum Disorder (ASD) or Social Emotional and Mental Health Needs (SEMH).

School	Actual number of pupils in Brent	
	Special and ARPs	Number of Planned Places
	August 2016	
Alperton Community School	13	16
Kingsbury Green Primary School	17	16
Kingsbury High School	6	7
Manor School	172	170
Oakington Manor Primary School	32	35
Phoenix Arch School	47	48
Preston Manor School	23	24
The Village School	277	270
Woodfield School	167	170
(blank)		
Grand Total	754	756

2.6 The Council is continuing to implement its school place planning strategy approved in November 2015 to develop provision locally within the Borough and a new Special Free School is planned for 2017 to alleviate some of the need to place pupils with severe learning difficulties and ASD out of Borough. Officers are also exploring whether more provision can be provided through ARPs in mainstream schools to meet the particular needs of pupils with ASD and MLD (Moderate Learning Difficulties). This would go some way to relieving pressure on places in special schools.

- 2.7 There is likely to continue to be a requirement for specialist placements for a number of pupils due to the complex nature of their needs, where a specialist provider could be more cost effective than developing provision in Borough.
- 2.8 There will always be a need for a very small number of residential placements and the majority are jointly funded by education and social care and some with health but wherever possible services work together to plan an appropriate local package of provision.
- 2.9 Discussions are underway about developing the provision for pupils with Social, Emotional and Mental Health difficulties given that there is currently no provision for primary pupils in the Borough who are excluded or at risk of exclusion. The number of places at Brent River College, the Council's Pupil Referral Unit for secondary age pupils is insufficient to meet demand. The plans would include possible extension of the age range of the PRU to make provision for primary age pupils who are permanently excluded to reduce the need to send pupils out of Borough with long journeys and high costs and an appropriate building for this provision is being explored. There are also opportunities to further develop preventative provision in mainstream schools where schools can buy into provision to support pupils to prevent exclusion. These plans will be subject to consultation with headteachers and, if necessary, a further report will be brought to the Schools Forum.
- 2.10 In order to ensure that there are sufficient high needs places to meet the current demand for special school and PRU places in 2017/18 the annual return to the EFA in November will request additional places to reflect the expansion that has taken place in the Special Schools and for the expansion of Brent River College for 12 places. This request may not be successful and if this is the case it would further increase the pressure on the High Needs Block.

3.0 High Needs Funding

- 3.1 The High Needs Funding of the DSG funds is allocated as follows (see Appendix 1):
- Place funding of £10,000 per place for Special School, ARPs and PRUs. The number of planned places for Brent is determined by the EFA.
 - Top up payments in excess of £6000 for pupils with statements/EHC Plans in mainstream schools and academies both in and out of Borough and the in year variations relating to pupil movements.
 - Top up payments for pupils in Special schools, ARPs and Pupil Referral Units. Brent recoups the top up fees for pupils' resident outside of Brent who attend a Brent Special school.
 - Placement costs of pupils in out of Borough maintained and independent day Special Schools and residential schools.
 - The High needs funding in colleges and other provision for post 16 students

- Education otherwise for pupils with statements or EHCPs and for those with medical needs in hospitals.

3.2 The High Needs Block also funds a number of SEN support services including the Special Educational Needs Service for statutory assessment (SENAS) the Service for hearing impaired or visually impaired children or those with autism, the SEN advisory team, the Early Years Inclusion team. It also funds the Inclusion support team and alternative provision for pupils. There is also a commissioning budget for speech and language and other therapies to meet the provision specified in statements or EHC Plans.

3.3 The rise in numbers of pupils and the extended age range of 0-25yrs for those with SEND is placing increased pressure on the High Needs Block. As of the end of October 2016 the budget forecasts were predicting to be on track for the financial year. However to a certain extent these budgets can be unpredictable and there has been a recent number of high needs pupils requiring residential provision which will have an impact. Officers are working closely with colleagues in social care and health to try to avoid costly out of Borough placements through creative packages of care and provision locally but this is not always possible. The number of tribunal cases has reduced in 2016 so far which indicates that parents feel their child's needs are being catered for.

4.0 High Needs Funding Consultation

4.1 The DfE is expected to issue its further second phase consultation on the School Funding arrangements including proposed changes to the High Needs Block funding by the end of the Autumn term. Therefore no changes are being proposed to the funding arrangements for high needs for 2017/18 at this stage.

4.2 The Schools Forum has agreed to establish a task and finish group to undertake the detailed work both to respond to the consultation when it is released and also to plan for the implementation of any changes required as a result. Currently there is a vacancy for a primary headteacher representative.

Background papers

- 1 Special Schools and ARP funding 2015/16 and 2016/17 Schools Forum.
- 2 Membership of the High Needs Block Task and Finish Group – minutes of the Schools Forum.

Contact Officers

Sandra Bingham
Interim Head of Inclusion

Andrew Ward
Head of Finance- CYP

Nigel Chapman
Operational Director – Integration and Improved Outcomes

Appendix 1 - High Needs Block Expenditure 2016/17

S251	S251 Desc	£'000	Description
1.0.1	Individual School Budgets	6,476	Special Place funding
1.0.1	Individual School Budgets	1,166	ARP Place funding
1.0.1	Individual School Budgets	760	PRU place funding
1.2.1 / 1.2.2	Top up funding - maintained schools/academies	8,667	Special School Top ups
1.2.1 / 1.2.2	Top up funding - maintained schools/academies	344	ARP Top ups
1.2.1 / 1.2.2	Top up funding - maintained schools/academies	1,185	PRU Top ups
1.2.1	Top up funding - maintained schools	6,409	Top up funding for pupils in maintained settings
1.2.2	Top-up funding – academies, free schools and colleges	5,247	Top up funding for pupils in academy settings
1.2.3	Top-up and other funding – non-maintained and independent providers	10,396	Top up funding for out of borough settings, residential homes, non-maintained special schools
1.2.5	SEN support service	5,128	Includes Ed Pysch, Hearing impaired and Visually impaired services, Autism team, SEN advisory and post 16 High Needs Service
1.2.6	Hospital education services	126	Hospital Education Service
1.2.7	Other alternative provision services	1,604	Includes Ashley College, LAC Education team, TAMHS
1.2.8	Support for inclusion	2,457	Includes Inclusion support team, Alternative Education, EOTAS

49,964



SCHOOLS FORUM

7 December 2016

Report from the Strategic Director of Children
and Young People

For Decision

**5: De-Delegation 2017-18
Free School Meals Eligibility Assessments 2017/18**

1.0 SUMMARY/INTRODUCTION

- 1.1 This report deals with the process for assessing eligibility for Free School Meals (FSM) and the pupil premium for children attending Brent schools.
- 1.2 The budget for assessing eligibility for FSM is currently managed by Brent Council school Admissions team.

2.0 RECOMMENDATIONS

- 2.1 The Schools Forum is requested to:

The de-delegation of £27,750 to allow eligibility for FSM and the Pupil Premium to be carried out centrally.

Voting is open to Primary and Secondary Maintained School representatives separately.

3.0 BACKGROUND

- 3.1 The budget for assessing FSM eligibility budget funding is used for the administration of determining eligibility for FSM and the Pupil Premium centrally through Brent Council rather than individual schools doing the checks themselves. This covers staffing costs, application forms, web pages, online applications, liaising with DfE and DWP, updating information and advising schools of eligible pupils/families. Determining FSM eligibility is based on those attending school in Brent – not borough of residence.

4.0 DETAIL

- 4.1 To be eligible for FSM parents must be in receipt of one of the following benefits:
- Income Support;
 - income Based Job Seekers Allowance;
 - income-related Employment and Support Allowance;
 - support under part VI of the Immigration and Asylum Act 1999;
 - the guaranteed element of Pension Credit;
 - Child Tax Credit;
 - Working Tax;
 - Universal Credit.
- 4.2 Parents are not asked to reapply every year, but the admissions team carry out at least annual checks on continued eligibility. In some cases the DWP portal may indicate that a parent is not entitled to FSM but are in receipt of a qualifying benefit. In those cases the Admissions team require the parent to provide us with proof of the benefit they are receiving which can then be used to establish entitlement.
- 4.3 Eligibility checks are made through the Department for Work and Pensions portal and are done singly or in batches by the Admissions team.
- 4.4 Eligibility for Free School Meals through the receipt of benefits set out in 4.1 determines entitlement for the pupil premium.
- 4.5 The introduction of universal free meals for KS1 pupils from September 2014 raised concerns that the parents of pupils who would be eligible for pupil premium, which is identified through eligibility for FSM, may not make an application for a free meal. This would mean that schools would not receive the pupil premium that children were entitled to.
- 4.6 In the summers of 2014, 2015 & 2016, targeted publicity with redesigned application forms and posters were produced to encourage parents of KS1 pupils in particular, and other parents whose children may be eligible for a meal but who do not apply, to apply for FSM, to ensure the maximum pupil premium is available for schools.
- 4.7 At the time of the May 2016 census the total number of children attending Brent schools in receipt of FSM was 6,559 of a total school cohort of 48,383 or 14 per cent. For the same period in 2015, the total number of children eligible for FSM was 7,605 or 16 per cent of the total school cohort of 47,762. The total number of eligible pupils for pupil premium for 2016/17 financial year is 12,463.
- 4.8 The proposed de-delegated budget of £27,750, based on 2016 eligible pupil numbers, would equate to approximately £4.23 per eligible pupil.
- 4.9 The de-delegation cost based on 2016-17 data is £1.11p per maintained school pupil.

5.0 FINANCIAL IMPLICATIONS

- 5.1 The funding requested for 2017/2018 to be de-delegated is at the same level as that requested for 2016/2017. Costs for delivering the service remain consistent and we are anticipating significant additional numbers of checks being required.

CONTACT OFFICERS

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Head of Partnerships, Planning and Performance
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Brian Grady
Operational Director – Safeguarding, Performance and Strategy
0208 937 4173



SCHOOLS FORUM

7 December 2016

Report from the Strategic Director of Children and Young People

For Decision

6: De-Delegations 2017-18 Maternity, Licenses & Trade Union Facilities Funding

1.0 SUMMARY

1.1 This report requests continued de-delegation for the maternity grant, trade union facilities funding, and licenses. In addition, some licenses are centrally managed by the DfE, and for these there is a requirement to centrally retain funding to cover the cost of these.

2.0 RECOMMENDATIONS

2.1 The Schools Forum is requested to:

- a. de-delegate the Maternity Grant at £8.50 per pupil;
voting is open to maintained primary and secondary schools only, and each sector must vote separately.
- b. de-delegate the Trade Union Facilities Funding at £3.34 per pupil;
voting is open to maintained primary and secondary schools only, and each sector must vote separately.
- c. de-delegate Licences at an estimated £6,100, which currently equates to £0.26 per pupil;
voting is open to maintained primary and secondary schools only, and each sector must vote separately.

2.2 The Schools Forum is being formally consulted on:

- a. the central retention of funding of an estimated £195,000 in respect of Licences that have been negotiated and are now managed through the DfE.

3.0 BACKGROUND

- 3.1 Decisions to de-delegate funding are required to be made for each financial year, and therefore any decisions made for 2016-17 will need to be reviewed for 2017-18.
- 3.2 De-delegation refers to those services that the maintained school members of Schools Forum agree for the Local Authority to manage, and thus a deduction is made to each school's funding through the formula to fund these services. Such deductions can only be made for maintained primary and secondary schools, and Schools Forum members for those sectors only can make the decision to de-delegate – decisions must be made for each sector separately. The DfE expects that for those services de-delegated, the Local Authority would make these available as a traded (buy-back) service. Therefore academies, special schools, nursery schools and PRUs can access these services by buying into them through BESTBrent.
- 3.3 The Schools Forum had agreed for 2016-17 five de-delegations; the Maternity Grant, Trade Union Facilities Funding, Licenses, Schools Causing Concern and Free School Meal Eligibility. This paper deals with the first three - there are separate papers on the agenda for the Schools Causing Concern contingency and Free School Meal Eligibility.

4.0 DE-DELEGATIONS

4.1 Maternity Grant

- 4.1.1 The benefit of this scheme is that schools are able to pool risk so that maternity costs do not fall unevenly on individual schools.
- 4.1.2 Where a female member of staff (except for SMSAs) goes on maternity leave, the school can claim a pro-rata grant of £4,248 per teacher or £3,211 per non-teacher. These rates have been uplifted from the previous year by 1% in line with 2016 pay rises. This can be achieved without increasing the de-delegation rate. Staff are only covered if they have at least 1 year's continuous employment within Brent or within Local Government, and provided they return to work after their maternity leave.
- 4.1.3 Claims are made to the Schools Finance Team by submitting a claim form with a copy of the MAT B1 form, and a signed Intention to Return to Work form, or confirmation that the member of staff has returned to work.
- 4.1.4 The Schools Forum approved £8.50 per pupil for 2016/17, which totalled £212,704. For 2017/18 this is estimated at £203,082, but this is subject to the October census. This reduction in de-delegation is due to two schools converting to academy status on 1st April 2016.

4.1.5 The scheme is also offered to maintained nursery and special schools, PRUs and academies. Maintained nurseries, special schools and PRUs are offered this traded service at the same rate of £8.50 per pupil, and academies can buy in at £9.00 per pupil.

4.2 Trade Union Facilities Funding

4.2.1 Under the Employment Protection Act 1975, Trade Union representatives have a statutory right to reasonable paid time off from employment to carry out trade union duties and training. This de-delegation allows the Local Authority to fund this time off to allow the representative to be released by the school, and for the school to afford the costs of supply cover.

4.2.2 The benefit of this scheme is that schools are able to pool risk so that the cost related to releasing members of staff on trade union activities does not fall unevenly on individual schools.

4.2.3 A claim is submitted each year by the Teachers' Panel, on behalf of schools that have released staff on trade union activities. The claim is submitted to the Schools Finance Team and details the annual FTE time spent on union duties. In the past this has been converted into a salary cost for an average M6 grade and has been paid over to the schools retrospectively.

4.2.4 The 2016/17 was based on 1530 teachers in maintained schools, which translated to 1.63 FTE, and £83,580 in total. For 2016/17 all maintained special schools, 13 academies and 3 special schools bought into this service, so that the entire funding for this is £140,053.

4.2.5 The proposed 2017/18 budget is estimated at 1.45 FTE. This reflects academy conversions, which means that the number of teachers in maintained primary and secondary schools is now estimated at 1376. The Schools Forum previously agreed that this would be reviewed each year to reflect academy conversions. This translates to £77,799 for maintained primary and secondary schools.

4.3 Licenses

4.3.1 Although the council currently purchases licenses on behalf of all maintained schools within the borough, over the past few years the DfE has been working with copyright management organisations to simplify the way in which such licenses are paid for by schools and academies. As a result the DfE now manages most of the copyright licences for schools in England.

4.3.2 De-delegation still applies to those licences not yet covered by the DfE arrangement. The Local Authority therefore currently purchases these on behalf of schools. For the de-delegated licences, if any schools other than the maintained primary and maintained secondary sector wishes to be included, this will be available via a buy-back service. For the licences that are covered by the central DfE arrangement, the

amounts will be retained centrally rather than being de-delegated and covers all schools including academies.

4.3.3 The licenses covered by the DfE central arrangement, and therefore funding is required to be centrally held are:

- **CCLI (The Christian Copyright Licensing International Licence)** – this provides two licences:
 - **CWCL (The Collective Worship Copyright Licence)** permits schools to type song words into a computer and store them for later use.
 - **CWMRL (The Collective Worship Music Reproduction Licence)** is supplementary to the CWCL and permits schools to photocopy the words and music of hymns and worship songs directly from music publications. It also allows schools to make customised arrangements of music for pupils using transposing instruments (usually wind and brass instruments).
- **CLA (Copyright Licensing Agency)** allows schools to use extracts of text and pictures from millions of print and digital books, journals and magazines, including websites.
- **ERA (The Education Recording Agency)** allows schools to record radio and television broadcasts received in the UK. This also allows teaching staff to access and download material on a number of on demand catch-up services, and copy such recordings for educational purposes.
- **MCPS (The Mechanical Copyright Protection Society – Limited Manufacture Licence)** allows for the use of music in DVDs and CDs produced by the school and sold to parents, e.g. by the PTA to raise funds for the school. This licence allows schools to make and sell up to 1000 copies a year of DVDs or CDs containing music.
- **MPLC (Motion Picture Licensing Company)** allows for the non-educational screening of films on the school premises, provided it is not advertised outside the school, and provided there is no charge applied to such screenings.
- **NLA (The Newspaper Licensing Agency Schools Licence)** allows the copying of content from national, regional and local newspapers and certain news websites.
- **PPL (Phonographic Performance Licence)** is required for the non-curricular use of copyrighted music in schools.
- **PRS (Performing Right Society)** gives schools the performance right on behalf of music composers, songwriters and publishers.
- **PVSL (The Public Video Screening Licence)** allows schools to screen films on DVDs that have been purchased or borrowed for legitimate UK outlets during the term of the licence. This does not allow schools to charge (either directly or indirectly) for such screenings, i.e. not for commercial or fundraising purposes.
- **SPML (The School Printed Music Licence)** covers the copying and distribution of a school's sheet music to school members for curricular uses and for those extracurricular activities that are not collective worship.

