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SCHOOLS FORUM

Meeting to be held from **17:30** on Wednesday 11 December 2019

Venue: **Chace Community School,**

(NOTE: Sangeeta Brown, Resources Development Manager - 07956 539613)

Schools Members:

Governors: Vacancy (Primary), Mr J Ellis (Primary), Ms H Kacouris (Primary),
Mrs J Leach (Special), Mr J Donnelly (Secondary),

Headteachers: Mr D Bruton (Secondary), Ms K Baptiste (Primary), Ms R
Datta (Special), Ms C Fay (Pupil Referral Unit), Ms N Husband
(Primary), Ms M O'Keefe / Ms T Day (Secondary), Mr D Smart
(Primary)

Academies: Ms H Thomas (Chair), Mrs A Goldwater, Mr C Lamb, Ms A Nicou,
Mrs L Sless, Vacancy

Non-Schools Members:

16 - 19 Partnership	Mr K Hintz
Early Years Provider	Ms A Palmer
Teachers' Committee	Mr J Jacobs
Education Professional	Mr C Seery
Head of Admissions	Ms J Fear
Overview and Scrutiny Committee	Cllr S Erbil

Observers:

Cabinet Member	Cllr R Jewel
School Business Manager	Ms S Mahesh
Education Funding Agency	Ms Goodacre

MEMBERS ARE INVITED TO ARRIVE AT 17:15
WHEN SANDWICHES WILL BE PROVIDED
ENABLING A PROMPT START AT 17:30

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

Note:

- a) Apologies
- b) Membership: Vacancies:
 - A nomination for a primary governor representative is awaited.
 - A nomination for an academy representative is awaited.

2. DECLARATION OF INTEREST

Members are invited to identify any personal or prejudicial interests relevant to items on the agenda. A definition of personal and prejudicial interests has been attached for members' information.

3. MINUTES AND MATTERS ARISING FROM THE MINUTES (Pages 1 - 6)

- (a) School Forum meetings held on 2 October 2019 (*attached*)
- (b) Matters arising from these minutes.

4. ITEMS FOR DISCUSSION/DECISION (Pages 7 - 46)

- (a) Schools Budget - 2019/20 Monitoring Update (*attached*)
- (b) School Funding Arrangements – 2020/21: Responses to Consultation (*attached*)
- (c) Schools Budget – 2020/21: Update (*attached*)
- (d) Central Services Schools Block – 2020/21: Update (*attached*)

5. ITEMS FOR INFORMATION

None

6. WORKPLAN (Pages 47 - 48)

7. ANY OTHER BUSINESS

8. FUTURE MEETINGS

- (a) Date of next meeting is Wednesday 15 January 2020 at 5.30pm at Chace Community;
- (b) Dates of future meetings:
 - 4 March 2020: Chace Community School
 - May ??

9. CONFIDENTIALITY

To consider which items should be treated as confidential.

Schools Forum Membership List

Name		Sector	Organisation	Member / Sub Since	End of Term
Ms H Kacouris	G	P	St Andrew's Southgate	Autumn 2017	Autumn 2021
Mr J Ellis	G	P	George Spicer	Autumn 2019	Summer 2023
Vacancy	G	P			
Mrs J Leach	G	Sp	Waverley	Autumn 2015	Summer 2019
Mr J Donnelly	G	S	St Ignatius	Spring 2019	Summer 2023
Ms C Fay	H	PRU	Orchardside	Required	
Mr D Smart	G	P	De Bohun	Autumn 2019	Summer 2023
Ms N Husband	G	P	Firs Farm	Autumn 2019	Summer 2023
Ms K Baptiste	H	P	St Monica's	Autumn 2017	Summer 2021
Mr D Bruton	H	S	Chace Community	Summer 2016	Spring 2020
Ms R Datta	H	Sp	West Lea	Spring 2019	Winter 2023
Ms T Day / Ms M O'Keefe	H	S	Bishop Stopford's St Ignatius	Autumn 2017	Summer 2021
Ms H Thomas	H	A	Alma - Attigo	Autumn 2018	Summer 2022
Mrs A Goldwater	H	A	Fleecefield - Children First	Spring 2019	Spring 2023
Mr C Lamb	H	A	Enfield Grammar	Autumn 2018	Summer 2022
Ms A Nicou	H	A	Enfield Learning Trust	Autumn 2019	Summer 2023
Vacancy	H	A			
Mrs L Sless	G	A	Galliard - Children First	Autumn 2015	Spring 2023
Ms A Palmer		EY	Right Start Montessori	Autumn 2017	Summer 2021
Mr K Hintz		P16	CONEL	Autumn 2015	Summer 2019
Mr J Jacobs		All	National Education Union	Summer 2017	Spring 2021
Ms J Fear		All	Local Authority	By Appointment	
Ms C Seery		All	Local Authority	By Appointment	
Cllr S Erbil		All	Chair of Overview & Scrutiny	By Appointment	
Cllr Jewels	O	All	Cabinet Member	By Appointment	
Ms S Mahesh	O	All	School Business Manager	Nominated	
Ms K Goodacre	O	All	EFSA	By Appointment	

Key

G – Governor
H – Headteacher
O - Observer
P – Primary
S – Secondary
Sp – Special
Ac – Academy
EY – Early Years
P16 – Post 16

MINUTES OF THE SCHOOLS FORUM MEETING

Held on Wednesday, 2 October 2019 at Orchardside School

Schools Members:

Governors: *Ms H Kacouris* (Primary), *Mrs J Leach* (Special), Vacant x 2 (Primary), *Mr J Donnelly* (Secondary)

Headteachers: *Mr D Bruton* (Secondary), *Ms K Baptiste* (Primary), *Ms R Datta* (Special), *Ms C Fay* (Pupil Referral Unit), *Ms M O'Keefe* / *Ms T Day* (Secondary), *Ms N Husband* (Primary), *Mr D Smart* (Primary)

Academies: *Ms H Thomas* (Chair), *Mrs A Goldwater*, *Ms A Nicou*, *Mr P Sadgrove*, *Mr C Lamb*, *Mrs L Sless*

Non-Schools Members:

Early Years Provider	<i>Ms A Palmer</i>
16 - 19 Partnership	<i>Mr K Hintz</i>
Teachers' Committee	<i>Mr J Jacobs</i>
Education Professional	<i>Ms C Seery</i>
Head of Admissions	<i>Ms J Fear</i>
Overview and Scrutiny Committee	<i>Cllr S Erbil</i>

Observers:

Cabinet Member	<i>Cllr Jewell</i>
School Business Manager	<i>Ms S Mahesh</i>
Education Cabinet Member	<i>Mr R Jewell</i>
Director of Education	<i>Mr P Nathan</i>
Education Finance	<i>Ms L McNamara</i>
Primary School Governor	<i>Mr J Elli</i>
Resources Development Manager	<i>Mrs S Brown</i>

Clerk: Zoe Hayes

** italics denotes absence*

1 APOLOGIES FOR ABSENCE AND MEMBERSHIP

- a) Apologies for absence had been received from Mr Donnelly, Mr Kacouris, Mr Bruton, Ms O'Keefe, Mr Lamb, Mr Sadgrove, Mr Hintz and Cllr Erbil.

NOTED:

- (i) the absence of Mrs Leach.
- (ii) Mr Dominic Smart, De Bohun School and Ms Nuala Husband, Firs Farm School had joined the Schools Forum as primary representatives.
- b) **Membership:**
- (i) Mr Sadgrove had confirmed he was resigning from the Schools Forum.

The Forum were advised with Mr Sadgrove leaving the Forum, there would be a vacancy for an Academy representative. It was confirmed a letter would be sent to all Academies to seek a nomination for this vacancy. If more than one nomination were received, an election process would be pursued.

ACTION: MRS BROWN

- (iii) Mr Ellis was attending this meeting as an observer because confirmation of his nomination had not been received from the Member Governor Forum.

The Member Governor Forum would also be asked for another nomination for the remaining primary representative vacancy.

- (iv) Ms Clara Seery would be replacing Mr Johnson on the Forum as an Education Professional.

The Forum thanked Mr Johnson for his contribution to the work of the Forum.

- (v) Mr Peter Nathan had joined Enfield Council as Director of Education and would be attending the Forum as the lead officer for the Schools Forum.

All the new members were welcomed to the Forum.

2 DECLARATION OF INTEREST

An opportunity was provided for Members to declare an interest whether pecuniary or otherwise regarding any of the items on the agenda. None was declared.

3 MINUTES AND MATTERS ARISING FROM THE MINUTES

- a) **RECEIVED** and agreed the Minutes of the Meeting held on 10 July 2019.
- b) The Forum was advised following a request at the last meeting for Induction Training for Headteachers, a training session on the Schools Financial Value Statement was scheduled for Thursday, 3 October 2019. In response to a **question** the meeting was advised that the details of this training should have been sent to all Headteachers.

NOTED no one present at the meeting was aware of this training.

AGREED that at least one further session would need to be provided.