4.3.4 The following licences are not yet covered by the DfE arrangements and therefore the Schools Forum is being asked to continue de-delegation for these licences:

- **British Pathé** provides schools with access to archive material which the British Pathé owns including footage of major 20th century events, lifestyle, famous faces, travel, science, etc. dating back to 1896.
- **CLEAPSS** is an advisory service providing support to schools in sciences and technology.

4.3.5 The cost for the current year 2016/17 is:

- DfE arrangement £230,000
- De-delegated licenses £6,100

4.3.6 The estimated cost for 2017/18 is £230,000 for those under the DfE arrangement and £6,100 for de-delegation. Note, however this is subject to change based on the DfE central arrangements, and the application of inflationary increases.


5.0 BACKGROUND PAPERS

1. Copyright Factsheet 2016-17.

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 Brent	SCHOOLS FORUM 7 December 2016 Report from the Strategic Director Children and Young People
For Decision	
7. De-Delegations 2017-18 - Schools Causing Concern Budget	

1. SUMMARY/INTRODUCTION

- 1.1. This report provides details of the expenditure against the Schools Causing Concern budget in 2015/16 to allow the Schools Forum to review and challenge the spending on services provided by the Council and funded through the DSG.
- 1.2. The Schools Forum has decision-making powers on the budget covered in this report. At its meeting on the 21 October 2015 the Schools Forum approved the continued de-delegation of the Schools Causing Concern budget for 2016/17 agreeing a budget of £250,000.

2. RECOMMENDATIONS

- 2.1. The Schools Forum is requested:
 - b) Approve the continued de-delegation of the Schools Causing Concern budget for 2017/18.
 - c) Agree a Schools Causing Concern budget of £200,000 for 2017/18.

3. BACKGROUND

- 3.1. The Schools Causing Concern budget is used to support all maintained schools including nursery and special schools which are underperforming or at risk of underperforming and do not have sufficient funds in their own budgets to cover the necessary additional expenditure to increase their capacity for improvement. The purpose of any activity funded through this budget should ultimately lead to sustainable improvements in outcomes achieved by children and young people at a faster rate than possible without such intervention.
- 3.2. The Local Authority, through the Setting and School Effectiveness Service, has a statutory duty to offer challenge and support for those schools failing to provide all children and young people with a good standard of education. The Strategic Framework for School Effectiveness in Brent (2014-2017) sets out how Brent Council will meet its statutory duty by providing support and additional funding through the Schools Causing Concern budget to schools unable to provide and sustain the required standards of education.

4. DETAIL

- 4.1. This report recognises that schools are responsible for their own improvement and must develop both their own capacity for improvement and, ultimately, their capacity to support others before they can be regarded as offering outstanding educational provision by Ofsted. The Strategic Framework for School Effectiveness whilst embracing this principle and its aim for all schools in Brent to be part of a school-led system for school effectiveness in order to secure ongoing improvements without necessitating support and intervention from the Local Authority, recognises that 6 per cent of Brent schools (with a current Ofsted inspection rating) are still not judged good by Ofsted and that some schools judged as 'good' require support to maintain their Ofsted grading at the next inspection.
- 4.2. The Strategic Framework's Local Authority categorisation process is designed, in the case of schools categorised as 3 or 4, to anticipate underperformance and trigger support in the form of a Rapid Improvement Group (RIG) and access, where required, the Schools Causing Concern budget to bring about rapid improvement in the quality of provision and pupils' progress and attainment. It should be noted that in the case of schools which have been identified as requiring an Interim Executive Board (IEB), the board performs the functions of a RIG.
- 4.3. The Rapid Improvement Group (RIG) monitors the implementation and impact of the school improvement plan. The Headteacher, Chair of Governors, a School Effectiveness Lead Professional and other senior leaders and school improvement professionals (as required) are expected to attend half-termly meetings of the RIG. The improvement plan is specifically tailored to the needs of the school to include support for leadership and management, teaching, learning, inclusion and governance. The plan includes the implementation of a support programme which is monitored and reviewed at each half termly meeting. The improvement plan could trigger external financial support funded by the Schools Causing Concern budget should the school's own budget not be able to support all elements of the plan.
- 4.4. In total, five schools with RIGs were supported in the financial year 2015/16. Two of these schools have received further funding in the current financial year. The projected spend against the 2016/17 budget combines both actual spend incurred to date and spending forecasts based on the service's assessment of schools causing concern. During the course of the autumn term detailed funding proposals agreed as part of the RIG planning cycle are being submitted for consideration and approval by the Setting and School Effectiveness Service. The Strategic School Effectiveness Partnership Board chaired by the Strategic Director CYP, Gail Tolley, monitors the progress of RIG schools and the use of the Schools Causing Concern budget.
- 4.5. At the outset of 2015/16 a total of 16 RIGs were operational. During the course of the year, RIGs were established at two additional schools. Of the 18 schools with RIGs operational during 2015/16, five were supported from the Schools Causing Concern budget. By the end of the 2015/16 academic year, 13 of the 2015/16 schools with RIGs had successfully completed their improvement, including eight which have since been inspected and all judged good by Ofsted.
- 4.6. This financial year, to date three schools have been supported from the Schools Causing Concern budget. The service forecasts that two further schools will receive support in the autumn and spring term.

5. FINANCIAL IMPLICATIONS

- 5.1. 94 per cent of schools were judged by Ofsted as good or outstanding at the end of the academic year 2015-16 compared to 78 per cent in 2014, and no maintained schools were judged inadequate. For this reason the request for 2017/18 has been reduced to £200,000. The table below shows how funding was allocated and spent

during the 2015/16 financial year and the forecast spend for 2016/17:

6.	2015-16	2016-17
Category of spend	Actual Spend	Forecast Spend
Additional advisory	16,546	19,000
Direct payment to schools *	196,129	159,805
External review of governance	0	3,500
School-to-school support	0	55,000
Total spend	212,675	237,305

* To increase senior leadership capacity

The de-delegation rate would be £8.37 per pupil based on 2016/17 data of 23,892 pupils on roll.

6. STAFFING IMPLICATIONS

6.1. The proposals in this report have no staffing implications.

7. DIVERSITY IMPLICATIONS

7.1. The budget is used to ensure that all schools causing concern and those requiring improvement have the capacity to secure fast rates of improvement to enable all of their pupils to realise their full potential. This includes closing the gap for disadvantaged and under-performing groups. The budget therefore helps to ensure that all pupils have access to a good education in Brent

8. LEGAL IMPLICATION

8.1. Securing high quality education for all of Brent's children and young people is a statutory responsibility of the Local Authority.

9. BACKGROUND PAPERS

9.1. None

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Brent

SCHOOLS FORUM

7th December 2016

Report from the Strategic
Director of Children and Young
People

For Decision

8: PUPIL GROWTH BUDGET 2016/17 and REQUEST FOR 2017/18 FUNDING

1.0 SUMMARY/INTRODUCTION

- 1.1 This report indicates projected expenditure of the Pupil Growth Budget for 2016/17 and 2017/18, which is required to support schools experiencing increases in pupil numbers.
- 1.2 This report provides information on primary and secondary demand patterns, which is driving the need for additional school places.
- 1.3 The report provides information on additional provision that supports new arrivals, including the two English as an Additional Language (EAL) projects for new arrival Year 10 and 11 pupils (Appendix A).

2.0 RECOMMENDATIONS

- 2.1 The Schools Forum is requested to:
 - a Review the expenditure projection for 2016/17.
 - b Approve pupil growth funding for additional classes and places needed for 2017/18 at the projected expenditure of £2,500,000.
 - c Approve Rising Rolls funding for financial year 2017/18 of £1,129,952 at the same funding level as for 2016/17.

Voting is open to all Schools Forum members

3.0 BACKGROUND

- 3.1 Local authorities have a statutory duty to ensure there are sufficient school places for children in their area. If the local authority cannot offer a school place or alternative education placement the authority is open to Ombudsman complaints and legal challenge.

- 3.2 In recent years Brent has seen an unprecedented increase in the demand for primary school places. The primary pupil population (Reception to Year 6) has grown from 21,427 in May 2008 to 26,835 in May 2016, an increase of 25.24%.
- 3.3 The Reception cohort in September 2016 was 3920 and we currently have spare Reception capacity across the borough. However, we expect that demand for admissions in year groups other than Reception will continue to grow. This is because the cohorts grow year on year, as new children arrive in Brent creating demand for additional in year places. Having 'just enough' places in Reception will not supply enough places to meet the demand by the time the cohort reaches Year 6. We are currently monitoring the situation in Years 2 and 3 as there are few spare places available.
- 3.4 The Year 7 cohort in September 2016 was 3160. We currently have sufficient Year 7 places, but by 2018 it is expected that demand for Year 7 places will outstrip current supply. We anticipate that by 2022/23 around 19 additional forms of entry will be required at secondary.

4.0 DETAIL

4.1 Primary places

The pupil growth budget allows the council to meet its statutory duty to provide sufficient places for children within the area who request one. Pupil growth expenditure applies to both primary and secondary phases.

- 4.1.1 In the past Brent has had to open temporary provision and bulge classes at short notice to meet the sharp increase in demand for primary places experienced in all year groups. Such temporary provision is neither educationally desirable nor cost effective.
- 4.1.2 We have reduced our reliance on this provision by providing sufficient flexibility in the permanent and temporary provision on school sites. In recognition of this and the projected growth in primary cohort size from Reception to Year 6, the Brent Cabinet recommended, in October 2014, that Brent should aim to maintain a 5% surplus in Reception places. We are currently operating with a surplus of just over 4% in Reception. The current primary surplus across the Borough is 2.67%.
- 4.1.3 Primary annexe provisions have been consolidated as permanent provision at Roe Green Strathcona site and Leopold Primary Gwenneth Rickus Building. In addition a programme of permanent primary expansions is currently being delivered as shown in Table 1.

Table 1 Permanent School Expansions

School	Additional FE	Planning area
Uxendon Primary School	2	2
Byron Court	2	2
Elsley Primary School	2	3
Leopold Primary School	2	4
Stonebridge Primary School	1	4

- 4.1.4 We are expecting two new primary Free Schools to open in September 2017 – Floreat Colindale Primary School will provide 60 Reception places and Ark Somerville Primary will provide 90 Reception places. We are also expecting

the opening date of a new all-through (primary and secondary) Free School by the Avanti Trust to be confirmed by the Department for Education soon.

4.2 Secondary places and EAL projects

- 4.2.1 There are currently sufficient secondary places in Years 7, 8 and 9, that are concentrated in 4 secondary schools. Two factors are likely to increase pressures on secondary school places in these year groups from September 2017 onwards - larger primary cohorts feeding through to secondary schools and inward migration. Applications for September 2017 are being reviewed and modelling undertaken to determine if additional places will be needed as this cohort moves through the school system.
- 4.2.2 Two new secondary Free Schools have been approved by the Secretary of State – the North Brent Free School and the Avanti Free School (which will be an all-through school providing primary and secondary places). We do not yet have confirmation from the Education Funding Agency of planned opening times or sites.
- 4.2.3 There continues to be in-year pressure on places in Years 10 and 11 from inward migration as children join schools year on year. The well-established Choice Advice and Fair Access Interviews (CAFAl) process continues to be used to assess the needs of Year 10 and Year 11 new arrivals in Brent.
- 4.2.4 A significant number of pupils who come through the CAFAl process arrive in Brent not speaking any English or have significant special needs. There are five projects for new arrival pupils (see Table 2). Provision at Queens Park Community School (QPCS) and Claremont High School is funded through the Pupil Growth budget. Provision at Newman Catholic College is funded directly through the school’s DSG allocation. Appendix A provides a summary of the CAFAl process and details of the EAL provision.

Table 2 EAL Projects

EAL Projects	School
City Learning Centre - EAL	Queens Park Community School
Reduced GCSE - Year 10 and 11	Queens Park Community School
Greenway Beginner	Claremont High School
Greenway Reduced GCSE - Year 10 and Year 11	Claremont High School
Year 11 mixed course	Newman Catholic College

- 4.2.5 Pupils served by the projects are usually a mix of new arrivals from overseas, and pupils who move to Brent from other parts of the UK and London. In many cases pupils have arrived from overseas to another borough, but then move to Brent. Pupils attending one of the EAL projects at Claremont and QPCS do so for a limited time, which could be one, two or more unusually three terms – and are then moved on to schools. Year 11 pupils who arrive from January usually stay in the projects until the end of the academic year. Careers Advice from Connexions is provided to young people in the projects to enable them to access further education.

- 4.2.6 Since August 2016 142 pupils have been seen at the CAFAI and placed in schools or projects. 259 pupils were seen through the CAFAI in 2015/16.
- 4.2.7 A small number of pupils require an alternative provision placement outside of the borough provision. These places are also funded from this budget. Queen's Park Community School also continues to provide a reduced GCSE offer for new arrival pupils.
- 4.2.8 We are undertaking an operational review with secondary headteachers of referral via the CAFAI process to ensure that it continues to be effective in supporting good outcomes for young people.

4.3 Staffing

- 4.3.1 Brent Council Admissions Team deals with general processes for the two co-ordinated admission rounds at Reception and 11+ transfer and in-year or casual admissions. The admissions team also supports the administration of the Choice Advice and Fair Access Interviews (CAFAI) processes for newly arrived pupils.

4 FINANCIAL IMPLICATIONS

- 5.1 Schools that have expanded at the request of the local authority have been guaranteed funding for 30 pupils per class. This funding has been set at differing rates dependent on the nature of the expansion/project. Where schools expand on the school site the guarantee is £3,300 per pupil, with the assumption of 30 pupils in a class. Where schools expand in an annexe or off-site building then the guarantee is £3,600 per pupil. The guarantee is for one year and two terms (7/12ths of the academic year, September – March for the first academic year, and full funding for the following financial year). The Schools Forum agreed that where schools undergo permanent expansion a one off payment of £25,000 could be made to support schools with the considerable additional management support required.
- 5.2 The Pupil Growth Budget has funded the CAFAI process, the secondary EAL projects, the additional places for new arrivals at QPCS, alternative education placements for hard to place pupils and additional primary provision. The budget has also met associated building/refurbishment costs to premises that house annexe provision.
- 5.3 Expenditure in the Pupil Growth Budget in 2015/16 was £3,600,299.82. This was higher than the projected figure of £3,500,000 due to the costs of funding annexes and additional classes. Final expenditure in 2016/17 is expected to be lower at £2,742,000 as many of the additional school places are now funded through the school census and school budget allocations. Any unspent budget share of the £3,500,000 allocated for 2016/17 will go into the DSG reserves fund.

Table 3 2016/17 Forecast Expenditure

Type of expenditure	Amount
Primary annexes	£950,800.00
Bulge classes	£872,525.55
Secondary CAFAI process and management	£105,250.00
Secondary EAL Projects and classes	£701,995.09
Other costs, i.e. premises etc	£111,429.36
Total	£2,742,000.00

5.4 Forecast expenditure for the Pupil Growth Budget for 2017/18 is anticipated to be lower than 2016/17, reflecting fewer bulge classes and annexe provision. Should demand for places result in expenditure outside of this allocation, it is proposed that this would be funded from DSG reserves. 2017/18 projected expenditure is as follows:

Table 4 2017/18 Forecast Expenditure

Type of expenditure	Amount
Primary annexes	£950,800.00
Bulge classes	£630,200.00
Secondary CAFAI process and management	£100,000.00
Secondary EAL Projects and classes	£702,000.00
Other costs, i.e. premises etc	£117,000.00
Total	£2,500,000.00

5.5 Schools receive Rising Rolls funding when they meet the following criterion, as previously approved by the Schools Forum: that the school has had pupil growth of 1.75% or more (not including bulge classes) between the October and January census, and the October to October census. If this criterion is met, the school will receive pro-rata'd funding for each additional pupil above 1.75%.

6 APPENDICES

Appendix A: Overview of CAFAI and EAL Projects 2015/16

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Appendix A: CAFAI and EAL Provision

1.1 Introduction

Brent schools are successful and popular and there is a constant demand for school places across the borough. There is also considerable mobility in the population. Significant numbers of new arrivals to the UK settle in Brent many of whom have no English and very little previous education. Usually very little information is available when they make an application for a school place. Brent Council has developed a number of initiatives and special projects for newly arrived secondary age pupils who need intensive language support in order to access a mainstream curriculum. One of these is the CAFAI (Choice Advice and Fair Access Interview) process for secondary age pupils. This report provides information about CAFAI and other projects and initiatives for EAL students and the outcomes achieved.