ACTION: MRS BROWN

- c) In response to a question regarding the retention of balances, it was advised that there were different regulations for Church Schools relating to VAT.

Clerk's Note: Ms Nicou arrived at this point.

4 ITEMS FOR DISCUSSION/DECISION

- a) **Schools Budget 2019/20 Monitoring Update**

RECEIVED a report providing the latest projections for the Dedicated Schools Grant (DSG) for 2019/20.

Reported that the final carry forward from 2019/20 was £389k. The current budget projections for the DSG were indicating an overspend of £3.21m. The overspend was mainly due to the need to continue to support Post 18 SEND pupils in residential

settings and general increase in demand had led to more SEND pupils being placed in independent placements.

NOTED:

- (i) The SEND reforms required pupils to be supported until 25 years of age. Previously, the cost of residential placement was split between Education, Health and / or Social Care until the pupils turned 18 years old. Now, the view was that all the costs be met by Education and for some placements this was resulting in an increase of £200k plus. Officers were meeting with Health and Social Care to seek an agreement to share the costs.
- (ii) It was anticipated when the refurbishment works at Durant School were completed, this should reduce number of pupils placed out borough and enable some pupils placed in independent provision to transfer to Durants.
- (iii) To manage the increase in workload to the rising demand, the SEN and Educational Psychology Service had restructured and this had resulted in an increase in costs.
- (iv) Recent projections for the Authority's contract with Health for the Speech & Language Service was indicating an overspend. Officers were due to meet with Health to review the contract.
- (v) The Forum was informed If the DSG overspent by more than 1%, then the ESFA would require the Authority, in discussion with the Schools Forum, to develop and submit a Deficit Recovery Plan.

The Forum noted the update on the budget position.

Clerk's Note: Mrs Sless arrived at this point.

b) **Dedicated Schools Grant 2019/20: Analysis**

RECEIVED an analysis of the allocation of the DSG.

REPORTED the report compared the allocation of DSG and the application of the local funding formula with Enfield's statistical neighbours, outer London authorities and nationally.

NOTED:

- (i) Enfield had the second highest pupil numbers in outer London but this appeared not to be reflected in the funding provided through the High Needs block.
- (ii) The change in the comparison between last and the current year for the unit rates for the local funding formula was possibly reflecting the decision by authorities on how they moved closer to the national funding formula.
- (iii) The aim of the report was to inform discussions when considering funding arrangements and budget setting for the coming year.

The Forum noted the report.

c) **School Funding Arrangements**

RECEIVED a report summarising the latest information on the school funding arrangements for 2020/21.

REPORTED during the summer the Government had confirmed they would carry out an annual Spending Review and this would be followed by a three year Spending Review in 2020. At the beginning of the Autumn term, headline information was published on additional funding for education for 2020/21.

NOTED

- (i) The increase in national education funding over the next three year was £7.1bn (or 7.4%) with £2.6m being allocated in 2020/21. The IFS confirmed that the additional funding of 7.4% would reverse the 8% cut since 2009/10.
- (ii) The funding for the teachers' pay and pensions would continue to be funded as a separate grant. Information was awaited on how it would be distributed

It was questioned, with the lack of information, were Forum members aware of how schools would manage the 2.75% pay award because the Unions were working on the assumption that schools would implement the full increase for all teaching staff. In response, it was stated that the Authority had advised schools of the likely outcome for the pay award and most schools had allowed for this increase. Having said this, most schools were projecting deficits in year two.

- (iii) As part of the consultation for this year's funding arrangements, it was proposed to move to the NFF and to use the minimum funding guarantee to manage the change in funding. With the change in the quantum of funding and insufficient information on how the additional funding would be allocated, it was unclear the effect this would have on the local formula and the move to NFF. It was stated that modelling could not be carried out until the DfE had published their operational guidance.

In response to a **question**, the Forum were advised that the modelling carried out last year showed significant turbulence for schools over the three year period. However, this modelling had been completed before the latest announcements and the additional funding.

To a subsequent question, it was commented that it was unlikely any Government would implement significant change in the pupil led funding provided to schools. The issue for individual schools was whether the schools were able to maintain pupil numbers. An assessment carried this year highlighted a significant change in funding at an individual school level due to a reduction in pupil numbers or other contextual changes, e.g. free school meal eligibility.

The NFF was likely to shift funding from secondary to primary and the aim was to minimise the impact of this whilst moving towards the NFF.

- (iv) Currently, £140k had been transferred from the Schools to the High Needs block to provide targeted support for Looked After Factor. Work on the

criteria allocating this funding had begun, if this Forum was agreeable, it was proposed that the funding continue to be transferred for 2020/21 to enable the projects to embed and then for a full review to be carried out.

- (v) Once information was published by the DfE and options for models were developed, these would be discussed with the Education Resources Group and there would then follow a consultation document in November and proposals would be presented to the Forum in December.

It was suggested that an extra-ordinary meeting be held once information was available to outline the proposals and rather than last year, the proposals should include details of the impact for individual schools.

- (vii) Due to the timetable to ensure all the statutory requirements and deadlines were met, the Forum was asked to agree in principle to the disapplication request for some of the items discussed during the meeting and one other detailed below:

- i) to prevent secondary funding being applied to primary pupils in all-through schools;
- ii) to transfer 0.5% of School Block funding to High Needs Block. It was requested a breakdown be provided of the number of pupils benefiting from this funding;
- iii) to transfer £140,000 from Schools' Block funding to High Needs Block, specifically for interventions aimed at Looked After Children

RESOLVED that:

- i) a briefing would be arranged for all Headteachers and Chairs of Governors to attend.
- ii) modelling will include information on the impact for individual schools.
- iii) The following disapplication request were agreed in principal to:
 - A) transfer 0.5% from Schools to High Needs Block.
 - B) transfer £140k from Schools to High Needs Block, specifically for interventions aimed at Looked After Children
 - C) prevent secondary funding being applied to primary pupils in all-through schools

d) **DfE Consultation on Financial Transparency and Risk Protection Arrangements**

- (i) **RECEIVED** draft responses to two documents published by the DfE, concerning financial transparency arrangements for maintained schools to bring them in line with those for academies and risk protection.
- (ii) Mrs S Brown advised the meeting that these changes would mean additional data requirements and responsibility for the Authority and for schools. It was intended that the requirements for maintained schools would be

implemented sometime during 2019/20 and for academies these new requirements in relation to the Schools Financial Value Statement came into force in September 2019.

In response to a **question** raising concern as to whether Headteachers and School Business Managers had the skill sets to fulfil these new requirements, It was advised that there were plans to identify SBM's who would be able to offer support to those with less experience.

5 ITEMS FOR INFORMATION

None.

6 WORK PLAN

RECEIVED

7 ANY OTHER BUSINESS

Closure of Accounts for Maintained Schools

Reported the Authority was proposing to change the date for closing their accounts for 2019/20. This would require schools to respond and submit their accounts much earlier. The deadline proposed for returns was 7 April 2020. This would require schools possibly not spend, other than salaries, after the end of February 2020. Information was being sent to all Headteachers and a briefing and training provide to School Business Managers.

Healthy Schools Capital funds

There was no update on whether there would further funding.

8 FUTURE MEETINGS

- a) Next meeting is Wednesday, 11 December 2019 at 5:30pm at Chace Community School.
- b) Future meetings:
 - 15 January 2020 at Chace Community School
 - 4 March 2020 at Chase Community School.

9 CONFIDENTIALITY

No items discussed at this meeting were to be considered confidential.

7.25pm THE MEETING WAS CLOSED.

MUNICIPAL YEAR 2019/20 REPORT NO. 15**MEETING TITLE AND DATE:**

Education Resources Group 03 Sept 2019
Schools Forum 11 December 2019

REPORT OF:

Director of Finance, Resources & Customer Services

Agenda –

Item: 4a

**Subject: Schools Budget -
2019/20 Monitoring Update**

Contact officer and telephone number:

Louise McNamara 020 8379 4720
E mail: louise.mcnamara@enfield.gov.uk

1. EXECUTIVE SUMMARY

This report provides details of the DSG budget monitoring position for 2019/20 including confirmation of the latest DSG allocation from the ESFA as at July 2019.

2. RECOMMENDATIONS

To note the contents of the report.

3. ACCUMULATED DSG CARRIED FORWARD

3.1 Table 1 sets out the cumulative DSG deficit position as at 31 March 2019.

The DSG Outturn position for 2018/19, as at 31st March 2019, has been reported at previous meetings. The accumulated DSG position has been updated to reflect the backdated Early Years Block adjustment of £13k to reflect January 2019 pupil data. As expected, this adjustment was minimal as overall early years pupil numbers had remained consistent between Jan 2018 and Jan 2019.