1.2 Overview of CAFAI

As part of the In-Year Admissions process, Brent Council operates regular Choice Advice and Fair Access Interviews (CAFAI). The assessment process is currently managed by Claremont High School Academy Trust through a contract/service level agreement. Funding is provided for the CAFAI co-ordination and administrative support and overheads.

On application for a school place pupils are identified for a CAFAI Interview if they:

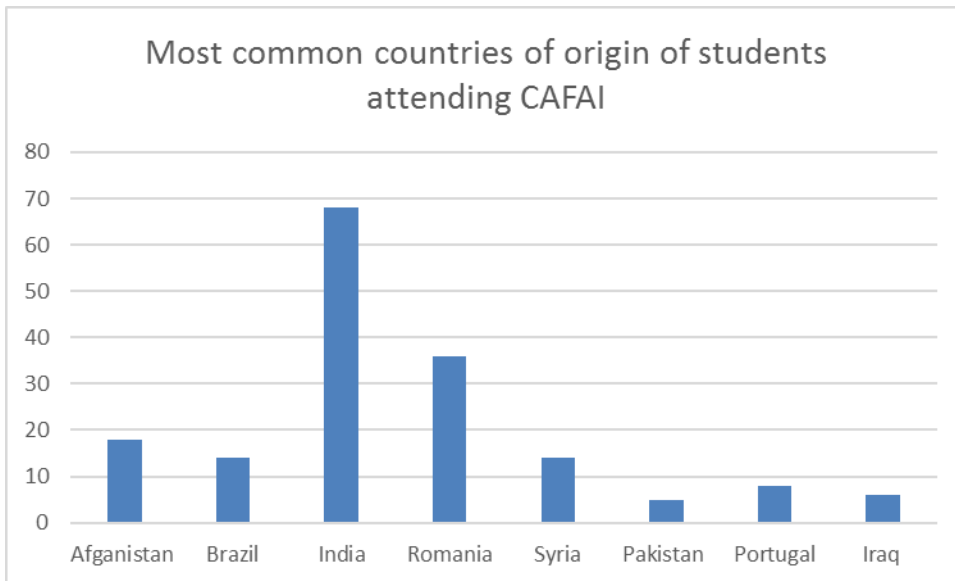
- Are newly arrived in the UK for the first time
- Have no or very little English
- Have had no previous education in English
- Are in years 10 or 11

New arrivals in other year groups are admitted directly to a mainstream school.

1.3 CAFAI interviews

Children and young people with their parents/carers attend a CAFAI interview. These are scheduled throughout the academic year. The process involves a base-line assessment in Maths and English. After the initial assessment, teachers conducting the interviews ascertain the best placements for individual students. Students with a reasonable level of English are admitted to mainstream schools or those with limited or no English will be directed to one of the EAL projects within mainstream schools or a college place may be suitable. Support is offered to families with school induction e.g. providing maps, information about transport links and uniform. In 2015/16 all but one placement were successful. In 2015/16 there were 21 CAFAI interview days held for 259 students (147 male and 111 female students including 27 LAC). On occasions, if there are younger siblings in the family, they will also be considered.

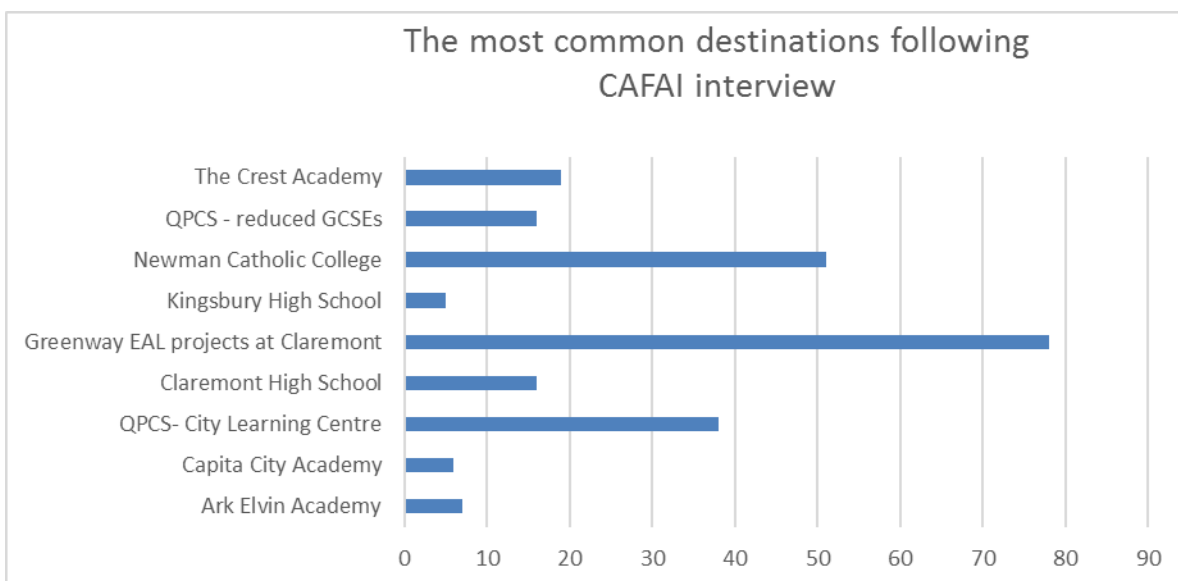
The table below illustrates the most frequent countries of origin of the interviewed students.



Source: LA Admission Data 2015/ 2016

CAF AI was also accessed by students from: Albania (4), Argentina (1), Bahrain (1), Bulgaria (4), United Arab Emirates (4), Egypt (1), Eritrea (3), Estonia (1), Germany (1), The United Kingdom (6- country of origin was not given at the point of the application), Greece (1), Hungary (4), Iran (5), Ireland (2), Italy (3), Jamaica (2), Japan (1), Jordan (3), Kenya (4), Kuwait (2), Lebanon (2), Middle East- unknown country (1), Morocco (1), Nepal (2) Netherlands (2), Nigeria (2), Philippines (1), Russia (1), The Republic of Sierra Leone (1), Somalia (4), Spain (4), Sri Lanka (3), Sudan (3), Sweden (3), Vietnam (3), Zimbabwe (1).

The chart below illustrates the most common school destinations following CAF AI interviews. Geographical proximity and other siblings' placements are taken into account in the decision-making process.



Source: LA Admission Data 2015/ 2016

Other destinations involved: Academy 21 (1), College of North West London (2), Convent of Jesus and Mary Language College (5), Harefield Academy (1), Preston Manor School (5), Sion-Manning Catholic School for Girls (1), St Aldhelm’s Academy (1), Whitefield School (1), Leeds City Academy (1) and Southover Partnership (1).

3.4 EAL Projects

Five EAL Projects are currently run by Queens Park Community School, Claremont High School and Newman Catholic College.

EAL Projects	School
City Learning Centre - EAL	Queens Park Community School
QPCS - Reduced GCSE - Year 10 and 11	Queens Park Community School
Greenway Beginner	Claremont High School
Greenway Reduced GCSE - Year 10 and Year 11	Claremont High School
Year 11 mixed course	Newman Catholic College

The Greenway Projects based at Claremont High School in 2015-16 comprised two cohorts: the Greenway Beginners' class (which has existed for ten years) and the Core GCSE group (introduced 2 years ago).

The Greenway Beginners Project supports young people with very limited English language skills. The average time in the project ranges from 1 to 11 months for students to improve their English to enable them to access mainstream curriculum. Young people also sit adult literacy and numeracy exams. The Greenway Reduced GCSE Project is designed for Year 11 new arrivals with higher level English skills.

Queens Park Community School runs the City Learning Centre EAL Project and Reduced GCSE Project for Year 10 and Year 11. English language acquisition is regularly assessed and monitored. Language targets are set in the four strands of Northern Association of Support Services for Equality and Achievement - Listening, Speaking, Reading and Writing.

The project also offers a variety of trips and enrichment programmes e.g. the Tricycle Theatre “Minding the Gap Project”-using drama, and theatre-making to explore culture and tradition of young refugees, asylum seekers and migrants. The young people accessing the Reduced GCSE Project at Queens Park Community School have achieved good exam results.

Newman Catholic College supports EAL students around language development, raising academic achievement or general well-being using a multitude of strategies. The Key Stage 4 and Key Stage 5 project groups at Newman Catholic College have been created to cater for the needs of EAL students arriving in the UK who have missed the beginning of their KS4 studies. The lessons are designed to boost their English language acquisition and enhance Mathematics skills. When students are ready, they are entered for Functional English/maths Levels 1 and 2, or, if they are more capable, they are offered GCSE courses. The Key Stage 4 and Key Stage 5 project groups also attend drama sessions at the Tricycle Theatre once a week. These sessions are designed to enhance students’ confidence, self-esteem and their English Language skills.

All EAL projects are supporting the needs of the unaccompanied asylum seeker / looked after children and adopt a multi-agency approach liaising with children’s social care, Virtual School and designated teachers for Looked After Children.

The cohort of young people accessing EAL Projects is very fluid; young people undergo ongoing language assessments and are moved into a mainstream school setting as soon as their level of English improves sufficiently for them to be able to access a mainstream curriculum. A range of assessment tools is used to determine the appropriate timeline for transition into a mainstream school environment. Some young people continue their GCSEs studies at EAL Projects. The table below sets out the numbers on the projects for the 2015/16 academic year.

Secondary projects				
EAL Projects	Number of planned places	Numbers as at January 2016	Numbers as at April 2016	Numbers as at July 2016
City Learning Centre - EAL	35	29	33	37
QPCS - Reduced GCSE - Y10 and 11	30	24	22	23
Greenway Beginner	35	31	26	26
Greenway Reduced GCSE - Year 10 and Year 11	25	28	24	26

3.5 Funding arrangements

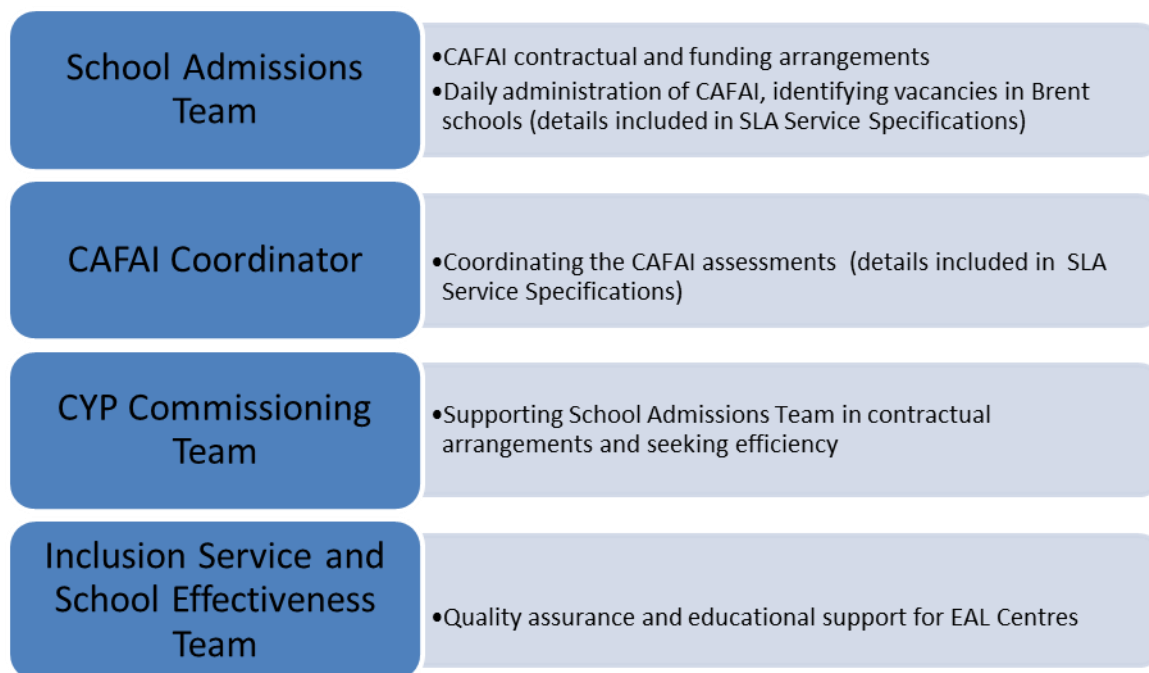
The CAFAI process and EAL Projects are funded by the Dedicated Schools Grant and approved by the Schools Forum. The total 2015/16 expenditure relating to the CAFAI process and EAL Projects was £685,003.15. This comprises:

- **Assessment Centre Budget:** £63,899. This includes the CAFAI Coordinator Salary/Admin Support (40 days) and overheads
- **QPCS- City Learning Centre- EAL:** £167,000
- **QPCS - Reduced GCSE - Year 10 and 11-** £140,844.
- **Claremont High School, Greenway Reduced GCSE - Year 10 and Year 11 -** £125,000.00
- **Claremont High School, Greenway Beginner -** £167,000
- **Newman Catholic College - Year 11 mixed course –** costs met within school resources.
- **Summer school payment** Greenway and CLC pupils £18000.
- **CAFAI teachers’ payment** £3260

3.6 Quality assurance and contract managements

The CAFAI Coordinator remains responsible for running and management of the assessment centre and provides annual reports to the Strategic Director.

Contract management of EAL Projects was previously conducted by Head of Pupil and Parent Services. Following the recent CYP restructure, it was agreed that the Inclusion Service with the support of the School Effectiveness Team will take on this role. The current roles and responsibilities have been defined as follows:



3.7 2015/16 Successes

- The majority of the students who were offered mainstream school placements engaged in education.
- Students accessing EAL projects demonstrated good progress.
- 100 per cent of former Year 11 students accessing EAL Projects have remained in Education, Employment or Training (EET) and access Post16 provision.
- End of year reports provided by the EAL Projects document that young people have significantly enhanced their English skills.
- Students interviewed during contract management visits provided very positive feedback and showed high level of engagement. It was evident that they felt secure, enthused and valued.

3.8 Challenges and opportunities for 2016/17

Brent Local Authority is currently reviewing the existing model, scrutinising its outcomes and cost effectiveness. Headteachers have been invited to a meeting on 22 November to discuss the future shape of the provision.

All partners need to agree on the quality assurance framework and effective contract management arrangements of CAFAl and EAL Centres.

Current contractual arrangements need to be reviewed in line with the new procurement regulations.

The Admissions Team is currently conducting a needs analysis of trends relating to “hard to place children and young people” to inform future provision.

All parties should be creative in addressing financial pressures to DSG Funding and seek cost-effective solutions whenever possible. Models from other boroughs will be explored.



Brent

SCHOOLS FORUM

7th December 2016

Report from the Strategic Director of Children
and Young People

For information

9: Early Years National Funding Formula – Possible Implications for Brent

1.0 INTRODUCTION

- 1.1 The government has completed a consultation on an early years national funding formula which aims to allocate funding for the three- and four-year-old entitlement. Planned reforms that were consulted on include both the existing universal 15 hour entitlement and the new 30 hour entitlement for working parents, on a formulaic basis for the first time. It will commence, for the existing 15 hours, in April 2017 alongside the funding rate uplift announced in the last Spending Review. It will also apply to the additional 15 hours, in September 2017, when 30 hours of free childcare for working parents ARE implemented nationally.
- 1.2 The proposals aim to provide reform in both the way funding is distributed from central to local government and how this funding is passed on to providers of the free entitlement.

2.0 RECOMMENDATIONS

- 2.1 The Schools Forum is requested to note the contents of this paper as initial information. The Local Authority will provide an updated report as the response to the national consultation is received from the Department for Education and the local consultation completed on Brent's local early years formula later in Autumn 2016. The report reflects the work of the task and finish sub-group of the Schools Forum.

3.0 BACKGROUND

- 3.1 The key driver for change is the introduction of the extended entitlement to 30 hours of childcare for working parents from September 2017 and the need to ensure that providers are incentivised to create sufficient new places to meet anticipated demand. The government believes that a re-distribution of early years budgets is necessary in order to increase funding rates for providers and that this can only be achieved by reform of the funding system which

addresses historic disparities in funding allocations to boroughs, the inequity of differing funding rates to different providers and high levels of central retention by some local authorities.

3.2 The proposed formula features three funding factors that will determine the funding per child that each local authority receives:

- i) a universal base rate of funding for each child;
- ii) an additional needs factor, reflecting the extra costs of supporting children with additional needs to achieve good early learning and development outcomes; and
- iii) an area cost adjustment, reflecting the different costs of providing childcare in different areas of the country.