Table 1 – Accumulated DSG Carry Forward 2018/19

		£'000s
Balance brought forward 1 April 2018		(0.738)
2017/18 DSG Allocation (applied July 2018)		(0.743)
Net Balance b/f 1 April 2018		(1.481)
Net Underspend 2018/19		2.575
Surplus Balance 31 March 2019		1.094
Outstanding Adjustments 2018/19		(0.718)
2018/19 Carry Forward – 31/03/2019		0.376
2018/19 Early Years Adj – July 2019		0.013
2018/19 Carry Forward – FINAL		0.389

4. 2019/20 DSG ALLOCATION

4.1 The original estimate of gross DSG resources for 2019/20 amounted to £334.186m. Of this amount £1.945m will be provided direct by the Education and Skills Funding Agency (ESFA) to fund post 16 places in special schools

and places in mainstream academy units and academy special schools. Budget allocations for 2019/20 were agreed within this level of resources.

- 4.2** In July 2019, revised DSG allocations for 2019/20 were published. These allocations reflected academy recoupment for the Schools Block and High Needs Block, an adjustment Early Years Block to reflect pupil numbers recorded on the January 2019 census and the latest import/export adjustment. The latest DSG position for 2019/20 is summarised in Table 2.

Table 2 – DSG Allocation 2019/20

DSG Summary 2019/20	ORIG 2019/20	Academy Recoup	Import/Export Adj 19/20	Early Years Adj 19/20	REVISED 2019/20
	£000	£000	£000	£000	£000
SCHOOLS BLOCK	259.009	(130.954)			128.054
CENTRAL SERVICES	2.925				2.925
EARLY YEARS BLOCK	25.410			0.022	25.431
HIGH NEEDS BLOCK	46.843		0.435		47.278
GROSS DSG	334.186	(130.954)	0.435	0.022	203.689
Direct ESFA Funding	(1.945)	0.081			(1.864)
NET TOTAL DSG	332.241	(130.873)	0.435	0.022	201.825

- 4.3** A further update to the 2019/20 DSG allocation is expected in December 2019, but at this stage we are not anticipating any changes.

5. 2019/20 DSG Budget Monitor

Appendix A details the DSG budget monitoring position as at the end of October 2019.

5.1 Schools Block

Projected Underspend – (£538k)

There are projected underspends in the Schools Block. These relate to the Growth Fund, where no additional classes are expected to be required for the 1920 academic year, an underspend on the Appeals Service budget and rates where there is reduced demand on the DSG for schools converting to academy status as they will be entitled to 80% charitable relief.

5.2 Early Years Block

Projected Net Nil Variance

Monitoring indicates that across school nurseries and PVI settings, there is a net nil variance projected. The position will be closely monitored for the remainder of the financial year.

5.3 High Needs

Projected Overspend - £4.811m

The High Needs budgets for 2019/20 were set within the funding available

which did not allow for any contingency or provision for expected increase in demand. Key areas of overspend are as follows:

- Outborough Placements - £2.330
Budgets for out-borough placements were based on commitments as at January 2019. The projected overspend is due to a variety of factors including the full year effect of pupils starting during 2018/19 and new placements. Several students in residential settings have turned 19 so the Education budget has had to pick up the full cost of these placements rather than a 3 way split with health and children's services. The overspend in this area has reduced by £177k between September and October reflecting a higher level of starters than leavers.
- Post 16 Nigh Needs - £0.577
Overspend based on current projections of student numbers
- Exceptional Needs – £0.420
Exceptional needs overspend based on the summer term monitoring exercise. The autumn term data is currently being assessed and it is expected that the overspend will increase. This will be reflected in the next monitoring report
- Additional Places at West Lea - £600k
55 additional places were offered and filled at West Lea School with effect from September 2019. The overspend of £600k reflects the cost of these places for the autumn and spring terms
- SEN & Educational Psychology Service Salaries - £0.474
Staffing has been increased in both these service areas in order to meet the increase in demand for EHCPs and statutory assessments and to ensure that the teams are fit for purpose. The overspend reflects the impact of a re-structure of the SEN Service in the current financial year and additional staff agreed for the EP service
- ARPs – (£200k)
An underspend is projected due to a delay in start up for some provisions and difficulties in securing schools to open these units
- Speech and Language Service - £0.173k
Overspend due to increased charge from the Health Service. This overspend relates to 2018/19 and an invoice for this additional cost is also expected for 2019/20

Plans for additional in borough provision is ongoing and updates will be provided as soon as the details and start dates have been confirmed.

5.4 DSG Outturn Position

Overall, the latest monitoring position for 2019/20 indicates an overspend of £4.273m which will result in an accumulated DSG deficit of £3.897m. Due to the issues highlighted above, this is expected to increase further by the end of the financial year. The 2019/20 budget will continue to be monitored closely for the remainder of the financial year and updates will be provided to the Forum at future meetings.

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DSG Budget Monitor 2019/20	June Monitor	July Monitor	August Monitor	Sept Monitor	Oct Monitor	Variance Sept-Oct
Opening Position 2019/20	£000	£000	£000	£000	£000	
2018/19 Surplus	- 1,094	- 1,094	- 1,094	- 1,094	- 1,094	
Outstanding 18/19	718	718	718	718	718	
Net DSG Deficit 1/4/2019	- 376	- 376	- 376	- 376	- 376	

2019/20 Variance	£000	£000	£000	£000	£000	
SCHOOLS BLOCK						
Growth Fund	0	-150	-150	-300	-130	
Appeals	0	0	0	-150	-150	
Rates - reduction in rates Academy co	-258	-258	-258	-258	-258	
Total Schools Block Variance	-258	-408	-408	-708	-538	170
EARLY YEARS BLOCK						
2 Year Olds	0	0	0	0	0	
3&4 Year Olds	0	0	0	0	0	
30 Hours	0	0	0	0	0	
Centrally Held	0	0	0	0	0	
Total Early Years Block Variance	0	0	0	0	0	0
HIGH NEEDS BLOCK						
Variation in DSG Funding & Resources						
Additional HNB Allocation	0	0	0	0	0	
Import/Export Adj	0	-435	-435	-435	-435	
FE Colleges - reduction in HNB	0	548	548	548	548	
	0	113	113	113	113	0
Outborough Provision						
Independent Day Placements	1007	953	1069	1379	1199	-179
Independent Residential Placements	631	707	707	684	595	-89
Other LA Special Schools	72	131	131	171	228	57
Other LA Mainstream Support	207	186	200	274	308	34
Peripatetic Service	0	209	209	209	209	0
Speech and Language	0	173	173	173	173	0
Post 16 High Needs	0	0	420	500	577	77
In Borough Provision						
Excep Needs - adj to orig 1920 & Sum	430	420	420	420	420	0
Durants - additional TA funding	144	144	144	144	144	0
West Lea - 55 addit places Sept19	0	0	0	600	600	0
ASA - recovery of 1819 underspend	-110	-110	-110	-110	-110	0
Behaviour Support	0	34	0	0	0	0
Nurture Groups	0	0	0	0	0	0
Parenting Support	0	78	77	77	80	3
EPS Salaries	0	0	200	200	184	-16
SEN Team Salaries	0	0	241	241	290	49
Home & Hospital	0	0	0	0	0	0
ARP - delay in start up of new units	0	0	0	-130	-200	-70
Total High Needs Block Variance	2,381	2,926	3,881	4,832	4,698	- 134
ESTIMATED VARIANCE 2019/20	2,123	2,631	3,586	4,237	4,273	36
Cumulative Deficit b/f	- 376	- 376	- 376	- 376	- 376	-
ESTIMATED DSG OUTTURN 2019/20	1,747	2,255	3,211	3,861	3,897	36

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MUNICIPAL YEAR 2019/2020 REPORT NO. 16**MEETING TITLE AND DATE:**

Education Resources Group – 3 December 19
Schools Forum – 11 December 19

REPORT OF:

Director of Education

Contact officer: Sangeeta Brown

E mail: sangeeta.brown@enfield.gov.uk

	Item: 4b
Subject: School Funding Arrangements – 2020/21: Responses to Consultation	
Wards: All	

1. EXECUTIVE SUMMARY

1.1. This report provides a summary of the responses received to the proposals contained in the consultation document on the school funding arrangements for 2020/21.

2. RECOMMENDATIONS

2.1 Members are asked to consider and comment on the final recommendations detailed in paragraph 4 for allocating funding from the Schools and Early Years blocks.

3 BACKGROUND

3.1 At the last meeting, the headlines from the Government's announcements were presented to the Schools Forum. The Forum was informed due to the additional funding and changes in the application of the minimum funding guarantee and gains cap, the Authority would be reviewing the proposal previously agreed for the Enfield's funding formula (EFF) to move to the National Funding Formula (NFF), when the DfE had published the final guidance on how the additional funding would be applied for 2020/21. Furthermore, based on the limited information available and the requirement to meet statutory timelines for disapplication requests and carry out consultation on any proposals for the local funding arrangements, the Forum was asked to consider and agree some principles to inform any proposals developed for consultation.

Following confirmation and agreement to the disapplication requests and other comments from the Forum, officers considered a number of options and then presented the Authority's preferred options to the Education Resources Group based on the following principles:

- Best fit for resources available
- Funding should support to maintain and improve standards
- Effect of the removal of Gains CAP on the MFG
- Maintain the current primary to secondary funding ratio
- Enable transfer of 0.5% to fund £6ks for schools with above average number of pupils with EHCPs
- Enable transfer of £140k to fund targeted support for LAC

In developing the options, it was found it was not possible to move to the NFF if the 0.5% transfer from the Schools to the High Needs block was implemented. Currently, 247 pupils attract the first £6k of funding across 41 schools at a cost of £1.482m. Following a lengthy discussion with the Education Resources Group, it was acknowledged that not continuing with the transfer would create turbulence for individual schools. It was suggested to allow schools time to plan to incorporate the cost of support for these pupils into their budgets that current arrangements should continue and then be reviewed for 2021/22.

Following the discussion with the Education Resources Group, a final consultation document was published on Monday 11th November and circulated to all maintained schools, academies, free schools and private, independent & voluntary early years providers for comment.

As requested by the Forum, a briefing session was held on 13th November. It was attended in total by 43 Headteachers, Chair of Governors or School Business Managers. This was followed

by presentation to the Secondary Headteachers' Conference and School Business Management Forum.

- 3.2 This report provides a summary of the responses received and seeks the Forum's views on the final proposals for EFF for 2020/21. Once the Forum's views have been received, the approval of the Cabinet Member for Children's Services will be sought.

In providing their view's, the Forum is reminded that the proposals in the consultation were based on October 2018 data and indicative funding information provided by the DfE. Both the data and funding information will be subject to change: use of the October 2019 Census for pupil data, and confirmation of actual funding by the new Government. Therefore, the proposals in this document will be subject to the resources available.

4. SUMMARY OF RESPONSES

- 4.1 As stated the consultation document was published on 13 November 2019.

The deadline for responses was Monday 25th November and by this date 30 responses had been received. After this date, 2 further responses were received the day after the deadline. Table 1 provides a summary of the response received.

Table 1: Summary of Responses Received

Sectors	No of Schools / Settings	No of Responses Received	% Sector Response	% of Total Response
Primary	45	13	29%	6%
Secondary	9	3	3%	1%
Special	6	-	0%	0%
Academies	35	14	40%	7%
PVI	119	2	2%	1%
TOTAL	214	32	15%	15%

4.2 Mainstream Schools: Enfield Funding Formula (EFF)

The Forum are reminded that the DfE confirmed the continuation of the arrangements put in place for 2018/19, that is a 'soft' NFF for 2019/20 and 2020/21.

For 2020/21, the rates used for the formula factors for NFF were adjusted for the additional funding allocated to the overall Education funding and then the adjusted unit rates were used to calculate and allocate funding to local authorities. As the last two years, local authorities then continue to have responsibility for consulting and determining within the regulatory parameters the local funding formula for mainstream schools in their area.

The option presented and discussed with the Education Resources Group was finalised and published for consultation. Table 5 details the Authority's preferred options for EFF which is a partial move towards the NFF. The reason for applying this options was because it supported the key principles outlined in paragraph 3.1 including the 0.5% transfer to support schools with above average number of pupils with EHCPs.

Table 2: Details of Model for the Enfield funding formula for mainstream schools

Financial Year	Factors / Unit Rates Applied	MFG
2020/21	<ul style="list-style-type: none"> - NFF Unit Rates for: EAL & LPA¹ - 85% NFF Unit Rates - all other factors including Mobility - No LAC* 	<ul style="list-style-type: none"> - 1.84% Minimum Funding Guarantee - No Gains CAP

*Assumes funding transferred to High Needs Block for targeted support

¹ EAL – English as an additional language
LPA – Low Prior Attainment

Appendix A illustrates the individual school's allocations for the current year (2019/20) and indicative allocation for 2020/21 based on the proposed option on which responses were sought. Table 3 & 4 detail a summary of the responses and comments received.

Table 3: Responses to the Enfield's funding formula for mainstream schools

2020/21	Agree	Disagree	No Response
Primary	12	1	-
Secondary	3	-	-
Special	-	-	-
Academies and Free Schools	13	1	-
PVIs	1	-	1
TOTAL	29	2	1

Table 4: Additional comments received and responses to these comments

	Comments	Responses
1.	As an Infant School, it is increasingly difficult for us to access the extra funding. We work tirelessly to get plans in place, but this takes time and may often only happen as the child leaves us and moves to the Juniors. The decreasing ratio is understandable, but hard on Infant schools.	Noted
2.	We agree so that all schools will gain but we would probably be better off if we went fully to NFF. You state the reason is to fund the first £6k's for schools with high number of EHCP's but this is also the reason to keep back the 0.5%. New EHCP children do not get the first £6k even though fewer have left the school, this seems unfair and we have two new plans from September who will only receive approximately £170 after taking away the first £6k. So, we agree with this proposal but would have good reason not to agree. The argument is that not going to NFF will fund the first £6k's, but this is also the reasoning for retaining the 0.5% under SEND funding. We are confused why this reason falls within both areas? Our own context is that we struggle because we have a high number of EHCP's. Throughout the year the numbers are increasing overall but we don't get the first £6k for additional pupils even though we are gaining more pupils than are leaving.	Noted. The reason for mentioning the 0.5% transfer is because the EFF is based on this happening and the regulations require any transfer from the Schools Block to be consulted on separately.
3.	Agree to a partial move to the NFF for this year to avoid the turbulence however a full move is inevitable and we would want to see that in place by 2021/22.	Noted
4.	Fully implemented asap	
5.	We would prefer to move to the full NFF. We would prefer less money to be given as a lump sum and more within the per pupil funding (the AWPU amounts) as with 250 in each year group and the wear and tear associated with so many students, the lump sum has a significant detrimental effect on our funding overall.	Models previously carried out looked at changing or removing the lump sum and it only created further turbulence and disadvantaged both small primary and secondary schools.
6.	We would like an end to the top slicing of the DSG for the SEYIS professional learning & development. It forces us to have to pay for a service from the Local Authority we don't want and goes against the spirit of having a choice.	Noted, this comment will need to be considered when the Forum Maintained school members consider de-delegation:

Recommendation

The Authority recommends the proposals for the EFF, as consulted, be implemented for 2020/21.

4.2 Looked After Children

The Forum will be aware that Looked After Child (LAC) factor has been removed from the NFF and was removed from the EFF for 2019/20. However, the funding (£140k) previously used for

this factor was transferred to the High Needs block to provide targeted support for LAC. To be able to have a full review of this, it was proposed that the work on this support should continue and £140k be transferred from the Schools to the High Needs block for 2020/21. Tables 5 & 6 detail the response and comments received to the consultation.

Table 5: Responses received for transfer of LAC funding from Schools to High Needs Block

High Needs Funding	Agree	Disagree	No Response
Primary	13	-	-
Secondary	3	-	-
Special	-	-	-
Academies and Free Schools	13	1	-
PVIs	1	-	1
TOTAL	30	1	1

Table 6: Additional comments received and responses to these comments

	Comments	Responses
1.	A review of spending in 2019/20 needs to be scrutinised by Schools Forum.	Noted, a review will be carried out for the coming year. With regards the allocation of funding, this will be determined and agreed by the Working Group. The projects and use of the funding will be reported to the Forum early during 2020/21 and then separately later in the year an impact analysis.
2.	We agree but would hope that if school requests funds for a project relating to LAC that it would be looked on favourably. We are concerned about LAC children who need support, when we can't afford to give them support because they don't have a plan. It would be good if schools with say, more than 3 LAC pupils get some additional funding to help support them.	
3.	As the NFF does not provide for LAC we feel strongly that LAC receive targeted support.	
4.	But would like to see how it used to be reviewed next year.	
5.	We would prefer to receive the funding and target it ourselves at school.	
		Noted

Recommendation

The Authority recommends the funding previously allocated against the LAC formula factor be transferred from the Schools to the High Needs block to provide more targeted support for LAC. Furthermore, the use of this funding will be reviewed during 2020/21.

4.3 Funding for Pupils with High Needs in Mainstream Schools

Schools were asked to respond on the proposal to transfer 0.5% funding from the Schools to the High Needs Block to continue to support schools with an above average incident of pupils with SEND. The average incident is currently calculated to be 1 in 68 pupils; and for 2020/21, this average will be reviewed to reflect January 2019 pupil numbers. Table 7 & 8 details the responses received.

Table 7: Responses received for funding pupils with High Needs in Mainstream Schools

High Needs Funding	Agree	Disagree	No Response
Primary	13	-	-
Secondary	3	-	-
Special	-	-	-
Academies and Free Schools	14	-	-
PVIs	1	-	1
TOTAL	31	-	1

Table 8: Additional comments received and responses to these comments

	Comments	Responses
1.	Review of this for 2021/22 to take place asap	Noted and if funding allows, then as well as reviewing the transfer, consideration will be given on how schools are supported for the top up from the high needs block.
2.	Whilst we agree, we continue to argue that actual cost should be provided as the rate of £12.33 per hour is a huge shortfall. Also having to fund the first £6k below the school's average number is crippling to the school budget. We strongly feel that the amount per hour should more closely reflect the actual per hour cost of a member of staff. £12.33 is an ancient cost which is nowhere near the actual cost now. Schools are being penalised for having high number of children with Plans.	