3.3 The proposal includes the following points:

3.3.1 Part 1: National funding to local authorities

- Hourly funding rates (illustrative national average) will increase from £4.56 to £4.88 for three- and four-year olds (including average Early Years Pupil Premium spend) and from £5.09 to £5.39 for two-year olds.
- A new early years national funding formula would allocate funding to local authorities for the existing 15-hour entitlement for all three- and four-year-olds and the additional 15 hours for three- and four-year children of eligible working parents.
- The formula would include factors for additional needs and an area cost adjustment to reflect variations in local costs.
- While the majority of local authorities would see increases in their hourly funding rates, a funding floor would be set to ensure that no authority could see a reduction of more than -10% once the formula is fully implemented.
- Transitional protections (Part 4) would be in place to ensure that no local authority could see an annual reduction in their hourly funding rates of more than -5% in any year.
- It is proposed that all local authorities should be funded by the early years national funding formula, without any transitional protections, by 2019-20.

3.3.2 Part 2: Local funding from local authorities to providers

- The reforms aim to ensure a high pass-through rate of funding to front line providers. This requires that all local authorities pass 93% in 2017-18 then 95% in 2018-19 of early years funding to providers. This would maximise funding to childcare providers.

- Local authorities would use a universal base rate to fund providers for each hour of the free entitlement, by no later than 2019-20. This would bring about greater equality in funding between different types of provider.
- There would be supplementary funding for maintained nursery schools for at least two years to keep their transition to a universal base rate manageable.
- There would be a limited set of permitted funding supplements, limited to those which reflect drivers of cost and incentivise providers to meet the needs of parents. These supplements would be capped at 10% of the hourly funding rate.

3.3.3 Part 3: Meeting children's additional needs

- There would be a new Disability Access Fund to support disabled children to access the free entitlements.
- Proposed local inclusion funds for children with special educational needs would support providers in driving outcomes for these children.
- The Early Years Pupil Premium will continue.

4.0 SOME POSSIBLE IMPLICATIONS FOR THE LOCAL AUTHORITY

4.1 Ring-fencing early years spend:

- The proposals mean that early years allocations will be ring-fenced to early years.
- DSG funding will reduce but the amount payable to providers (excluding nursery schools) will increase.

4.2 The current DSG allocation for Brent is as follows :-

- Schools Block £223.66m
- High Needs Block £55.94m
- Early Years Block £22.53m (includes 2 year old funding)

4.3 It is important to recognise that the way the DSG is allocated to Brent and the way it is spent are two separate issues. The division between the blocks has always been notional and Local Authorities, in consultation with their Schools Forum have been able to vire monies between the blocks. The DFE proposals effectively ring fence monies within the blocks and therefore local flexibility becomes very limited.

4.4 Funding to providers:

- Local Authorities must passport 93% of their EY allocation in 2017/18 and 95% in 2018/19 (first full year) to schools and settings.
- Funding to schools and settings will generally increase:-

	Current (average)	Proposed 2017/18 (illustrative)
PVI Sector	£4.40	£5.10
Primary Schools	£4.40	£5.10
Nursery Schools	£9.50 (including lump sum)	£5.10

4.5 An issue with nursery schools has been recognised nationally. It is likely that nursery schools would become unsustainable under these proposals. However at a meeting with London Councils and DfE, the DfE indicated there could be further discussions with regard to nursery schools. Nursery schools would have transitional protection for at least two years. The illustrative funding figure provided would still leave a gap in funding for the nursery schools.

4.6 The nursery school issues along with a Brent funding formula will be discussed at the task and finish sub-group meeting .

4.7 Currently some pupils from disadvantaged backgrounds (using Free School Meals criteria) are allocated 30 hours provision. This would not be sustainable under these proposals. It currently costs approximately £500K.

4.8 A new early years formula would have to be compiled within the new framework. This would not be too onerous if Brent's formula which is relatively simple were to be retained. Base rate + deprivation + lump sum for nursery schools.

4.9 However the DFE have suggested a variety of supplements for local consideration :

Deprivation (mandatory)

Sparsity - not relevant to Brent

Flexibility - to encourage providers to offer flexible provision.

Efficiencies - to encourage providers to exploit the scope for efficiencies as quoted in the cost of childcare review.

Delivery of the additional 15 hours. to encourage providers to offer the additional 15 hours provision.

4.10 The Early Years Task and Finish Group has considered the implications of this and agree that Brent's formula should just be base rate and the mandatory deprivation. They have examined the implications of the deprivation supplement being 5, 7.5 and the maximum 10%. Brent Finance and the Early Years team recommended the 10%, which still equates to less than the current deprivation supplement and the Group in general support this proposal although some members made an argument for the 7.5% model.

4.11 Central spend would be limited to 7% in 17/18 and 5% in 18/19. It is difficult to clarify implications of this until agreements are reached as to what central spend will remain in the Early Years block and what may be moved to the High Needs and Schools blocks. It is probable that 7% will cover the central spend for 2017/18 but going forward to 2018/19, the proposed 5% may not cover all services provided.

5.0 FEEDBACK FROM THE EARLY YEARS TASK AND FINISH GROUP OF 3 OCTOBER 2016

- Attendees discussed concerns expressed re potential impact for nursery schools.
- Overall PVI and school nursery classes rates should increase.
- L/A retention amount will probably decrease. Concern re this expressed relating to possible impact on highly valued support services and ongoing impact on quality. This includes the Early Years Quality Improvement team, the Early Years Inclusion team and training.
- Figures so far are indicative , pending the outcome of the consultation. The Task group will model fully when the consultation outcome is received in December.
- The fact that the Early Years block will only fund Early Years activity was discussed. In exploring the possible permutations around the funding formulae the group agreed it is better to keep it simple, probably base rate and deprivation supplement (mandatory). A discussion took place regarding balancing the needs of individual children with being able to fund a high quality service for all children by maximising how much is paid as the base rate. Finance will model impact of setting deprivation rate at 5%, 7.5% and the maximum allowed of 10%.

6.0 FEEDBACK FROM THE EARLY YEARS TASK AND FINISH GROUP OF 9 NOVEMBER 2016

- Attendees discussed illustrative figures provided by Finance modelling different deprivation percentages.
- The group agreed that once consultation feedback was received and actual allocations for Brent known, all of the financial implications need to be fully examined. Meeting dates were set for this.
- Updated information regarding implementation of the 30 hours extended entitlement for children of working parents was discussed. Work had taken place based on existing information but it was acknowledged that proposed systems and processes would be adapted in line with new developments and guidance from the DfE.

7.0 STAFFING IMPLICATIONS

7.1 The staffing implications for council employed staff, if the retained percentage reduces as predicted, include there may be insufficient funds to cover elements of the administration of the funding, the Early Years Quality Improvement team and the Early Years Inclusion team.

8.0 FINANCIAL IMPLICATIONS

- 8.1 The modelling undertaken to determine values is based on draft DfE figures. At the time of writing, there had not been a formal response from the DfE to the consultation. Consequently the following may be amended as a result of that anticipated response.
- 8.2 It is important to note that the Early Years National Funding Formula has three significant impacts on the funding available for Brent and the rules with which funding is then allocated to providers.
- 8.3 The first is that Brent loses money as a result of the DfE moving all councils to a national rate. This rate for the universal offer for 3 to 4 year old 15 hour provision drops from £5.83 to £5.37 by 2018/19. Even with transitional protection in 2017/18, the funding attributed to this group drops from £17.8m to £16.9m.
- 8.4 The second is that a ring-fence is imposed on the Early Years block. This means local decisions on what was funded from the Early Years block may not necessarily continue to be funded from that block. The prescriptive formula for redistribution of the funding is a challenge for local decisions.
- 8.5 The third is the impact of this ring fence on the DSG overall. Previously it was possible to vire between blocks and the outturn of individual budgets was considered as part of the overall outturn of the DSG. Consequently for budgets set that were retained by the Council, an overspend in one area could be managed by an underspend in another area.
- 8.6 The areas that are affected by these three factors are as follows:
- 8.6.1 Additional 15 hours for 3 and 4 year olds
Additional 15 hours for some 3 and 4 year olds being funded on the basis of Free School Meal eligibility. The link to funding for the additional 15 hours within the new formula is determined by whether the parents of the child are working. Brent has made a local decision to support some 3 and 4 year olds based on their eligibility for Free School meals. While there may be a small overlap between these two groups of children, it is considered small and so presents a pressure of approximately £0.5m.
- 8.6.2 Funding of 2 year olds
The DfE formula for Brent allocates funding at £5.92 per hour for each child whose parents are eligible. This funding includes a maximum 7% for centrally retained funding so the DfE hourly rate is closer to £5.54 an hour. Brent made a decision to fund at £6 an hour - the rate that was set within the pilot of the scheme. This funding gap of £0.46 per hour results in pressure of approximately £0.3m.
- 8.6.3 Nursery schools lump sums
The DfE have acknowledged that Nursery schools have additional duties and so incur additional expenditure than the formula would

allow. Consequently they have allowed a transitional lump sum of £0.7m for the first year. They have not been explicit on the transitional protection for the second year but they expect the protection to have ended by 2018/19. Brent currently allocate £1.0m as a lump sum to its nursery schools. This results in a pressure of approximately £0.3m in the first year.

8.6.4 Centrally Retained Funding

The consultation proposes that Councils will be able to retain a maximum of 7% of the Early Years Funding in year 1 and 5% in year 2 for their central services to maintain and operate the Early Years funding system. This translates to approximate allocations of £1.5m for 2016-17. The centrally retained funding is within the hourly rates quoted above. As an example of the impact of this, the 'on-formula' hourly rate distributed to providers of the universal 15 hours offer for 3-4 year olds is reduced from £5.37 to £5.10.

8.7 Ringfence on funding

The Early Years Block currently funds support for Children In Need / Children With Disabilities (CIN/CWD) for approximately £1m. The ring fence for Early Years would mean this expenditure would need to be supported from the High Needs Block.

8.8 The October monitoring of budgets forecast the Early Years provision to be over budget by approximately £1.3m including CIN/CWD. This is currently being managed within a balanced DSG overall. The allocation from the DfE for the 2016-17 Early Years Block is approximately £22.5m against a budget of £21.5m and a forecast of £22.8m including CIN/CWD.

8.9 Deprivation allocation

It should be noted that Brent currently allocates £2.3m of funding on the basis of deprivation in the local Early Years formula. This equates to approximately 15% of current funding. In the new formula this will be capped at 10% equating to a maximum of approximately £1.5m.

9.0 APPENDICES

- 1) Summary of the Brent L/A consultation response September 2016
- 2) Summary of the London Council consultation response September 2016

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APPENDIX 1:

EARLY YEARS NATIONAL FUNDING FORMULA CONSULTATION

Question:

Should there be an early years national funding formula to distribute money from central government to each local authority?

We agree that the current system of DSG distribution needs to change, however there are overlaps between the early years blocks, high needs block and schools block. Local Authorities have chosen for good reason to vire monies across the blocks according to local need and demand. The proposed system will prevent this and this will lead to inefficiencies. We also believe that it is unfortunate that the early years block consultation is being carried out in total isolation from the other two blocks. Early years funding is not ring-fenced within primary school delegated budgets. It therefore does not seem practical to look at early years funding in isolation to schools funding.

Brent childcare providers from the private and maintained sectors are broadly in agreement that at early years level, a national funding formula would support parity across the sector.

We agree that a funding formula should provide more equal access to funding but are concerned that the metrics included within the proposal do not adequately reflect local need and the needs of vulnerable groups have not appropriately been addressed.

As one of the 9 local authorities whose allocation is being reduced, we feel strongly that this should be reviewed as the hourly rate for some Brent childcare providers will be less than what they are currently getting and we will have to review and possibly stop the delivery of valuable quality improvement services.

Question:

To what extent do you agree with the proposed funding floor limit, so that no local authority would face a reduction in its hourly funding rate of greater than 10%?

We welcome that losses are capped but are unclear as to why it should be 5% for the early years sector when the maximum losses for schools is 1.5%. Again we strongly believe that floors and ceilings need to be reviewed across all the blocks, rather than each block in isolation. Childcare providers too agreed that capping would be helpful in ensuring that the impact of the reduction is tempered.

Question: Considering a universal base rate of funding which does not vary by local area...

• Should a universal base rate be included in the early years national funding formula?

We agree that the majority of funding must be channelled via a base rate per pupil. Representatives from Brent's private and maintained sector agreed that a universal base rate would be more equitable. For maintained nursery schools, the universal base rate is of significant concern as this does not take into consideration the higher costs incurred by the nursery school model of delivery.

Question: Is 89.5% of overall funding the right amount to channel through this factor?

We are not clear as to how the figure of 89.5% has been calculated. We feel that local discretion should be allowed within a range of 80% to 90% in order that LA's can take into consideration and address local issues and priorities.

Questions:

- Considering an additional needs factor...
- Should an additional needs factor be included in the early years national funding formula?
- Do we propose the correct basket of metrics?
- Do we propose the correct weightings for each metric?

We agree that there should be an AEN factor within the ENYFF. We do question however the use of Free School Meals data using the proportion of KS1 and KS2 and feel that KS1 data can be misleading and should not be used as pupils do not have to apply for free school meals in KS1.

Representatives from our maintained schools also expressed that many families do not take up their entitlement to free school meals and so statistics around FSM are not always accurate.

We feel that the balance of metrics is not correct for local circumstances and in particular the 1.5% allocated to EAL is too low. This puts local authorities with high levels of deprivation, EAL, and DLA at a distinct disadvantage because these metrics affect a relatively small portion of the total amount allocated to LAs.

Questions

- Considering an area cost adjustment...
- Should the early years national funding formula include an area cost adjustment?
- Should that adjustment be based on staff costs (based on the General Labour Market measure) and on nursery premises costs (based on rateable values)?

We agree with the inclusion of an area cost adjustment and this should include 2 year old funding.

We welcome the fact that there is a premises factor within the ACA but we are unsure as to the exact source of this data. Also premises costs in London have increased significantly over recent years and are far higher than premises costs in other parts of the country. This is not recognised within the ACA. Many PVI settings in London have to rent premises which is not the case in other parts of the country. These rents are subject to large increases. This must be factored in as well rateable value. This view was echoed strongly by providers in our PVI sector and there is agreement with the use of staffing costs as these make up a significant proportion of costs for childcare providers.

Questions:

- To implement the increased hourly rate for the two-year old free entitlement...
- Should we retain the current two-year-old funding formula?

- Should we use the additional funding secured at the spending review to uplift local authorities' allocations based upon this?

- Considering the Dedicated Schools Grant...

- Should the free entitlement be capped at 30 hours for children of eligible working parents and 15 hours for all other children?

The 2 year old formula must include an ACA and we believe that the additional funding secured should be used to uplift local allocations.

Many Local Authorities offer full time places to the most disadvantaged children within their area. This policy will mean that this facility is withdrawn. We are therefore unsure as to how this policy agrees with the Government's commitment to narrow the attainment gap.

School nursery providers are very concerned that full time places currently accessed by families on lower incomes would be at risk as a result of this policy.

Questions:

- Should Government set the proportion of early years funding that must be passed on to providers?

- Do you think that 95% is the correct minimum proportion of the money that should be passed from local authorities to providers?

The Government should set an allowable range that must be passed on rather than an arbitrary fixed amount. Local Authorities have to use their central spend to ensure good quality early years provision within their area. The policy of 95% therefore suggests that good quality is not important. This funding is used for quality improvement and inclusion support. This allows for economies of scale and would be unaffordable for many providers if they had to purchase this themselves.

Past experience has shown that where our private childcare providers have to 'buy back' services, only a small proportion do so. While this might be less of a problem for stronger providers, we believe that the impact of withdrawing free quality improvement for weaker settings would be significant and to the detriment of the provision offered to children in the borough.

While providers welcome a limit being set on centrally retained funding, they acknowledge the value of LA support and would not wish to see it being removed.

Questions

- Should local authorities be required to give the same universal hourly base rate to all childcare providers in their area?

While a universal base rate is being welcomed by some providers, we are concerned at the disproportionate impact that these proposals will have on our nursery schools. Having the same rate across all providers will mean that nursery schools in their current environment will become unsustainable.

Nursery schools often provide early years education for the most disadvantaged children within an area. We are again unsure as to how this policy links into narrowing the attainment gap.

The EYSFF has been set in local authorities which take account of what primary schools receive through their mainstream formula. The EYNFF is being compiled in total isolation to mainstream school funding.

Providers from nursery schools were very concerned about the impact of this policy on their ability to deliver high quality places for the most vulnerable children.

Question:

- Should local authorities be able to use funding supplements?
- Should the following supplements be permitted? Deprivation, sparsity / rural areas, flexibility, efficiency, additional 15 hours
- When using funding supplements, should local authorities have discretion over the metrics they use and the amount of money channeled through each one?
- If you agree that efficiency / additional 15 hours should be included in the set of supplements, do you have a suggestion of how should it be designed?
- If you think any additional supplements should be permitted which are not mentioned here, please set out what they are and why you believe they should be included.