Recommendation

The Authority recommends the transfer of 0.5% from the Schools to the High Needs block to support mainstream schools with higher than the average incident of SEND pupils. Unlike the other school funding arrangements, the average incident will be calculated using pupil data on the January Census.

4.4 Early Years Inclusion Fund

The consultation document sought the continuation of the current arrangements for the use of the Inclusion Fund, which comprises of allocating the Fund to individual providers to access targeted resources to support pupils with SEND and centrally commissioned specialist provision to support all providers. The targeted resources are administered through an Inclusion Panel consisting of Headteachers, Managers from individual settings and officers. The commissioned specialist support includes Educational Psychologists and SENCOs. Table 9 & 10 provides a summary of the responses received.

Table 9: Responses received to the use of the Early Years Inclusion Fund

Early Years Inclusion Fund	Agree	Disagree	No Response
Primary	12	1	-
Secondary	1	-	2
Special	-	-	-
Academies and Free Schools	13	-	1
PVIs	2	-	-
TOTAL	28	1	3

Table 10: Additional comments received and responses to these comments

	Comments	Responses
1.	As an Infant School, it is increasingly difficult for us to access the extra funding. We work tirelessly to get plans in place, but this takes time and may often only happen as the child leaves us and moves to the Juniors. The decreasing ratio is understandable, but hard on Infant schools.	Noted. As this is outside the remit of this consultation, the comment will be passed to Early Years for consideration.

Recommendation

The Authority recommends the current arrangements for the use of the Inclusion Fund are retained.

4.5 Maintained Schools: Treatment of Surplus Balances

Following the discussion and feedback from the Forum, the Authority consulted on reducing the threshold for retaining surplus balance for primary and special schools from 8% to either a maximum amount or a percentage of the school's total budget. The reason for having two indicators was to support small schools with a fixed amount and larger schools with percentage to reflect their bigger budgets. Table 11 details the proposals published for consultation and Table 12 & 13 summarise the responses and comments received.

Table 11: Thresholds for Retaining Balances

Sector	2020/21		2021/22	
	%	Maximum amount £	%	Maximum amount £
Primary	6.5%	£100k	5%	£100k
Special	6.5%	£100k	5%	£100k
Secondary	5%		5%	

Table 12: Responses received to the use of the Early Years Inclusion Fund

Early Years Inclusion Fund	Agree	Disagree	No Response
Primary	11	2	-
Secondary	3	-	-
Special	-	-	-
Academies and Free Schools	1	-	13
PVIs	-	-	2
TOTAL	15	2	15

Table 13: Additional comments received and responses to these comments

	Comments	Responses
1.	We believe it should be kept at a % rate. It all depends on the size of the school, so smaller schools proportionally should only suffer the same loss. To cap everyone at £100k when schools can vary vastly in size, have many fewer pupils, many fewer staff and much smaller site means they could then gain from this. If a small school has £100k balance and a school of say over 550 pupils has balance of £110k - the larger school would lose their £10k whereas under % value they would not lose this money.	The School will be contacted to advise that the change proposed is either £100k or 6.5% for 2020/21. It will be explained that the maximum amount will be taken into consideration first and then the percentage against the total budget.
2.	Clawing back money above thresholds when schools are facing an uncertain future is short-sighted and should be stopped. A school with higher balances should not be punished in this way. for spending wisely over the year. We had to spend money on projects which would have been better serviced now as we are heading towards a deficit. If a school projects it will need above the threshold within 1-2 years, money should not be clawed back.	Noted. The Scheme enables schools to report and request retention of all balances. The Authority's aim is not to clawback but ensure that schools spend the money when it is provided for the pupils at the school at that time unless there is a good reason not to do this.

Recommendation

The Authority recommends the threshold for retaining balances is amended as proposed.

MUNICIPAL YEAR 2019/2020 REPORT NO. 17**MEETING TITLE AND DATE:**

Education Resources Group – 3 December 2019
Schools Forum – 11 December 2019

REPORT OF:

Director of Education

Contact officer: Sangeeta Brown

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	Item: 4c
Subject: Central Schools Services Block & De-delegation of Services for 2020/21	

1. EXECUTIVE SUMMARY

- 1.1. This report provides information and planned use of new Central Schools Services block (CSSB) and also details of the de-delegated services to be provided.

2. RECOMMENDATIONS

- 2.1 The Forum is asked to approve the continuation of the services listed in Table 2.
2.2 The maintained Schools Forum members are asked to consider and approve the de-delegated services listed in Table 3.

3 BACKGROUND

- 3.1 In previous years, the Schools Forum has been provided with information on the central services funded from the DSG and, as required under the regulations, the Forum has been asked to either confirm or provide a view on the proposed use.

In their latest guidance, for 2020/21, the DfE have confirmed the arrangements for central services.

- 3.2 For 2020/21, the DfE have confirmed there will no change to the responsibilities for the Central Schools Services block (CSSB) from those in place in previous years. The CSSB brought together funding for:

- the retained duties element of the ESG (for all schools, academies and free schools)
- ongoing central statutory functions, such as admissions (for all maintained schools)
- historic commitments (for all schools, academies and free schools)

The CSSB does not include funding for the Authority's general regulatory duties, which were previously provided for maintained schools through the ESG. These services can continue to be provided in another way, i.e. as de-delegated services.

Appendix A provides a summary of the statutory and regulatory duties.

4 FUNDING TO BE ALLOCATED

- 4.1 The CSSB is made up of two elements: statutory duties and historic commitments. For 2019/20, the two elements will be funded as follows:

i. Statutory Duties:

As the two years, these will continue to be funded based on a national funding formula. The formula uses pupil numbers and numbers of pupils from a deprived background.

ii. Historic Commitments:

The DfE advised in the Summer term that they would not be reducing the funding for historic commitments for 2020/21. However, as part of the confirmation of the indicative

budgets have implemented a 20% reduction in funding and have indicated future reductions in the future.

Table 1 details the actual funding for last three years and indicative funding for 2019/20.

Table 1: Funding for the CSSB

Areas of Funding	Actual 2017/18	Actual 2018/19	Indicative 2019/20	Indicative 2020/21	Variance
	£000s	£000s	£000s	£000s	£000s
Statutory Duties	2,101.8	2,059.0	2,007.1	1,962.8	-45.7
Historical Commitments	912.6	912.6	833.5	730.9	-103.4
Total	3,014.4	2,971.6	2,925.7	2,692.7	-149.1

4.2 Use of CSSB for 2019/20

4.2.1 The statutory duties within the CSSB now funded through the NFF has meant a reduction in the overall funding available to support this function. The reduction is being managed through planned savings identified in 2017/18. The services to be provided are detailed in Table 2.

4.2.2 As stated above, the DfE has implemented a cut to the funding to be made available for historic commitments. An assessment has been carried out and the savings required for 2020/21 have been applied across all the services funded as historic commitments. It is most likely that the DfE will continue to reduce the funding available through historic commitments over the next few years. The DfE has indicated that any additional reductions identified can be transferred to the High Needs block (HNB) or pressures in other areas of the DSG. It is still unclear the full impact of moving funding from CSSB to HNB or any other area, for this reason no further cuts are proposed for 2020/21. The services the Authority is planning to fund from the CSSB are detailed in Table 2.

Table 2: Planned Use of CSSB

Areas of Funding	Actual			Indicative	Var	Comments
	2017/18	2018/19	2019/20	2020/21		
	£000s	£000s	£000s	£000s	£000s	
Education Welfare	385	385	385	385	-	Adjustments have been made to reflect the savings and support required to support statutory functions.
Admissions	624	624	624	624	-	
Appeals	259	229	199	153	-46	
Central Licenses	226	226	226	226	-	
Management & support	518	504	484	484	-	
Place Planning	90	90	90	90	-	
Ongoing Functions	2,102	2,058	2,007	1,962	-46	
Prudential Borrowing	337	267	257	247	-10	The change reflects a reduction in the annual costs of repayment.
Joint Services for Disabled Children	25	25	25	23	-2	A percentage reductions have been applied across all services.
HEART	39	39	39	-	-39	
Out of School Activities	41	41	41	37	-4	
Parenting Support Service	386	386	386	347	-39	
Adolescent Support Service	84	84	84	76	-8	
Historical Commitments	912	842	832	730	-102	

The Forum is asked to confirm their agreement to these services continuing to be funded.