Yes, we agree that LA's should be able to use funding supplements, but believe that there should be a range rather than a fixed percentage / cap. We agree that deprivation should continue to remain as a supplement. We do not agree with efficiency being used as a supplement as efficiency is not defined and it is unclear how it will be measured or monitored. Similarly to use the delivery of the extended entitlement as a supplement will, we believe, provide administrative difficulties in light of different models of delivery including delivering 30 hours in partnership. When consulted on this, childcare providers felt that supplements should be entirely focused on outcomes for children and providers should not be rewarded for what were essential business decisions such as running their business efficiently or deciding to offer the extended entitlement.

Questions

- Should there be a Disability Access Fund to support disabled children to access their free entitlement?
- Should eligibility for the Disability Access Fund be children aged 3 or 4 which are a) taking up their free entitlement and b) in receipt of Disability Living Allowance?
- When it comes to delivering the funding for the Disability Access Fund, is the most appropriate way the existing framework of the Early Years Pupil Premium?

We agree with the setting up of a Disability Access Fund. We are however concerned about using DLA as a measure. We believe that this would create a very limited number of children who are eligible as even with a diagnosis, many children are not entitled to DLA. We think that using DLA as a criteria for estimating this fund is not accurate as few children have been assessed by the age of 3 or 4 and therefore the fund will not have been calculated based on the actual numbers of 3 and 4 year olds with SEND. We would also welcome clarity on options to bid for more funding where the number of children exceeded the funding given.

Questions

• To what extent do you agree that a lack of clarity on how parents / childcare providers can access financial support results in children with special educational needs not receiving appropriate support? (We mean children who do not already have an Education, Health and Care Plan)

When it comes to establishing an inclusion fund...

• Should local authorities be required to establish an inclusion fund?

• Would an inclusion fund help improve the supply of appropriate support children receive when in an early years setting?

• If you envisage any barriers, arising from existing practice or future proposals, to introducing a new requirement on local authorities to establish an inclusion fund, please tell us what they are and how they might be overcome.

- When it comes to the SEN inclusion fund, should local authorities be responsible for deciding...

• The children for which the inclusion fund is used?

• The value of the fund?

• The process of allocating the funding?

• Where specialist SEN or SEND services are delivered free at the point of use, should they be considered as funding passed directly to providers for the purposes of the 95% high pass-through?

We welcome the setting up of an inclusion fund and while we agree that LA's should be responsible for deciding the value of the fund and identifying children, we also would welcome broad national criteria to ensure consistency across the country for parents .

Our childcare providers also express strong support for an Inclusion Fund to build on established practices for supporting children with additional needs but this would need to be extended into schools sector to ensure parity. SEND services free at the point of use should be considered as funding passed directly to providers.

If as planned schools were involved this would significantly increase the number of children we would need to fund. Currently the DSG doesn't fund children with SEND in schools which is inequitable so this move would be welcomed.

We do believe however as with quality improvement that a buy back system would act as a barrier to settings accepting children with SEND as they often provide additional support on top of that allocated via funding from Under 5's panel.

Linking the funding framework & criteria to the Local Offer would improve transparency and clarity for parents

A key concern remains that where we can currently provide additional support for children with SEND when accessing 15 hours, this will become unaffordable when the entitlement becomes 30 hours.

Questions To what extent do you agree with the transition approach proposed for the Early Years National Funding Formula (money distributed from Government to local authorities)?

Not sure why the cap is 5% yet it is 1.5% for schools. While the cap is currently 5%, modelling suggests that Brent nursery schools will have a shortfall in 2017/18 even with the protectional funding. We would encourage the DfE to consult on the nursery schools as soon as possible as per paragraph 149 in the consultation document.

The pass through for providers should be determined locally within a specified range say 80 % to 90%

We are concerned about the timeline of these proposals as LA's and nursery schools are being asked to make major changes in a very short time period. Also, for the nursery schools this time period is within their academic year and will impact their Summer term funding.

Universal base rate should have an element of local discretion within a permitted range.

The issue of SEND services being free at the point of use should be included in the 95% funding.

Questions

To what extent do you agree that our proposals on the high pass-through of funding from local authorities to childcare providers makes the existing Minimum Funding Guarantee for the early years unnecessary?

MFG will not be necessary.

Questions

Please provide any representations / evidence on the impact of our proposals for the purposes of the Public Sector Equality Duty (Equality Act 2010). The protected characteristics are: age; disability; gender reassignment; pregnancy and maternity; race (including ethnicity); religion or belief; sex and sexual orientation.

No comments

London Councils consultation response to: *An early years national funding formula*

Summary

London Councils welcomes the announcement by DfE of new funding to be allocated to the early years sector to support the introduction of the new 30 hour entitlement for 3 and 4 year olds. We are also pleased to see that the DfE is planning on using the General Labour Market costs as the basis for the Area Cost Adjustment (ACA). We have been calling for this measure to be used for the ACA in the National Funding Formula (NFF) for the schools and high needs blocks as this provides a fairer reflection of real staffing costs to the sector. It is important that the same ACA is applied to the NFF for schools and high needs and we expect to see this reflected in the second consultation on that in due course.

Many local authorities in London will have uplifts in their hourly rate as a result of the additional funding and new ACA. However, a number of authorities in London will see considerable reductions in funding, which will have a detrimental effect on the early years offer available in those authorities.

In line with our response to the schools and high needs NFF consultation, London Councils is calling on government to ensure that no local area experiences a drop in their hourly funding rate per child as a result of the introduction of the NFF for early years. We believe that the maximum amount of funding a local authority loses should be made less severe without disadvantaging those local authorities set to gain funding. Whilst this will require additional funding to protect the allocations of local authorities that lose funding, it could be applied very efficiently because only a minority of local authorities face losses.

We are opposed to the proposal to require local authorities to give the same universal hourly base rate to all providers. Providers across London have significantly varying costs, particularly local authority maintained nurseries which tend to be more costly. London Councils is concerned that this proposal could have a considerably adverse impact on maintained nursery provision in London. Given that currently over 140,000 children have places in maintained nurseries, and many of these are located in areas of deprivation with little alternative childcare provision, a reduction in funding to these nurseries could create significant turbulence in the system. The proposed flat rate will act as a further disincentive to schools to expand their current offer.

London Councils has serious concerns about the proposed central cap on spending. This will reduce the flexibility boroughs currently have to provide training and support to providers, in line with their statutory duties, and to help drive up quality. It is unlikely that all providers, particularly those that are struggling financially, will want to access these services through a buy-back model as is proposed.

Consultation response

• Should there be an early years national funding formula (to distribute money from central government to each local authority)?

London Councils supports the idea of introducing a new national funding formula for early years as long as it is applied in a fair and transparent way. The majority of London boroughs benefit in an uplift in funding as a result of the new funding in the system and the proposals set out in the consultation document, however, the formula proposed will result in a reduction in funding in 9 London boroughs. Given that the government sets out in the consultation document that financial incentives will be the principal means to create new childcare places, it is unclear how these 9 authorities will be able to sustain its current levels of childcare places with a reduced funding allocation. As such, London Councils believes strongly that no authority should see a drop in funding and is calling on government to protect the allocations of local authorities that lose funding.

The proposed reduction is on top the early years per pupil funding flat rate that has been in place since 2013-14, which has resulted in a 4.5 per cent cut in real terms as identified by the National Audit Office.

For those London boroughs that will see an increase in their hourly rates, there is limited evidence provided within the consultation or any of the accompanying documents to suggest these new hourly rates will be sufficient to meet the costs of delivering and administering the entitlement or new offer. In many places, the affordability of the current free entitlement depends on goodwill and additional payments by parents.

• To what extent do you agree with the proposed funding floor limit, so that no local authority would face a reduction in its hourly funding rate of greater than 10%?

London Councils supports the proposals for a permanent funding floor limit for the hourly rate. Without this floor, some London boroughs would face further reductions in funding. However, 10% is still a very significant saving for those local authorities affected, especially over the short transitional period proposed.

We believe that the maximum amount of funding a local authority loses should be made less severe without disadvantaging those local authorities set to gain funding. Whilst this will necessarily require additional funding to protect the allocations of local authorities that lose funding, stronger protection could be applied very efficiently because only a small number of local authorities face losses. This additional funding would help to secure childcare places across the whole sector, ensuring that no area faces severe reductions in funding.

• Should a universal base rate be included in the early years national funding formula?

• Is 89.5% of overall funding the right amount to channel through this factor?

Provider costs for delivering the early years entitlement as well as the additional 15 hours for working parents will vary due to factors such as economies of scale, overheads, occupancy levels and staffing. The universal base rate of 89.5 per cent suggests that, irrespective of provider type or cost drivers, all providers share similar costs. However the *DfE Review of childcare costs: the analytical report* identifies that maintained provision costs more on average than private and voluntary provision and borough

experience of costs suggests that even within private and voluntary sector providers there is significant variation.

Local authority maintained nurseries are generally more costly to run than private or voluntary provision for a number of reasons. Council provision and any commissioned providers are required to pay the London Living Wage; private providers will only be required to pay the national minimum wage. Maintained nurseries tend to employ more highly qualified, and therefore costly teaching staff, and pension contributions, although increased for everyone, are significantly higher for settings which employ teachers. In London 140,500 3 and 4 year olds benefit from early education offered in maintained nurseries and state run primary schools, more than anywhere else in England. Funding reductions to these settings could make them unviable and therefore put at risk these places.

Therefore London Councils argues strongly for flexibility in the funding formula to be able to accommodate differing costs of local providers.

Should an additional needs factor be included in the early years national funding formula?

Yes

•Do we propose the correct basket of metrics?

We support the inclusion of all three measures. Changes to FSM take-up rates as a result of welfare reforms should be considered to ensure allocations correspond with actual levels of deprivation.

• Do we propose the correct weightings for each metric?

We believe that there should be a stronger evidence base to support the weightings proposed, including the appropriate balance between universal funding and additional needs. For example, it is not clear whether a 1.5% weighting on EAL is sufficient to make a significant contribution to the attainment gap, or whether a 1% DLA weighting would effectively capture the costs of low-level SEN.

• Should the early years national funding formula include an area cost adjustment?

Yes, we believe an area cost adjustment is essential to reflect higher costs in London. There is a strong body of evidence to support the inclusion of an area cost adjustment for revenue funding streams. DfE's own research highlights that staffing costs are the significant contributor to cost variations, so it should be accounted for in a funding formula.

• Should that adjustment be based on staff costs (based on the General Labour Market measure) and on nursery premises costs (based on rateable values)?

London Councils strongly welcomes the inclusion of a General Labour Market measure, in line with our response to the first stage of the schools and high needs NFF consultation. We believe that this should be implemented consistently across all education funding streams, including the two-year old early years funding, early years pupil premium, schools block and high needs block.

We believe that there should be full transparency over the nursery premises cost adjustment methodology and that the full data source behind the premises cost calculation should be made available in order that local authorities can understand how their funding allocations were made.

• Should we retain the current two-year-old funding formula?

The ability to pool funding between 3-4 year olds and 2 year olds should be maintained, allowing local authorities to set the appropriate funding balance

between the two age groups based on their knowledge of the local market. If restrictions on local formula are introduced, such as the cap on supplements, this should only be applied after this process. It is essential that this ability is maintained to prevent disruption and distortions in the 2 year old market as a result of the financial changes proposed.

In-year growth disproportionately affects London. The early years census “snapshot” may not correspond fully with actual pupil numbers across the whole year, leading to unfunded growth. In line with the 3-4 year old system, we believe that local authorities should also be able to top-slice 2 year old funding to create a contingency fund for in-year growth.

• Should we use the additional funding secured at the spending review to uplift local authorities’ allocations based upon this? Considering the Dedicated Schools Grant...

The additional money secured at the spending review is welcomed by local authorities as it will provide a much needed uplift to allocations to support the delivery of childcare places. London Councils would urge DfE to allocate this funding as soon as possible.

• Should the free entitlement be capped at 30 hours for children of eligible working parents and 15 hours for all other children?

Local authorities are currently permitted to use the Dedicated Schools Grant to fund early years provision beyond the statutory 15 hour entitlement. Many boroughs currently take advantage of this freedom to provide additional free childcare to some of their most disadvantaged children. This is often a legacy of the provision offered by local authorities before the early years block and 15 hour offer were introduced. This reflects local priorities and parental expectations at the time, such as improving early years outcomes for the most deprived pupils.

Capping the amount of hours that can be funded through DSG at the statutory level would therefore have unintended consequences for those pupils in the system who will cease to be eligible from April 2017 under the proposals. Adjusting 2017/18 indicative allocations in line with the capping arrangements would imply that transitional arrangements will not be applied. This is particularly concerning for nursery schools because they would potentially be unable to receive funding for pupils already in the system from April 2017, leaving a full term unfunded. At the very minimum, we believe appropriate transitional arrangements should be confirmed urgently for these pupils.

Increasing the current 15 hours universal entitlement has the potential to support more parents into work and also enable children, particularly some of the most disadvantaged, to access high quality early education for a longer period of time. However, many providers have finite capacity and building sufficient places to deliver the universal 15 hour offer will require both capital and revenue funding above what the government has currently made available for London. For instance, while the DfE has allocated £50million for capital investment to secure sufficient childcare places, London Councils’ analysis conducted earlier this year suggested this was not sufficient. Analysis of the capital requirements of 3 London boroughs alone had shown they required a combined total of £10million to incentivise existing and new providers to create 30 hour places.

Therefore, London Councils disagrees with the idea of this cap. Local authorities and providers should have the flexibility to extend the offer if they have the resources to do so.

Should Government set the proportion of early years funding that must be passed on to providers?

Childcare markets in each local authority have different strengths and areas for development so local authorities retain funding for a wide range of functions, such as improving quality and support for SEND children, monitoring and driving up quality in the PVI sector, providing training, maximising take-up rates, and maintaining a contingency fund for in-year growth. Variation in the proportion of funding retained would therefore be expected according to the nature of the local childcare market and factors such as the size of the local authority.

We are particularly concerned that capping retained spend could limit the levers and resources available to local authorities for driving up quality across the sector. The consultation does not provide evidence of how an equally or more effective improvement system could be provided under a “buy-back” system. A “buy-back” system would involve significant cultural and technical changes for both providers and local authorities. For the new system to operate effectively without impacting on quality, a mature “self-improving” system would need to develop within the PVI sector, including amongst providers in need of improvement.

London Councils believes that there should continue to be flexibility and discretion over the amount of funding local authorities are able to use to support local markets to improve and ensure local communities access the best possible childcare. The ability to top-slice funding for a contingency is particularly important in London because of its high pupil growth rates. The most effective mechanism to ensure an adequate supply of places would be a sufficient early years capital funding pot based on evidence of the actual costs of providing new places.

Do you think that 95% is the correct minimum proportion of the money that should be passed from local authorities to providers?

According to the National Audit Office, nationally, local authorities kept on average 10% of early years funding centrally in 2014/15 with significant variations between local authorities. With that in mind, a proposed pass on rate of 95% would mean local authorities could retain a maximum of 5% for administering the free entitlement and central services. This would mean that most local authorities would have to significantly reduce the support they offer the sector at a time when providers most need additional support in order to deliver the new entitlement. It is unclear how the government has come to this figure, particularly when independent analysis by the National Audit Office found that, despite the *DfE Review of childcare costs: the analytical report*, the DfE has not assessed how much it costs to administer the funding or provide central services. We believe a much stronger evidence base is needed to justify a cap below the current national average of central spend and significantly below the spend of some local authorities.

Local authorities have a statutory duty under the Childcare Act 2006 to provide information, advice and support to early years providers, which support strategic duties under the same act to improve outcomes for children in their areas. Limiting the funding that local authorities are able to retain to support early years providers will make it difficult for local authorities to be able to fulfil these statutory duties and will add significant risk into the system.

Should local authorities be required to give the same universal hourly base rate to all childcare providers in their area?

This proposal is based on a mistaken assumption that, irrespective of provider type, private, voluntary, independent as well as maintained settings share similar costs.

London Councils is very concerned about the impact potential funding reductions will have on maintained nurseries, particularly as these provide quality early education for a higher proportion of disadvantaged pupils than the PVI sector.¹ Research by the Nuffield Foundation has shown that, on average, pupils in more deprived areas receive lower quality early years provision than more affluent pupils in the PVI sector. The quality gap is robust across a range of different measures but is especially significant using measures of communication, language and literacy. In contrast, there is no difference in the quality of maintained nurseries between more and less affluent areas.² As OFSTED recognised:

*"The only early education provision that is at least as strong, or even stronger, in deprived areas compared with wealthier areas is nursery schools"*³

Research shows that maintained nurseries are more effective than other provider types at closing the socio-economic attainment gap⁴. They are also highly effective and experienced at providing quality SEN provision.

Whilst boroughs will continue to engage with maintained nurseries and central government to improve the financial efficiency of the sector, funding all providers at the same rate is likely to risk the long-term sustainability of many maintained nurseries. This would disproportionately affect disadvantaged pupils most likely to benefit from quality early years provision. In addition, any potential reductions in funding will make it harder for maintained nurseries to extend their current offer.

We welcome the commitment to a separate consultation on the future of maintained schools.

Should local authorities be able to use funding supplements?

We agree that there should be the flexibility to use funding supplements to offer confidence to providers that meeting local priorities and wider children's outcomes will be financially rewarded. The effectiveness of supplements is demonstrated by the government's proposal that a funding supplement should also include providers that deliver the additional 15 hours for working parents.

Should there be a cap on the proportion of funding that is channelled through supplements?

Under the current system boroughs have put in place limits, a cap would be supported if it was supported by a strong evidence base. However, London Councils is concerned by the relatively low amount of funding that will be permitted through supplements under the proposals and would urge the DfE to work with London boroughs to develop a better understanding of the scale and effectiveness of existing caps.

¹ [http://www.nuffieldfoundation.org/sites/default/files/files/Quality_inequality_childcare_mathers_29_05_14\(1\).pdf](http://www.nuffieldfoundation.org/sites/default/files/files/Quality_inequality_childcare_mathers_29_05_14(1).pdf)

² [http://www.nuffieldfoundation.org/sites/default/files/files/Quality_inequality_childcare_mathers_29_05_14\(1\).pdf](http://www.nuffieldfoundation.org/sites/default/files/files/Quality_inequality_childcare_mathers_29_05_14(1).pdf)

³ [https://www.early-](https://www.early-education.org.uk/sites/default/files/Nursery%20Schools%20State%20of%20Play%20Report%20final%20print.pdf)

[education.org.uk/sites/default/files/Nursery%20Schools%20State%20of%20Play%20Report%20final%20print.pdf](https://www.early-education.org.uk/sites/default/files/Nursery%20Schools%20State%20of%20Play%20Report%20final%20print.pdf)

⁴ [https://www.early-](https://www.early-education.org.uk/sites/default/files/Nursery%20Schools%20State%20of%20Play%20Report%20final%20print.pdf)

[education.org.uk/sites/default/files/Nursery%20Schools%20State%20of%20Play%20Report%20final%20print.pdf](https://www.early-education.org.uk/sites/default/files/Nursery%20Schools%20State%20of%20Play%20Report%20final%20print.pdf)

If you agree that there should be cap on the proportion of funding that is channelled through supplements, should the cap be set at 10%?

A 10% cap limits the ability of local authorities to target funding at additional needs, so it could cause significant turbulence to providers within boroughs that currently distribute more than 10% of funding through supplements. Any cap should be based on a more solid evidence base.

• Should the following supplements be permitted? Deprivation, sparsity / rural areas, flexibility, efficiency, additional 15 hours

Deprivation

London Councils agrees with the retention of deprivation as a mandatory factor and local flexibility over which deprivation measure is used locally.

Sparsity / rural areas

The sparsity factor should not just be based on distance of travel. Small settings exist within inner cities which serve a particular local community and they play a key role in supporting families to engage with early childhood services. They have neither the space nor the funding to expand. The cost of childcare review recognised the difference that size made to provider costs.

Flexibility

London Councils agrees that it would be helpful to have the option to use a flexibility supplement to incentivise provider to deliver a flexible 15 and 30 hour offer. However, it is unclear how data on extended hours would be collected as it is no longer part of the census collection; this would need to be addressed ahead of implementation.

Efficiency

Based on current proposals, London Councils has concerns about an efficiency supplement. When the DfE conducted its review of childcare costs, it made a number of assumptions as part of its modelling about efficiencies that could be realised. However, without robust data on the current efficiency levels of providers and an effective way to measure improvements amongst providers, it would be difficult to use an efficiency supplement in practice. Additionally, many good and outstanding providers will already operate efficient childcare business models and therefore are unlikely to benefit from this supplement. Instead, it is likely to be perceived as rewarding those who have operated an inefficient childcare model in the past, since only these providers can be rewarded for improving.

Additional 15 hours

Yes

• When using funding supplements, should local authorities have discretion over the metrics they use and the amount of money channelled through each one?

Yes

• If you agree that efficiency / additional 15 hours should be included in the set of supplements, do you have a suggestion of how should it be designed?

-

• If you think any additional supplements should be permitted which are not mentioned here, please set out what they are and why you believe they should be included.

London Councils is disappointed that a quality supplement is no longer included in the menu of supplement options, especially as a cap on centrally retained spend could also limit the improvement options available to boroughs.

While central and local government aspire for all childcare providers to be good or outstanding, this is not currently the case. In London X per cent are judged good and outstanding by Ofsted, below the national average, so more settings need to improve their quality in London than many other parts of the country.

Under the Childcare Act 2006, local authorities have strategic duties to improve outcomes for children in their areas. Accessing high quality childcare offers one of the main mechanisms to deliver such outcomes and, as a result, almost half of local authorities in the country use a quality supplement in their local early years funding formula. London Councils believes that a quality supplement should continue to be available to use at a local level.

Additionally, under the current supplement proposals, it would not be possible to fund providers for exceptional circumstances such as looked after children.

• Should there be a Disability Access Fund to support disabled children to access their free entitlement?

London Councils agrees with the introduction of a DAF to support disabled children to access their free entitlement.

To effectively implement the new fund, the data source and resources required for the eligibility checking process need to be considered carefully. For the 2-year-old offer, pupils only have to be checked for eligibility once, which is also likely to be the most efficient process for the DAF.

• Should eligibility for the Disability Access Fund be children aged 3 or 4 which are a) taking up their free entitlement and b) in receipt of Disability Living Allowance?

• When it comes to delivering the funding for the Disability Access Fund, is the most appropriate way the existing framework of the Early Years Pupil Premium?

• To what extent do you agree that a lack of clarity on how parents / childcare providers can access financial support results in children with special educational needs not receiving appropriate support? (We mean children who do not already have an Education, Health and Care Plan)

• Should local authorities be required to establish an inclusion fund?

London Councils welcomes the focus on the challenges around access to early years SEN. However, funding pressure within the Dedicated Schools Grant means that a new fund is likely to require new funding in order to be effective. Most boroughs are currently experiencing an overspend in their high needs budgets, so there would be very limited room to transfer funding into a new inclusion fund from this source.

• Would an inclusion fund help improve the supply of appropriate support children receive when in an early years setting?

• If you envisage any barriers, arising from existing practice or future proposals, to introducing a new requirement on local authorities to establish an inclusion fund, please tell us what they are and how they might be overcome.

The creation of a new fund without new funding is unlikely to be successful given existing pressures on high needs and early years budget.

When it comes to the SEN inclusion fund, should local authorities be responsible for deciding...

• The children for which the inclusion fund is used?

• The value of the fund? • The process of allocating the funding?

Maximum flexibility for local authorities would be welcome given the existing pressure on education budgets.

- **Where specialist SEN or SEND services are delivered free at the point of use, should they be considered as funding passed directly to providers for the purposes of the 95% high pass-through?**
- **To what extent do you agree with the transition approach proposed for the Early Years National Funding Formula (money distributed from Government to local authorities)?**

A 5 per cent saving for two consecutive years would be a very rapid pace of transition, especially as the current minimum funding guarantee for schools is 1.5 per cent a year. As outlined in question 2, we believe it would be cost effective to implement a longer transition period without disadvantaging authorities that gain funding.

- **To what extent do you agree with the transition approach proposed for the high pass-through of early years funding from local authorities to providers?**

As outlined, we are concerned about the pace of change of the proposal, particularly the impact on quality if a “buy back” system is introduced as rapidly as proposed.

The proposed changes will have both direct and indirect consequences on the childcare market. Too fast a transition period will leave the sector exposed to unnecessarily high level of risk, with many of the assumptions that underpin government proposals untested – especially whether local authorities will have sufficient funding to fulfil their statutory duties as well as administer the early years entitlement based on a 5 per cent retention figure.

- **To what extent do you agree that our proposals on the high pass-through of funding from local authorities to childcare providers makes the existing Minimum Funding Guarantee for the early years unnecessary?**

A flexible, local minimum funding guarantee might help local authorities to manage any turbulence in the data underpinning the national funding formula. The consultation does not confirm how regularly data behind each component of the funding formula will be updated, but periodic updates in the data will be necessary to ensure the formula adapts to changing patterns of need over time.

When new 2015 IDACI data was published, it showed a fall in deprivation of almost a quarter in London since 2010, with high volatility between and within boroughs – causing substantial disruption to local schools formulas. It is important that local authorities have the tools to manage any similar turbulence in in the early years block in future.

- **To what extent do you agree with the transition approach proposed for introducing the universal base rate for all providers in a local authority area?**

We welcome the inclusion of additional funding for maintained nurseries and the decision not to implement the universal base rate immediately. The methodology behind the additional maintained nursery funding does not appear to capture current levels of funding accurately for all local authorities. The calculation is based only on the difference in per hour rates between providers in local formulas, without taking into account any funding distributed through specific, separate nursery supplements. This appears to lead to significant and arbitrary under-allocations for those boroughs that rely on the supplement option to provide higher funding to maintained nurseries. We believe the full calculations behind this transitional funding should be published for boroughs to verify.

As outlined earlier, London Councils is strongly concerned about the transitional approach and long-term viability of maintained nurseries as a result of the proposed changes.

• Please provide any representations / evidence on the impact of our proposals for the purposes of the Public Sector Equality Duty (Equality Act 2010). The protected characteristics are: age; disability; gender reassignment; pregnancy and maternity; race (including ethnicity); religion or belief; sex and sexual orientation.



Brent

SCHOOLS FORUM

7th December 2016

Report from the Strategic Director of Children and Young People

For decision

10: Decision on funding current full time nursery places from September 2017

1.0 INTRODUCTION

- 1.1 The government has completed a consultation on an early years national funding formula (EYNFF) which aims to allocate funding for the three- and four-year-old entitlement and in these proposals aims to provide reform in both the way funding is distributed from central to local government and how this funding is passed on to providers of the free entitlement.
- 1.2 Amongst the implications of the above proposals is additional pressure on existing services currently funded from the Early Years allocation, including full time nursery places using Free School Meals criteria being offered to pupils in some schools.

2.0 RECOMMENDATIONS

- 2.1 The Schools Forum is requested to note the contents of this paper and to make a recommendation that the current FSM criteria funded full time places cease from September 2017 onwards as the new entitlement regarding working parents is implemented. This agreement is subject to the DfE consultation outcome anticipated in December 2016.

3.0 BACKGROUND

- 3.1 Following consultation with Schools Forum in 2009, a decision was made by the Brent Executive in February 2010 to implement a new policy for the allocation of early years full time places based on need from September 2011.
- 3.2 While many schools made the decision to offer part time places only, some schools chose to continue offering pupils from disadvantaged backgrounds (using Free School Meals criteria) 30 hours provision.

- 3.3 No additional funding is provided by the government for full time places and all other providers in Brent effectively subsidise this provision though the mechanics of the Early Years Single Funding Formula (EYSFF), which is part of the Dedicated Schools Grant (DSG). The cost of the current offering of full time places across Brent is approximately £500K and would not be sustainable under the new EYNFF proposals.

4.0 STAFFING IMPLICATIONS

- 4.1 There are no direct staffing implications.

5.0 FINANCIAL IMPLICATIONS

- 5.1 The modelling undertaken to determine financial impact is based on draft DfE figures. At the time of writing, there had not been a formal response from the DfE to the consultation. Consequently the following may need to be amended as a result of that anticipated response.
- 5.2 Brent will receive a reduced allocation for the universal offer of 15 hours free provision for 3 and 4 year olds under the proposed DfE EYNFF from April 2017. The Early Years block of funding within the Dedicated Schools Grant will also be ringfenced for early years provision.
- 5.3 The proposed reduction in the allocation to Brent from the DfE for the universal offer of 15 hours free provision for 3 and 4 year olds is £900k for 2017-18 falling from £17.8m to £16.9m. This allocation to Brent for this universal offer reduces to £16.4m in 2018-19.
- 5.4 The EYNFF will impact both on current commitments within the Early Years block such as nursery school funding, the two year entitlement and full time places and other blocks when the Early Years allocation is ring fenced. Furthermore the new formula has no provision for funding for additional hours other than for working parents.
- 5.5 Brent Council's previous decision to fund the additional 15 hours based on children's eligibility for free school meals is not funded under the new EYNFF.
- 5.6 Ceasing to fund additional hours based on children's free school meal eligibility affects some Brent primary schools and all Brent nursery schools. The schools affected are detailed in Appendix 1.
- 5.7 The change to the funding from the DfE starts in April 2017. The DfE expects all authorities to be 'on formula' using the funding distribution mechanisms outlined in the consultation document by the financial year 2019-20.
- 5.8 It is proposed to stop funding the additional hours based on FSM eligibility from September 2017. This allows assurance of funding to those providers affected for the remainder of 2016-17 academic year.

5.9 There are no direct financial implications for the PVI sector of the proposal to cease full time places based on FSM eligibility as they do not currently receive funding for these. They will however be impacted by the proposals under the new EYNFF.

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Appendix 1 – Schools with additional 15 hours funded based on free school meal eligibility

School	Total Number of Pupils (Spring 2015)
Brentfield Primary School	7
Carlton Vale Infant School	15
Furness Primary School	6
ARK Franklin Primary Academy	14
Leopold Primary School	10
Mitchell Brook Primary School	8
Newfield Primary School	13
Our Lady of Lourdes RC	6
St Joseph's Primary	4
St Mary's CE Primary	2
The Stonebridge School	5
Grand Total Primary	90
Granville Plus Nursery School	33
College Green Nursery School and Services	2
Curzon Crescent Childrens Centre	48
Fawood Children's Centre	31
Grand Total Nursery	114
Overall Total	204



Brent

SCHOOLS FORUM

7th December 2016

Report from the Strategic Director of Children
and Young People

For Information

11: Update on the implementation of the 30 hours childcare

1.0 INTRODUCTION

- 1.1 From September 2017, all 3 and 4 year olds from working families will have a statutory entitlement to 30 hours of free childcare and early education. Implementation and subsequent administration of this entitlement will sit with the local authority as is the case with the existing free early education entitlements for 2, 3 and 4 year olds.
- 1.2 This report aims to provide an update on progress with the planning for the implementation of the extended entitlement including a proposed communication strategy, timelines for developing and implementing administration processes and assessing and ensuring sufficiency of places. Further updates will be provided to Schools Forum as systems and processes are finalised.

2.0 RECOMMENDATIONS

- 2.1 The Schools Forum is requested to note the contents of this paper as an update from that presented in a paper to Schools Forum in June 2016. The Local Authority will update this in Spring 2017 as further information is received from the Department for Education and systems and processes are finalised in light of a small pilot project and feedback from the whole range of provider type as the full implications are understood.

3.0 BACKGROUND

- 3.1 The Childcare Act 2016 extends statutory duties on local authorities to secure free childcare for qualifying children. Specifically, section 2 creates a duty on English local authorities to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children.
- 3.2 On securing sufficient childcare, key statutory obligations are:
- Local authorities are obliged to secure funded places offering 570 hours a year over no fewer than 38 weeks of the year for every eligible child aged 2 years in their area from the relevant date; and every child aged 3 and 4 years in their area from the relevant date (the universal entitlement).

This is currently offered and if delivered over the minimum 38 weeks equates to 15 hours per week.

- Local authorities are obliged to secure an additional 570 funded hours a year over no fewer than 38 weeks of the year for qualifying children aged 3 and 4 years in their area from the relevant date set from September 2017. Eligibility for the additional funded hours will be determined by HMRC (the extended entitlement).

3.3 This is the new entitlement for eligible children and if delivered over the minimum 38 weeks equates to 30 hours per week.

3.4 The additional 15 hours of free early education and childcare that will become available from September 2017 is for families where both parents are working (or the sole parent is working in a lone-parent family), and each parent earns the equivalent of 16 hours a week (currently £107 per week) at the national minimum or living wage, and earns less than £100,000 a year¹². A family with an annual household income of £199,998 would be eligible if each parent earns just under £100,000.

In addition:

- Self-employed parents and parents on zero-hours contracts will be eligible if they meet the average earnings threshold.
- Both parents are employed but one (or both parents) is temporarily away from the workplace on parental, maternity or paternity leave; and/or adoption leave; and/or temporarily away from work on statutory sick pay will also be eligible.
- Households where one parent is in receipt of benefits relating to caring responsibilities or has a disability and the other parent is working will also be eligible.

3.5 In preparation for the roll-out of the extended entitlement, the Local Authority has assessed: (a) likely demand for additional childcare; (b) reviewed the draft statutory guidance (released April 2016); (c) undertaken detailed consultation with early years providers and governors to confirm their plans for delivery and identify help required with any challenges to effective expansion; and (d) consulted parents in parents focus groups through April and May 2016.

3.6 In September 2016, sufficiency information was updated following contact with all providers. 50% from the PVI sector and 30% from the schools sector have responded to date with updated information. Since the delivery of business support workshops outlining the implications for providers of offering or not offering the extended entitlement and subsequent information provided through bulletins and meetings, feedback suggests that many providers are currently considering the implications of delivering or not delivering as the case may be. Many have stated that the funding rate will be key in helping them to make this decision. Responses to the recent sufficiency survey confirm this.