5. DE-DELEGATED SERVICES FOR MAINTAINED SCHOOLS FOR 2019/20

- 5.1 To support general duties provided to maintained schools and were previously funded from the ESG, local authorities can seek approval for money to be de-delegated from maintained schools to continue to provide these services. The approval for de-delegation is required on an annual basis. It should be noted that academies are not included in this process and may buy back these services from the Local Authority from their allocated budget share.
- 5.2 Table 3 lists the services seeking de-delegation services and attached at appendix B is information on the use of the funding by each service:

Table 3: De-delegated Services

Areas of Funding	Sector	Estimate De-delegated Budget	Amount pp / FSM	Further Information
		£	£	
Licenses & Subs – CLEAPPS	Prim & Sec	4,112	0.16	See appendix B
Free School Meals Eligibility	Prim & Sec	21,722	6.4	See appendix B
NQT Recruitment Support & Applicant Tracking System	Prim & Sec	17,593	0.87	To follow
Union Duties	Prim & Sec	74,536	2.90	To follow
School Improvement Service	Primary	207,016	11.94	To follow
Support for Schools in Difficulties	Prim & Sec	110,776	4.31	This Fund has been used to support a school (£35k) and another two schools have indicated that they will be bidding for support. It is suggested that this Fund is supported for 2020/21 because of the impact of changes to the funding arrangements will have on individual schools. If not agreed, then there will be no other funding to support schools.
General Data Protection Regulation	Prim & Sec	79,676	3.1	To follow
Long Service Awards	Prim & Sec	3,855	0.15	For 2019, 25 school staff received a long service award of £200 each. It is likely to be a similar number for the coming year and if it is not agreed, then individual schools will have to bear the cost.

- 5.3 The maintained schools Forum representatives are asked to consider and agree the de-delegate services.

Statutory and regulatory duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Director of children’s services and personal staff for director (Sch 2, 15a)</p> <p>Planning for the education service as a whole (Sch 2, 15b)</p> <p>Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)</p> <p>Authorisation and monitoring of expenditure not met from schools’ budget shares (Sch 2, 15c)</p> <p>Formulation and review of local authority schools funding formula (Sch 2, 15d)</p> <p>Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e)</p> <p>Consultation costs relating to non-staffing issues (Sch 2, 19)</p> <p>Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)</p> <p>Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)</p> <p>Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)</p>	<p>Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 56)</p> <p>Budgeting and accounting functions relating to maintained schools (Sch 2, 73)</p> <p>Functions relating to the financing of maintained schools (Sch 2, 58)</p> <p>Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)</p> <p>Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)</p> <p>Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)</p> <p>Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)</p> <p>Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 61)</p> <p>Functions related to local government pensions and administration of teachers’ pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 62)</p> <p>Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 75)</p> <p>HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 63); determination of conditions of service for non-teaching staff (Sch 2, 64); appointment or dismissal of employee functions (Sch 2, 65)</p> <p>Consultation costs relating to staffing (Sch 2, 66)</p> <p>Compliance with duties under Health and Safety at Work Act (Sch 2, 67)</p> <p>Provision of information to or at the request of the Crown relating to schools (Sch 2, 68)</p> <p>School companies (Sch 2, 69)</p> <p>Functions under the Equality Act 2010 (Sch 2, 70)</p> <p>Establish and maintaining computer systems, including data storage (Sch 2, 71)</p> <p>Appointment of governors and payment of governor expenses (Sch 2, 72)</p>

Education welfare

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Functions in relation to the exclusion of pupils from schools, excluding any provision of</p>	<p>Inspection of attendance registers (Sch 2, 78)</p>

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>education to excluded pupils (Sch 2, 20)</p> <p>School attendance (Sch 2, 16)</p> <p>Responsibilities regarding the employment of children (Sch 2, 18)</p>	

Asset management

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a)</p> <p>General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b)</p>	<p>General landlord duties for all maintained schools (Sch 2, 76a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:</p> <ul style="list-style-type: none"> appropriate facilities for pupils and staff (including medical and accommodation) the ability to sustain appropriate loads reasonable weather resistance safe escape routes appropriate acoustic levels lighting, heating and ventilation which meets the required standards adequate water supplies and drainage playing fields of the appropriate standards <p>General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)</p> <p>Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)</p>

Central support services

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	<p>Clothing grants (Sch 2, 52)</p> <p>Provision of tuition in music, or on other music-related activities (Sch 2, 53)</p> <p>Visual, creative and performing arts (Sch 2, 54)</p> <p>Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 55)</p>

Premature retirement and redundancy

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 77)

Monitoring national curriculum assessment

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	Monitoring of National Curriculum assessments (Sch 2, 74)

Therapies

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	This is now covered in the high needs section of the regulations and does not require schools forum approval

Other ongoing duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
Licences negotiated centrally by the Secretary of State for all publicly funded schools (Sch 2, 8); this does not require schools forum approval Admissions (Sch 2, 9) Places in independent schools for non-SEN pupils (Sch 2, 10) Remission of boarding fees at maintained schools and academies (Sch 2, 11) Servicing of schools forums (Sch 2, 12) Back-pay for equal pay claims (Sch 2, 13) Writing to parents of year 9 pupils about schools with an atypical age of admission, such as UTCs and studio schools, within a reasonable travelling distance (new addition to CSSB, to be included in 2018 to 2019 regulations) ¹	No functions

Historic commitments

Responsibilities held for all schools	Responsibilities held for maintained schools only
Capital expenditure funded from revenue (Sch 2, 1) Prudential borrowing costs (Sch 2, 2(a)) Termination of employment costs (Sch 2, 2(b)) Contribution to combined budgets (Sch 2, 2(c))	No functions

Historic Commitments funded from Central Services Schools Block

Joint Service for Disabled Children (JSDC) - Update Nov 2019	
Service Provided	Holiday play schemes, after school clubs and weekend activities. The funding supports the employment of short break and family support workers, relief and sessional staff to deliver these activities out of school hours.
Delivery of service: To whom Numbers	Children and young people aged 5 to 17 years inclusive with lifelong and complex disabilities are eligible for support from the JSDC specialist service. Short break and Family support Services are currently provided to 250 children and young people throughout the year. These children and young people receive direct services from Cheviots. This includes holiday playschemes, after school groups, Saturday and Sunday groups, pre school groups, home care, homesitting, family fundays, stay and play sessions.
For Service: consequences on funding and delivery, if not approved	The JSDC supports over 700 families. Significant numbers of referrals come from the most deprived areas in the borough, thus many families are already experiencing the impact of austerity and the changes to welfare benefits. We currently have 15 children who are LAC with the majority of those supported in foster placements. Foster carers are also supported by this range of short breaks. The lives of disabled children and their families are precarious and stressful. Parents require interventions from a range of professionals and agencies to support them to sustain and maintain family life. Short breaks provide siblings with have time alone with their parents and a break from their young carer responsibilities. Without regular breaks we are likely to have to consider more costly care packages, resulting in support for fewer families.
For Authority: consequences on funding and delivery, if not approved	The LA strategy is to support and enable children and young people to live at home with their families, accessing local schools and community services as necessary. The families supported by the JSDC are amongst the most vulnerable in our community. If we fail to provide the right level of intervention and support there is an increased risk of family breakdown, resulting in poor outcomes for the child and family and costing the LA between £250/300K per year for an out borough 52 week residential placement. Young people subsequently lose their links and networks with local services. Local services do not build up their skills and confidence in supporting young people with challenging care needs and it becomes increasingly difficult to support young people through transition to adult services and to prepare their families for their return to Enfield.

Out of School Activities - Update Nov 2019	
Service Provided	Holiday play schemes, after school clubs and weekend activities
Delivery of service:	<p>Children and young people aged 5 to 17 years inclusive with lifelong disabilities requiring support from specialist service.</p> <p>Service is currently provided to 250 children and young people throughout the year. These children and young people receive direct services from Cheviots.</p>
For Service:	<p>The JSDC supports over 700 families. Significant numbers of referrals come from the most deprived areas in the borough, thus many families are already experiencing the impact of austerity and the changes to welfare benefits. We currently have 15 children who are LAC with the majority supported in foster placements. Foster carers are also supported by this range of short breaks. The lives of disabled children and their families are precarious and stressful. Parents require interventions from a range of professionals and agencies to support them to sustain and maintain family life. Short breaks provide siblings with have time alone with their parents and a break from their young carer responsibilities. Without regular breaks we are likely to have to consider more costly care packages resulting in support for fewer families.</p>
For Authority:	<p>The LA strategy is to support and enable children and young people to live at home with their families, accessing local schools and community services as necessary. The families supported by the JSDC are amongst the most vulnerable in our community. If we fail to provide the right level of intervention and support there is an increased risk of family breakdown, resulting in poor outcomes for the child and family and costing the LA between £250/300K per year for an out borough 52 week residential placement. Young people subsequently lose their links and networks with local services. Local services do not build up their skills and confidence in supporting young people with challenging care needs and it becomes increasingly difficult to support young people through transition to adult services and to prepare their families for their return to Enfield.</p>