¹ <https://www.gov.uk/government/news/thousands-of-parents-benefit-from-30-hours-free-early-years-early>, 2 February 2016

² A grace period is proposed in the statutory guidance for children becoming eligible or ineligible is that a child becomes ineligible during the first half of a term (up to the first day of the half-term holiday) should be funded until the end of that term; and a child who becomes ineligible in the latter half of the term (up to the first day of the Christmas and Easter holiday or summer holiday) should be funded until the end of the following half-term.

4.0 DETAIL

4.1 Communication strategy

- 4.1.1 The communication strategy for the delivery of the 30 hour extension to the three and four year entitlement has two key strands: involvement of internal colleagues and external partners on the development of the Brent offer and promotion thereof and secondly promotion of the free entitlement to families across the borough. Involvement of partner organisations will be critical in the delivery of this offer and partners have been engaged at the early stages to ensure messages about the entitlement are widely shared.
- 4.1.2 An initial communication group was convened in November to plan phased introduction of the offer in spring and summer 2017. This group involves colleagues from Setting and School Effectiveness, Inclusion, Employment, and Children's Centres along with partners from Job Centre Plus and Health. This group will look at how the offer may be used to meet inter-departmental targets (for example increasing numbers of parents in work) and how the offer can be effectively marketed to specific client groups.
- 4.1.3. Engagement with parents around the offer has already taken place and work will be taking place with the communications team within the council to schedule a further series of outreach events from January 2017. The council website is being updated to reflect the offer. An important strand of communication will be using providers who are already offering the 15 hour entitlement to market their increase in offer to 30 hours. There will be a rolling programme of social media and print media communications from January 2017 onwards to invite parents to use the online eligibility checker to check whether they can access the entitlement in September.

4.2 Developing sufficiency

- 4.2.1 There is an online system in place for PVI providers to return vacancy information, but use of this and subsequent accurate vacancy information across the sector remains inconsistent. The team continue to look for ways to encourage providers to return this information in a timely manner. It is also hoped that the partnership pilot will help to find new ways to address this.
- 4.2.2 Our recent data shows that currently 1242 children are accessing additional paid hours of childcare on top of their free entitlement. Responses to the follow-up survey carried out in September 2016 received to date show 1016 30 hour potential places in the PVI sector alone. We believe the actual figures will be higher as responses from schools and other PVI settings are collated.

4.3 Models of delivery

- 4.3.1 Information and views are still being gathered from parents and providers but it is likely that initially the following delivery models will be implemented from September 2017:
- Standard offer term time 38 weeks [30 hours per week]
 - Stretched offer 1 over 45 weeks [25 hours per week]
 - Stretched offer 2 over 51 weeks [22 hours per week]

- 4.3.2 Work with providers will continue in order to evaluate progress over the first implementation year and adaptation/adjustments will be made to the models based on experience of delivery.

4.4 Administrative processes and

4.4.1 Planning for administration of the entitlement is being shaped by initial guidance coming from the DfE regarding how parents can access the entitlement in terms of flexibility and how parents are expected to apply for the entitlement. This entitlement brings additional challenges as unlike previous entitlements, children can lose their additional 15 hours if parental employment status changes and to this end, the DfE are introducing both grace periods and audit requirements on the local authority to check parental eligibility through the year.

4.4.2 The process as proposed by the DfE is set out in Appendix 1 and assumes involvement from parents, providers and the local authority. It relies on the assumption that most parents will have access to the on line checking system and will not only be able to successfully complete an application in order to get their eligibility voucher code, but will also confirm their employment status every three months. A helpline is being made available for parents who do not have access to the on-line checking system. Providers are expected to carry out the initial checks on the voucher code before offering the child his/her additional 15 hours.

4.4.3 Information on eligible parents would be filtered through to the local authority at the point of headcount. The local authority would be responsible for completing validation checks throughout the term and ensuring childcare providers are notified of any change in eligibility. The DfE recommends that LAs audit all codes ten times per year

4.4.4 The above changes, along with the requirement to ensure that parents can access their extended entitlement flexibly through stretched provision, i.e. accessing fewer hours a week over more weeks of the year, have meant a review of existing administration and payments processes to determine what changes need to be made to ensure that all entitlements are administered smoothly and efficiently. During the parental consultation which took place in April 2016, parents showed enthusiasm for models of stretched delivery of the free entitlement as that would help ease childcare pressures particularly during school holiday periods.

4.4.5 The administration of this will require changes to existing databases and systems.

4.5 Online systems

4.5.1 In order to ensure that the additional systems and processes involved in the administration of the extended entitlement are automated as far as possible, the team have explored how use of the existing Synergy database can be maximized. Servelec, the company behind this database, are currently working on how best to support the new entitlement in preparation for the release in September 2017. A new module is being developed which will allow providers to carry out eligibility checks and facilitate the administration of stretched provision. The team are awaiting a demo of this to determine if this is as a preferable alternative to a largely manual process.

4.5.2 If a decision is made to purchase the module, the installation process would happen in early part of December and the system itself will be ready for January. Testing would then need to be carried out to see if the system is effective and ready for use by March 2017.

4.5.3 A manual system for the first term is also being explored to give the LA options in systems and processes outside of the Synergy database.

4.6 Partnership project

4.6.1 In November 2016 Brent LA coordinated a partnership pilot meeting to bring together settings from across the sector to discuss ways of working in partnership. The pilot will begin in January and will consider ways that settings (including schools, childminders and private, voluntary and independent providers) can work together to share information about vacancies, to develop agreements for parents to access childcare across a variety of settings, and to further consider the implications of the proposed delivery models. 11 settings have expressed an initial interest and the pilot plan and preparations will be finalised by December 2016.

4.6.2 Key aims of the pilot:

- Test strategies and processes for effective partnership working
- Agree and test ways in which information can be shared across settings regarding the 30 hours (including vacancy information)
- Explore shared training opportunities for staff across different provider types

4.6.3 It is also likely that the pilot will explore application and eligibility checking process for families in a range of settings across the borough.

5.0 NEXT STEPS

5.1 This will include further development of all aspects discussed in this paper as well as:

- a) Developing provider support strategies
- b) A new provider agreement covering all types of childcare provider
- c) New written guidance on eligibility and agreement processes
- d) Planning and delivering briefings to EY co-ordinators and Primary Heads, PVI staff and childminders.
- e) Developing simple and continuous feedback and evaluation processes.

6.0 RISK ASSESSMENT

Risk	Impact	Mitigation
Childcare providers choose not to offer 30 hour place leaving a shortfall of places to meet anticipated demand.	Eligible families are unable to access what is a statutory entitlement for them.	Substantial work is underway with early years' settings to help them plan for the extended entitlement. This includes providing funded business support events, cost calculators to help early years' settings plan and testing new approaches including partnership pilots.

<p>There is low take-up of the entitlement despite sufficiency of 30 hour places in the borough.</p>	<p>Sustainability of childcare businesses would be negatively impacted.</p> <p>Families would not be accessing an entitlement that could provide extended early education for their child and support their access to employment .</p>	<p>A comprehensive marketing and outreach campaign is being planned for the next six months to ensure that both parents and partners are aware of the entitlement and how to access it. The benefits of early education will also be promoted.</p> <p>Business support to providers would continue.</p>
<p>Systems or process failures impacting administration of the entitlement</p>	<p>The LA unable to meet administrative requirements, affecting access to places for eligible children, payments to providers and required audits being carried out</p>	<p>Back up manual processes are being developed to ensure administration can run smoothly.</p> <p>Monitoring and evaluation processes in place to ensure that ongoing review and feedback takes place, identifying potential issues and addressing these in a timely manner</p>

7.0 STAFFING IMPLICATIONS

7.1 As administration of this entitlement sits with the LA, there will be staffing implications. It will be key to use existing staffing capacity effectively and for strong systems and processes to be in place for streamlined administration.

8.0 FINANCIAL IMPLICATIONS

8.1 As the funding rate has not yet been determined, the full financial implications of this are not yet clear, there will be some financial implication around systems and staffing. Once the funding rate is fully agreed for Brent, information will be shared with the EY Task and Finish Group and form part of a further paper to Schools Forum at some future date.

8.2 It is expected that funding at the finally agreed rate will be provided to Brent from the DFE initially with an estimated amount and a second adjustment payment if take up is greater than expected. Then it will be funded in response to the census information provided.

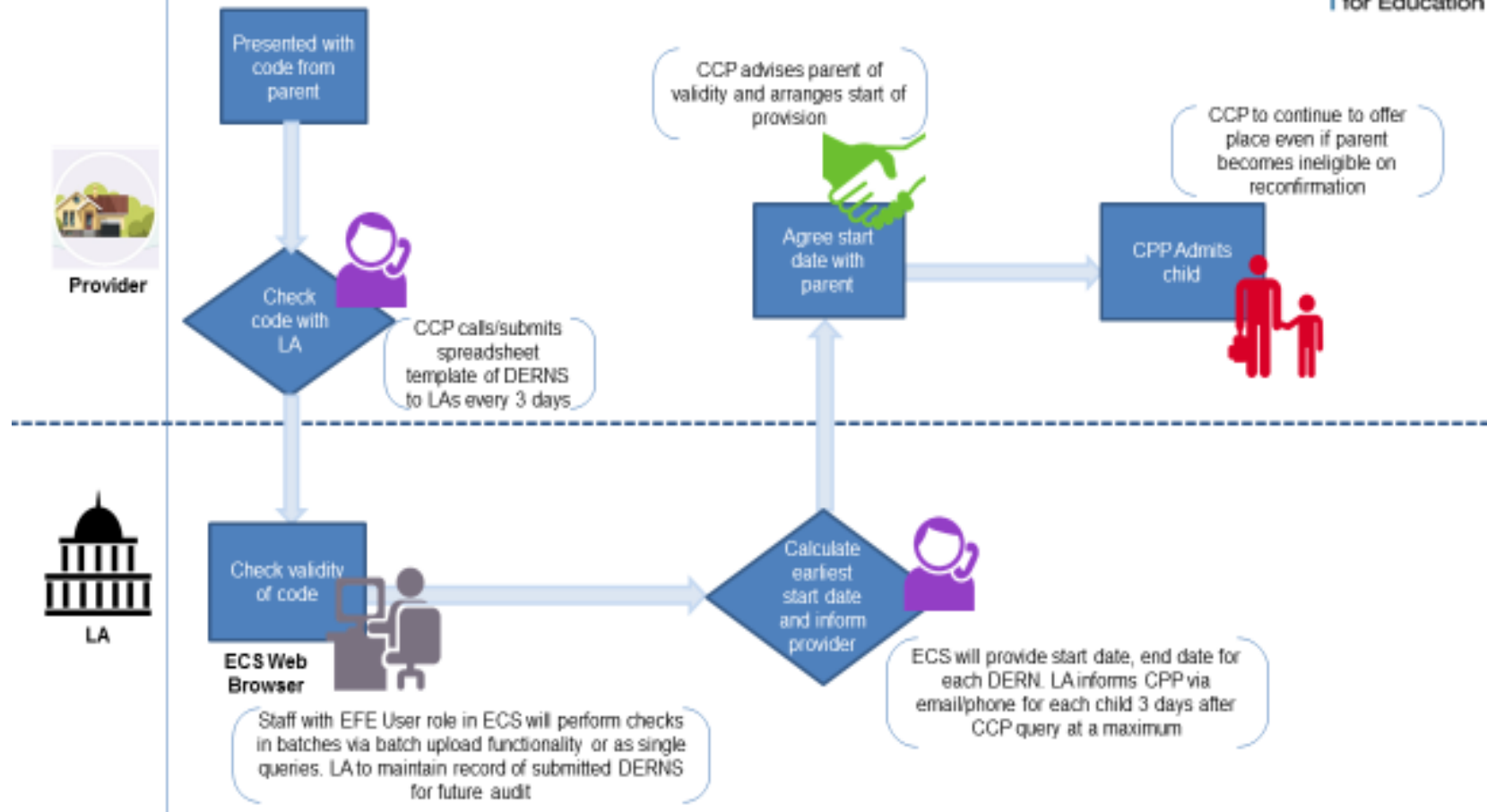
CONTACT OFFICERS

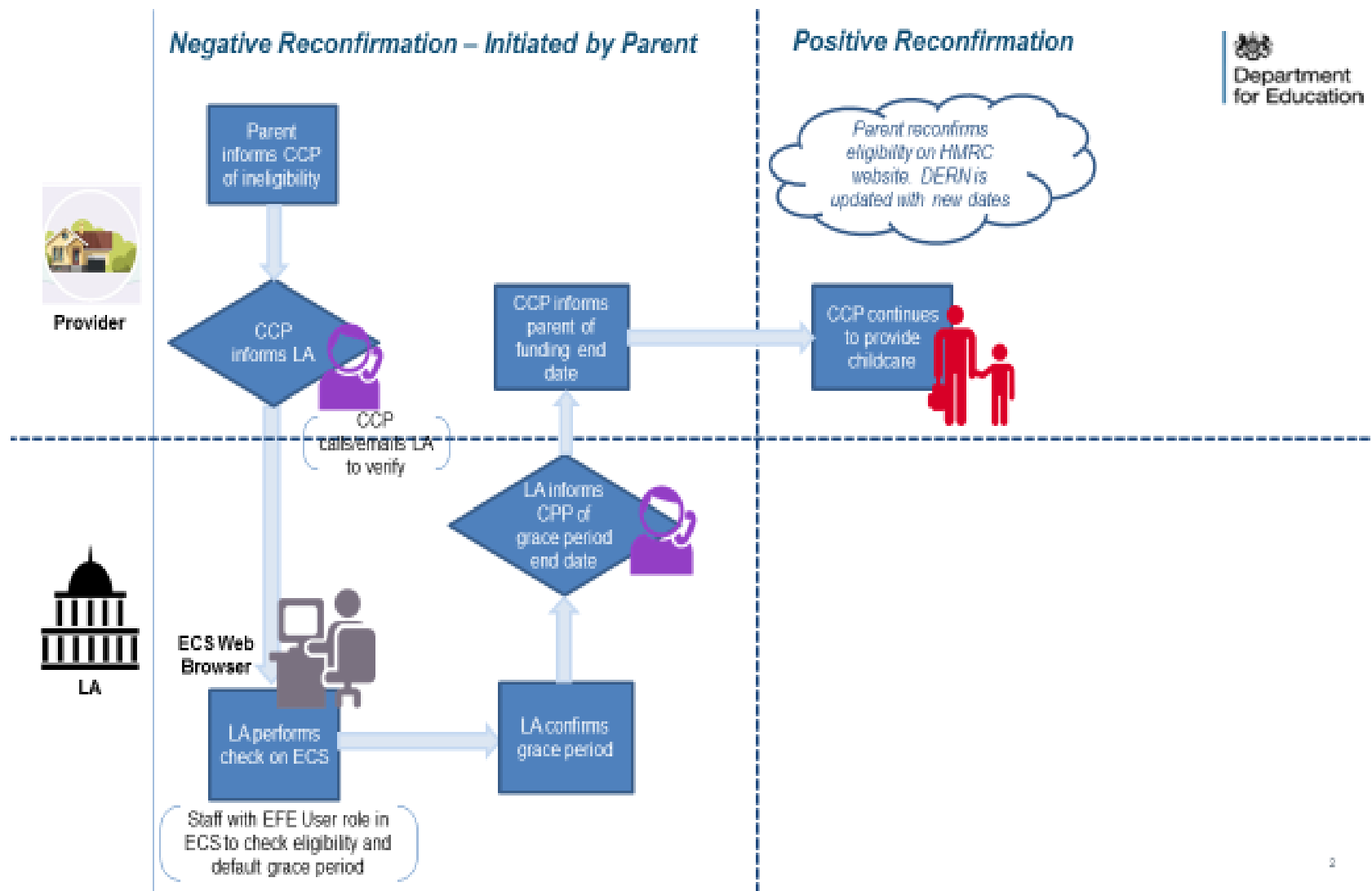
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APPENDIX 1: Proposed processes from the DfE

Starting a Place – Web Browser







LA Audit Process – Negative Reconfirmation



LA initiates periodic audit of codes

LAAs should have kept a record of all DERNs submitted by CCPs to audit against. Guidance is for this to be done 10 times a year. For the purposes of the trial it will be done in January 2017 at reconfirmation

Parent reconfirms eligibility on HMRC website. DERN is updated with new dates and is reflected in the ECS

LA performs check on ECS

ECS Web Browser

Using the batch upload functionality LAAs can submit spreadsheet of codes to check

LA informs CCP of grace period date

CCPs should only be informed about parents who are no longer eligible and are in the grace period. Via phone/email



CCP informs parent of grace period

CCP and parent agrees funding end date

Via any chosen method CCP advises parent of grace period and end date



SCHOOLS FORUM

7 December 2016

Report from the Strategic Director of Children
and Young People

For Decision

12: SCHOOLS FUNDING FORMULA 2017-18

1.0 SUMMARY

1.1 This report sets out the 2017-18 funding arrangements, and the schools block funding for schools based on the funding formula.