Parenting Support Service (PSS) - Update	
Service Name:	Work undertaken April 2019 – September 2019
Parent Support Service provides:	<p>The purpose of PSS is to improve life opportunities for all children, young people, families and communities living in Enfield or attending Enfield schools, 0-18 years of age by intervening to raise self-esteem, self-discipline, social and emotional wellbeing within families.</p> <p>The PSS supports families facing various difficulties and challenges, such as concerns in respect of education, attendance, achievement and behaviour. In addition, the PSS offers advice on managing challenging behaviours, improving family relationships and communication.</p> <p>The service supports parents primarily to manage challenging behaviours displayed both in and out of school. The service also bridges the gap between the school and the home environment by joining up interventions, offering support within school and across communities. The service empowers parents and carers to achieve the best outcomes for the children or young people they are raising.</p> <ul style="list-style-type: none"> • A duty screening system for families and professionals offering information and advice, short term intervention to families facing crisis via telephone, surgery consultation appointments in the office following referrals made to the service and signposting to universal services. • The service provides surgeries held twice per week. The surgery facilitators provide solution-focused support and guidance, assisting families to identify realistic resolutions to their family issues, preventing escalation of their situation. The purpose of the surgery is to assist families with identifying realistic resolutions to their family issues by offering effective and tailored support. At the surgery, families are offered one of the following interventions; parenting programme and/or 1-1 direct work, signposting to appropriate services. • Direct contact with schools carrying out visits to meet with professionals and parents, offering advice, consultation and support regarding parenting issues, and assistance with the Early Help process and co-ordination of the Team Around the Family (TAF) meetings. Attendance at the school coffee mornings and at the parent consultation evenings workshops. • Direct work with vulnerable families on a 1 to 1 basis. The allocated parenting support advisor works with the family in their home for approximately 12 weeks, focusing on improving family relationships, along with addressing identified behavioural and issues at home and school. • Behaviour Panels are established in a number of secondary schools to support families with children showing problematic behaviours to prevent permanent exclusions. A senior parent support advisor sits on the panel and meets with children and their parents/carers. Following the panel, a parenting contract and action plan is agreed with the family, which is regularly reviewed. • The provision of parenting programmes, as such as ESCAPE, Strengthening Families, Strengthening Communities and Incredible Years. The programmes provide parents/carers with effective and practical ways to improve children’s behaviours in school, in the family

	home while out in the community.
Service Structure	The funding employs: A Service Manager, Deputy Team Manager, Social Worker, 4 Senior Support Workers and 2 Support Workers.
Delivery of service: To Whom / Numbers	<p>In 2018/19 the Parent Support Service received 450 referrals into the service</p> <p>This report will focus on the referrals received in the service from April 2019 to September 2019. During that period the service have received a total of 362 referrals</p> <p>All 362 referrals received into the Parent Support Service were offered 1:1 direct family work which included the majority of the families attending a parenting programme if required.</p> <p>Contacts with schools: 275 contacts were made with schools by designated senior parent support advisor. This included supporting schools with Team Around the Family Meetings (TAF), providing workshops, signposting, parenting programmes, consultation, offering specialist advice and information, meeting with individual parents and children/young people as and when required. Supporting children known to school behaviour panels, attending advice and information sessions, open evenings and coffee mornings, professional's meetings and school conferences such as the SENCO.</p> <p>Behaviour Panels: There has been a total of 11 behaviour panels held within secondary schools. 54 parents were offered consultation during the panels, enabling young people to remain in mainstream education.</p> <p>Parenting Programmes: The following programmes were delivered across the borough: ESCAPE, and Strengthening Families, Strengthening Communities. 68 parents attended parenting programmes during the 4 courses held. The impact of the parenting programmes has been significant which has overall improved confidence with addressing their children's challenging behaviours.</p>
For Authority: consequences on funding and delivery, if not approved	<p>If the Service is not continued to be delivered, then it is likely it will lead to:</p> <ul style="list-style-type: none"> • An increase in non-school attendance and poor attainment within education. • Increase in the number of children and young people being excluded. • The demand for Education Welfare Service would rise • Further demand for pastoral support within schools including learning mentors and school counsellors. • Increase in anti-social and offending behaviour amongst children and young people in school and increase the risk of other pupils being lured into criminal lifestyle (Gangs, County lines and exploitative behaviours) • Increase in the number of family breakdowns, which could lead to a number of children and young people becoming homeless and potentially being at risk of being placed in care. • Significant increased pressure on the third sector and Statutory Services • Increased parental conflict within the family home environment which may impact on children's emotional wellbeing and welfare.

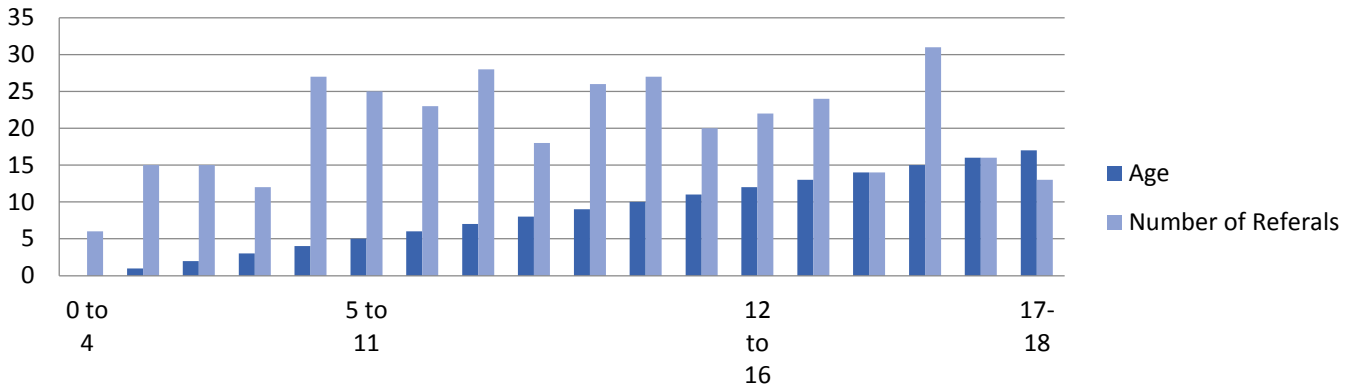
Referral rates from April 2018 to March 2019

Year	Age Group	Number of Referrals
2018	0 to 4	65
	5 to 11	233
	12 to 16	137
	17 to 18	15
Total of referrals in 2018		450

Referral rates from April 2019 to Sept 2019

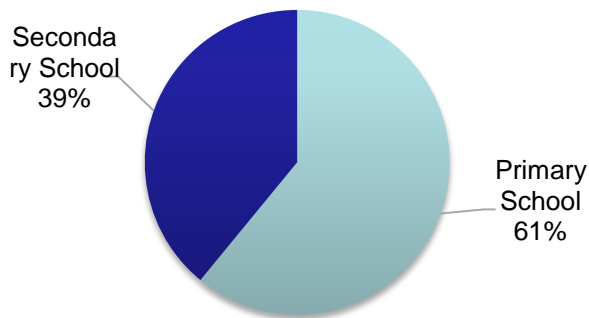
Year	Age Group	Number of Referrals
2019	0 to 4	75
	5 to 11	167
	12 to 16	107
	17 to 18	13
Total of referrals in 2019		362