2.0 RECOMMENDATIONS

2.1 The Schools Forum is being formally consulted on the Schools Funding Formula 2017-18.

2.2 The Schools Forum is being asked to recommend:

- That per pupil funding rates are increased as per the Task and Finish group's recommendation in order to prevent the total funding allocation reducing and more schools receiving Minimum Funding Guarantee (MFG).
- That per pupil funding rates are adjusted to allocate the Education Services Grant (ESG) funding which is being brought into the DSG.
- That per pupil funding rates are adjusted as necessary to maximise schools allocations, including any headroom in funding created by growing pupil numbers.
- It is recommended that the final schools block funding is agreed at a January Schools Forum, following the DSG allocation announcements for 2017/18.

2.3 In addition representatives from maintained primary and secondary phase schools are asked to agree to the Local Authority retaining the ESG allocations in order to continue to support education services provided by the Local Authority.

3.0 BACKGROUND

3.1 The current funding formula was agreed at the October 2015 Schools Forum. In anticipation of a National Funding Formula the primary to secondary ratio was set to match the National Average of 1:1.29.

3.2 In December 2015 the Income Deprivation Affecting Children Index (IDACI) was updated. This typically takes place every five years. The impact in Brent and elsewhere was to reduce the number of children in the IDACI deprivation bands 1 to

6. The Department for Education have acknowledged this caused turbulence in local authority funding formulas, reducing deprivation funding allocations. For 2017/18 the funding formula will now use new bandings (A-G) which will have broadly similar proportions of deprived children to bands 1 to 6 prior to the 2015 update.
- 3.3 The 2016/17 funding formula allocated £6.34 million through the Minimum Funding Guarantee (MFG). In part this was due to the deprivation funding decreasing. The MFG ensures that schools lose no more than 1.5% per pupil compared to the previous year, excluding certain factors such as NNDR. The MFG for 2017/18 is again set at 1.5%, though clearly this is now measured against the 2016/17 funding. The result of having many schools in receipt of MFG is that with all other things being equal it can be expected that the total allocations will reduce.
- 3.4 In the 2015 spending review the Chancellor announced that the Education Support Grant would be phased out. The funding guidance for 2017/18 informed Local Authorities that the ESG general funding rate of £77 per pupil would be cut, and that the ESG retained duties funding rate of £15 per pupil would be added to the DSG schools block.
- 3.5 The DfE recognises that local authorities will need to continue to fund education services and the guidance states that Councils can agree with schools forum to retain the £15 per pupil element for maintained schools in support of these services. It follows that the £15 per pupil must first be added to the funding formula.

4.0 SCHOOLS NATIONAL FAIR FUNDING TASK AND FINISH GROUP

- 4.1 The Task and Finish group met on 10 November 2016. A constitution was agreed, in which the duties of the group were set out. These include reviewing all matters concerning the school funding formula.
- 4.2 Officers set out concerns on the current funding formula which modelling suggested if left unchanged would result in £1.5m less being allocated to schools on a like for a like basis. This was due to deprivation measure changes in December 2015, and the consequential increase in MFG allocations for 2016/17. If left unchanged the MFG allocations to schools would decrease in 2017/18.
- 4.3 The group was presented with two options to ensure total allocations were kept at the 2016/17 level. The first was just to increase the AWPU or per pupil funding rates. The second was to increase all per pupil funding rates.
- 4.4 The group then went on to consider how an estimated £626k of ESG should be allocated plus the methodology for adjusting the formula in line with final 2017/18 DSG allocations which will be announced in December. This would be to allocate any available headroom in final allocations resulting from, for example, growth in pupil numbers.

- 4.5 The group's recommendation for adjusting the funding formula in response to all of the above was to employ option 2; adjusting all per pupil funding factors. In summary this was chosen because:
- This method more closely resembled the existing funding formula as it adjusts all funding factors proportionately.
 - The modelling suggested that marginally more schools would benefit from any increases in funding than in the first option.
- 4.6 Appendix A shows the model 2 allocations compared to the 2016/17 formula by school, and compared to 'model 0', which shows the impact of leaving the formula unchanged. Please note that these figures are only indicative, and final funding will depend upon the October 2016 census data to be released in December.
- 4.7 It is recommended that Schools Forum adopts the model 2 methodology to allocate 2017/18 funding.
- 4.8 The task and finish group is scheduled to meet again on 10 January 2017. This may be changed subject to the requirements of the national funding consultation anticipated before the end of the autumn term.

5.0 EDUCATION SUPPORT GRANT

- 5.1 The Education Services Grant (ESG) was introduced in 2013 and is paid to Local Authorities and academies according to 2 national per pupil rates. The general funding rate (£77 per pupil in 2016/17) is paid to both academies and LAs to fund duties that academies are responsible for delivering for their pupils, and that LAs deliver for maintained school pupils. The retained duties rate (£15 per pupil in 2016/17) is paid only to local authorities, to fund the duties that local authorities deliver for all pupils.
- 5.2 The ESG for 2016/17 contributes to the cost of:
- LA's statutory duties relating to education e.g. Director of Children services, Finance, HR.
 - School Improvement
 - Education Welfare Service
 - Central Support services e.g. Pupil support, outdoor education etc.
 - Asset management
 - Premature retirement costs/redundancy costs (new provisions)
 - Therapies and other health related services
 - Monitoring national curriculum assessment
- 5.3 In the 2015 Spending Review, the Government announced a saving of £600m from the ESG general funding rate by 2019 to 2020. As a result the general funding rate will be removed in 2016/17.
- 5.4 The LA receives £77 per maintained pupil (£2.2m) and £15 per pupil for retained duties (£0.7m) in 2016/17. This is a total of £2.9m. The retained duties element of the ESG (£0.7m) will be added to the schools block of the DSG for 2017/18.

- 5.5 As proposed in the first stage of the national funding formula consultation, the DfE will amend regulations to allow local authorities to retain some of their schools block funding to cover the statutory duties that they carry out for maintained schools which were previously funded through the ESG. It is therefore proposed to continue the central retention of this funding for maintained schools in order to continue to support statutory education services.

6.0 TIMETABLE

- 6.1 The final Authority Proforma Tool (the schools funding formula) for 2017-18 will be submitted to the EFA by the deadline of 20 January 2017. The Schools Forum would confirm the final figures prior to submission to the EFA, at a Schools Forum in mid January.
- 6.2 The high needs funding for schools, and indicative early years funding, will be consulted on at the February Schools Forum.
- 6.3 Schools will be notified of their indicative final budget (final schools block, final high needs block and indicative early years block) by the end of February 2017, and of their final full budget by the end of March 2017 once the DfE have accepted the local formula.

7.0 BACKGROUND PAPERS

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/541544/2017_to_2018_LA_operational_guide_FINAL_FOR_PUBLICATION_v1.2.pdf

8.0 APPENDICES

- A 2017/18 Formula Funding – Model 2 comparison

9.0 CONTACT OFFICERS

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Appendix 1 2017/18 Formula Funding – Model 2 comparison

School Name	2016/17 Funding	2017/18 Model 0	2017/18 Model 2	Modelled Change to 2016/17 Funding			
				Model 0		Model 2	
Anson Primary School	1,732,704	1,747,147	1,762,211	14,443	0.8%	29,507	1.7%
ARK Franklin Primary Academy	2,784,629	2,747,203	2,747,203	(37,426)	-1.3%	(37,426)	-1.3%
Avigdor Hirsch Torah Temimah Primary Sch	879,374	873,596	881,628	(5,777)	-0.7%	2,254	0.3%
Barham JMI School	3,756,982	3,702,504	3,702,504	(54,477)	-1.5%	(54,477)	-1.5%
Braintcroft Primary School	3,328,559	3,312,036	3,340,000	(16,523)	-0.5%	11,442	0.3%
Brentfield JMI School	3,060,634	3,018,943	3,043,166	(41,691)	-1.4%	(17,468)	-0.6%
Byron Court Primary School	3,169,794	3,184,845	3,214,855	15,051	0.5%	45,062	1.4%
Carlton Vale Infants School	858,579	850,109	850,109	(8,470)	-1.0%	(8,470)	-1.0%
Chalkhill Primary School	2,375,665	2,350,779	2,350,779	(24,886)	-1.0%	(24,886)	-1.0%
Christ Church Brondesbury CE P	1,013,485	1,001,374	1,002,309	(12,111)	-1.2%	(11,176)	-1.1%
Convent of Jesus & Mary Infant	1,445,245	1,426,561	1,426,561	(18,684)	-1.3%	(18,684)	-1.3%
Donnington Primary School	1,119,279	1,107,174	1,107,174	(12,105)	-1.1%	(12,105)	-1.1%
Elsley Primary School	2,140,851	2,129,197	2,147,927	(11,654)	-0.5%	7,076	0.3%
Fryent Primary School	3,311,552	3,272,910	3,301,374	(38,641)	-1.2%	(10,178)	-0.3%
Furness Primary School	2,431,618	2,394,561	2,414,702	(37,058)	-1.5%	(16,917)	-0.7%
Gladstone Park Primary School	2,847,882	2,860,971	2,886,522	13,088	0.5%	38,639	1.4%
Harlesden Primary School	1,608,841	1,669,027	1,681,408	60,187	3.7%	72,567	4.5%
Islamia Primary School	2,095,406	2,071,269	2,088,539	(24,137)	-1.2%	(6,867)	-0.3%
John Keble Anglican Church Primary School	2,065,373	2,037,784	2,053,447	(27,589)	-1.3%	(11,926)	-0.6%
Kilburn Grange	505,775	519,302	522,798	13,528	2.7%	17,023	3.4%
Kilburn Park School Foundation	1,049,662	1,036,862	1,036,862	(12,800)	-1.2%	(12,800)	-1.2%
Kingsbury Green School	2,882,366	2,849,320	2,849,320	(33,046)	-1.1%	(33,046)	-1.1%
Leopold Primary School	3,599,502	3,784,445	3,815,048	184,943	5.1%	215,546	6.0%
Lyon Park Primary School	4,256,044	4,054,786	4,092,134	(201,258)	-4.7%	(163,910)	-3.9%
Malorees Infant School	1,069,589	1,071,000	1,079,447	1,410	0.1%	9,858	0.9%
Malorees Junior School (Foundation)	1,089,505	1,096,780	1,106,539	7,276	0.7%	17,034	1.6%
Mitchell Brook Primary School	2,773,957	2,775,160	2,798,572	1,203	0.0%	24,616	0.9%
Mora Primary & Nursery School	2,046,091	2,023,202	2,023,202	(22,889)	-1.1%	(22,889)	-1.1%
Mount Stewart Infant School	1,327,153	1,326,267	1,337,522	(885)	-0.1%	10,370	0.8%
Mount Stewart Junior School	1,631,752	1,648,463	1,664,609	16,711	1.0%	32,857	2.0%
N.W. London Jewish Day School	1,161,310	1,147,358	1,147,358	(13,952)	-1.2%	(13,952)	-1.2%
Newfield Primary School	2,257,673	2,229,301	2,229,301	(28,372)	-1.3%	(28,372)	-1.3%
Northview JMI School	1,135,474	1,131,408	1,140,127	(4,066)	-0.4%	4,653	0.4%
Oakington Manor Primary School	3,077,547	2,958,532	2,985,516	(119,015)	-3.9%	(92,031)	-3.0%
Oliver Goldsmith Primary	1,923,651	1,901,576	1,910,175	(22,074)	-1.1%	(13,475)	-0.7%
Our Lady of Grace Catholic Infant School	1,020,940	1,018,769	1,026,217	(2,172)	-0.2%	5,277	0.5%
Our Lady of Grace Junior School	1,199,150	1,185,962	1,195,908	(13,187)	-1.1%	(3,242)	-0.3%
Our Lady of Lourdes Catholic Primary Schoc	1,138,966	1,145,127	1,153,866	6,161	0.5%	14,900	1.3%
Park Lane JMI School	1,997,838	1,998,289	2,015,766	450	0.0%	17,928	0.9%
Preston Park Primary School	3,498,660	3,454,642	3,481,712	(44,018)	-1.3%	(16,948)	-0.5%
Princess Frederica CE VA JMI Sch.	1,768,144	1,776,462	1,793,336	8,318	0.5%	25,192	1.4%
Roe Green Infant School	2,790,563	2,754,647	2,754,647	(35,916)	-1.3%	(35,916)	-1.3%
Roe Green Junior School	2,065,429	2,075,092	2,094,983	9,662	0.5%	29,554	1.4%
Salisbury Primary School	2,834,566	2,828,195	2,854,183	(6,371)	-0.2%	19,617	0.7%

School Name	2016/17 Funding	2017/18 Model 0	2017/18 Model 2	Model 0		Model 2	
Sinai Jewish Primary School	2,446,015	2,448,148	2,473,823	2,133	0.1%	27,808	1.1%
St Andrew and Francis CE Primary	1,996,343	1,970,019	1,970,019	(26,324)	-1.3%	(26,324)	-1.3%
St Joseph's Catholic Junior School	1,301,052	1,296,682	1,308,334	(4,369)	-0.3%	7,282	0.6%
St Joseph's RC Infant School	1,123,659	1,130,321	1,139,060	6,662	0.6%	15,401	1.4%
St Joseph's RC Primary School	2,402,085	2,370,427	2,391,067	(31,658)	-1.3%	(11,018)	-0.5%
St Margaret Clitherow Primary	1,146,515	1,132,197	1,138,025	(14,318)	-1.2%	(8,490)	-0.7%
St Mary Magdalen's RC JM	1,631,393	1,628,380	1,643,341	(3,013)	-0.2%	11,947	0.7%
St Mary's Catholic Primary School	1,658,967	1,641,714	1,655,525	(17,253)	-1.0%	(3,442)	-0.2%
St Mary's CE JMI School	1,526,200	1,544,860	1,556,949	18,660	1.2%	30,750	2.0%
St Robert Southwell RC JMI	1,859,544	1,835,136	1,839,165	(24,409)	-1.3%	(20,379)	-1.1%
Stonebridge JMI School	3,014,128	2,992,194	2,992,194	(21,934)	-0.7%	(21,934)	-0.7%
Sudbury Primary School	3,699,796	3,651,000	3,651,000	(48,797)	-1.3%	(48,797)	-1.3%
Uxendon Manor Primary School	2,309,924	2,330,250	2,351,897	20,326	0.9%	41,973	1.8%
Wembley Primary School	3,773,197	3,758,813	3,793,748	(14,384)	-0.4%	20,551	0.5%
Wykeham Primary School	2,463,858	2,459,071	2,480,336	(4,787)	-0.2%	16,478	0.7%
Alperton Community School	7,044,558	7,038,490	7,107,732	(6,068)	-0.1%	63,174	0.9%
ARK Elvin Academy	5,844,337	5,820,687	5,876,695	(23,651)	-0.4%	32,358	0.6%
Capital City Academy	6,293,871	6,290,290	6,351,746	(3,580)	-0.1%	57,875	0.9%
Claremont High School	7,332,877	7,226,347	7,261,874	(106,530)	-1.5%	(71,003)	-1.0%
Convent of Jesus & Mary Language College	5,356,749	5,343,976	5,397,859	(12,773)	-0.2%	41,110	0.8%
JFS	8,083,653	8,086,496	8,181,024	2,843	0.0%	97,371	1.2%
Kingsbury High School	9,955,231	9,865,278	9,923,481	(89,953)	-0.9%	(31,750)	-0.3%
Michaela Community School	2,048,710	2,032,013	2,032,013	(16,697)	-0.8%	(16,697)	-0.8%
Newman Catholic College	4,179,601	4,122,554	4,122,554	(57,047)	-1.4%	(57,047)	-1.4%
Queens Park Community School	6,303,673	6,261,056	6,326,799	(42,617)	-0.7%	23,126	0.4%
St. Gregory's Catholic Science College	5,359,428	5,282,097	5,308,488	(77,331)	-1.4%	(50,940)	-1.0%
The Crest Academies	6,258,342	6,213,415	6,273,715	(44,927)	-0.7%	15,373	0.2%
Ark Academy	7,307,152	7,229,556	7,303,512	(77,596)	-1.1%	(3,640)	0.0%
Preston Manor School	9,349,048	9,217,005	9,234,126	(132,043)	-1.4%	(114,922)	-1.2%
Wembley High Technology College	6,806,259	6,732,641	6,806,958	(73,619)	-1.1%	698	0.0%

Primary	124,480,435	123,738,149	124,496,050
Secondary	74,061,030	73,582,699	74,163,981
All Through	23,462,460	23,179,202	23,344,596
Grand Total	222,003,925	220,500,050	222,004,627