Ages of Children Referred into Service

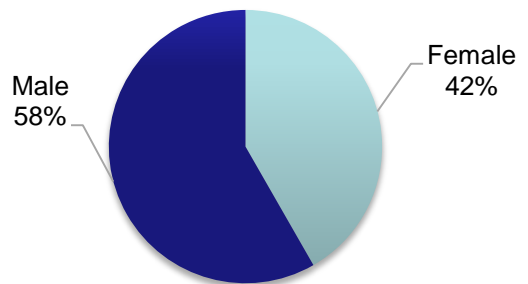


Referrals from Primary and Secondary schools

Number of Referrals



Referrals by Known Gender



Adolescent Support	
Brief description of the service:	<p>The family and adolescent support work undertaken in FAST supports young people who have experienced family breakdown which has resulted in the young person becoming homeless or on the edge of care. Support is given to homeless or vulnerably housed young people aged 16 to 17 by seeking to reunite them with their families, thus enabling them to return to, or remain in, the family home. For young vulnerable people aged 16 /17 who are faced with homelessness, the FAST provides a range of alternative solutions including supported housing (if young people are not able to stay within the family home following assessment and intervention) and mediation amongst others, to minimise the need for temporary accommodation or looked after status for these young people.</p> <p>The FAST also works intensively with young people aged 11 to 17, and their families, by offering intensive support to prevent them from entering the care system.</p>
Specific aims & objectives:	<ul style="list-style-type: none"> • Keeping children and young people within their families where possible • Providing accommodation where young people cannot stay within their families. • Maintaining good links and relationships between young people and their families so that young people are not isolated from their communities.
Funding	Total: £84K Contribution towards the cost of the staff in the team and commissioning of mediation support for young people,
Evaluation of Achievement of Outcomes – success and impact - 2014/15	<p>I did not start to manage FAST until Feb 2018 so I only have the figures for 2017 and 2018:</p> <p>2017: Since 01-04-17, the FAST has worked with a total of 91 young people at risk of homelessness or entering the care system, and their families. Of these young people, 56 young people were successfully supported to remain at living at home. Of the remaining young people who were provided with support to live outside of the family home (either as a result of parents refusing to accepts young people at home, or due to safeguarding concerns), 4 become Looked After Children, and the remaining 31 were assisted to access supported accommodation and to engage with services to enable them to follow a pathway through housing to independent living (where re-unification back to the family home has not been possible).</p> <p>2018: From January 2018 until February 2019, FAST has worked with a total of 107 young people at risk of homelessness or entering the care system, and their families. Of these young people 21 became Looked After Children, 68 were supported to live at home and 18 were assisted to access supported accommodation and to engage with services to enable them to follow a pathway through housing to independent living.</p>
Expected Education Outcomes – 2015/16	<p>Specific education outcomes are not measured but if the service is cut there would likely be an increase in the number of young people who end up in the care system and their educational outcomes will be affected. Research informs that young people in care do less well than those young people who remain within their family home. The consequences for the service would be a reduced capacity to work with young people on the edge of care. Therefore, the numbers of young people being supported to remain safely within the family home would reduce, as would the level of service provided to vulnerable young people and families, who are referred to FAST. This will mean that the outcomes for young people on the edge of care are likely to become worse – more young people will experience family breakdown (without resolution) and will be in need of local authority care and supported housing. A consequence of this will be an increase in levels of crime and anti-social behaviour, greater number of exclusions and poorer school attendance. Therefore, there will be fewer life opportunities for vulnerable young people and their pathways into education, training and employment will be reduced.</p>
Any other comments	The mediation and intensive support for families provided by FAST, has enabled the majority of young people referred to the service to successfully remain at home.

HEART: Virtual School	
Planned Spend	Team Manager & Head VS 0.5, PEP Co-ordinator LAC Teacher 0.5, Education Caseworker 1.0, Education Psychologist 0.5, Participation Officer 0.6, Consultant Psychiatrist 0.4, Clinical Psychologist 1.0,
Service Provided	<ul style="list-style-type: none"> • Increase academic outcomes, ensure all young people make progress beyond their starting point • Close the gap for LAC attainment and progress • increases attendance • decrease exclusion • no NEET • ensure all students are at a good or outstanding school • reach the KPI for SDQ, initial health assessment, annual health assessment • give all young people priority access to mental health services • ensure placement stability and improve their health and well-being • improve the consistency and quality of PEPs • increase the engagement of our children with schemes designed to increase literacy and numeracy and prepare them for exams and increase their life chances • to ensure that 2019/20 DfE conditions for LAC PPG are implemented • to support Enfield schools with LAC ensuring that in line with Ofsted their provision for LAC is outstanding • to ensure all Designated Teachers have training and support in improving the outcomes of LAC as well as social worker • provide consultations, detailed assessments and interventions for those who are SEN and those with EHCP • to quality assure the education provision a LAC is receiving in a variety of settings though monitoring visits
Delivery service:	Enfield LAC Currently 400 children
For Service:	<p>The expected educational outcomes will not be achieved:</p> <ul style="list-style-type: none"> • To maintain GCSE success rates above national average • Close the gap for LAC in attainment and progress • Early years, KS1, KS2 to be in line with the national average for attainment progress • To maintain our school attendance rate above 94% • To reduce days lost to exclusion to below 136 for all LAC. • To ensure that 90% or more of our LAC are in "good" or "outstanding" schools • To improve the engagement of our LAC with projects and interventions designed to support their educational achievements and aspirations • To further develop CAMHS interventions e.g. to prevent foster placement breakdowns and meet the mental health needs of care leavers • ensure all DTs attend training in line with DfE statutory guidance for LAC • All LAC have e-safety training. • PEPs are completed in date and targets are challenging, of a high quality & SMART. <p>This year 32% achieved Grade 4+ in English and Maths. (National average 2017-18 was 17.8%.)</p> <p>Looking at the eligible cohort KS2 data, 11 students could have been anticipated to achieve 5 Grades 4-9 including English and maths which would have been 37.9%. Of the eligible cohort of 29 students, 15 achieved 5 Grades 1-9 (51.7%) and 17 students achieved 1 Grades 1-9 GCSE (59%). Within the eligible cohort 7 students were unaccompanied asylum seekers, 4 were at special schools, 11 students had EHCPs and one of these obtained a 5+ in English and maths. 11 students were out-borough and 18 were in-borough. In the whole cohort of 39 students 14 were targeted to achieve 5 Grades 4-9 including English and maths, however 9 achieved this (23%).</p> <p>The overall Attainment 8 score was 20.9 and the Progress 8 was -0.54.</p>
For Authority	We would not be able to deliver this statutory service and would not be able to deliver the education and mental health service this vulnerable group need.

Services funded through De-delegation

Service:	CLEAPSS: Subscription and Licenses (Consortium of Local Education Authority Provision for Science Services)
Service Provided	<p>There are two parts to the central licenses. These are:</p> <p>(a) Licenses negotiated by the DfE on behalf of schools, academies and free schools. The licenses covered by the national agreement include:</p> <ul style="list-style-type: none"> • Copyright Licensing Agency (CLA); • Education Recording Agency (ERA); • Filmbank Distributors Ltd. (for the PVSL); • Motion Picture Licensing Company (MPLC); • Newspaper Licensing Authority (NLA); • Schools Printed Music Licence (SPML); • Christian Copyright Licensing International (CCLI) (new); • Mechanical Copyright Protection Society (MCPS) (new); • Performing Rights Society (PRS) (new); and • Phonographic Performance Limited (PPL) (new). <p>The arrangements for the purchase of these licenses are managed by the DfE and then cost charged against each local authorities DSG. They do not form part of the de-delegation arrangements.</p> <p>(b) CLEAPSS (Consortium of Local Education Authority Provision for Science Services) license is purchased by the Local Authority at a discounted rate on behalf of maintained schools. The Local Authority arrangements are available for academies and free schools to purchase as a traded service.</p> <p>CLEAPSS provides general support for practical work with information, advice and training about laboratory design and practice, technicians and their jobs, equipment, materials, living organisms and especially health and safety. It offers more limited support and advice within technology, art and design and sometimes other practical subject.</p> <p>There is a requirement for schools with radioactive sources to have a trained Radiation Protection Officer to test and recommend how the affected sources should be disposed under the Environment Permitting and health and safety regulations.</p>
Service Delivery:	<p>To maintained schools as a de-delegated service and academies, free schools and colleges as a traded service.</p> <p>The aim is to provide schools with the latest advice and guidance in delivering the science curriculum and managing the arrangements for radioactive sources on site.</p>
If not approved	<p>Schools won't continue to receive the license at a preferential rate but will still be required to purchase the provision to support delivery of the science curriculum and legal requirements in relation to radioactive sources on site.</p>

Service:	Free School Meal Eligibility
Provision:	<ul style="list-style-type: none"> • Provision of application forms to check entitlement to Free School Meals, Universal Infant Free School Meals and Early Years Pupil Premium • Checking service to establish whether family eligible for FSM/ UIFSM/ EYPP • Outcome of process communicated to parents and schools. • Regular checks to determine whether entitlement still valid.
Amount De-delegated for 2019/20	1FTE Scale 6 post 1FTE Business Support Officer, Scale 5
Amount required for 202/21	1FTE Scale 6 post 1FTE Business Support Officer, Scale 5
Service Delivery To whom Numbers	See attached - over 7,000 applications processed from beginning of this calendar year to date.
If not approved	Schools will need to coordinate their own checks to determine eligibility for free school meals and pupil premium
Other implications	Possibility of children not receiving a free meal and impact on school's budget in relation to pupil premium.

UIFSM & FSM Forms Processed			
2018	Eligible	Not Eligible	Cancelled
January	138	82	302
February	97	112	442
March	167	62	66
April	95	113	
May	98	126	
June	104	137	
July	56	264	
August	0	87	
September	793	124	
October	435	422	
November	146	167	
December	147	112	
UIFSM Forms for Year		2830	
	2276	4638	810

UIFSM & FSM Forms Processed		
2019	Eligible	Not Eligible
January	168	193
February	94	113
March	126	129
April	92	115
May	103	83
June	147	192
July	75	265
August	0	50
September	575	140
October	331	339
November (Up to 22.11.19)	367	106
December		
UIFSM Forms for Year		2371
	2078	4096

Cancellations stopped April 2018 after
Universal Credit Roll-out

EYPP Forms 2018	
No. Eligible	496
No. NOT Eligible	1144
Incomplete Forms	277
	1917

EYPP Forms 2019	
No. Eligible	389
No. NOT Eligible	786
Incomplete Forms	85
	1260

	Union Duties
Service Provided	<p>The service provides an effective route for statutory and collective consultation and bargaining, a framework and structure for non-maintained schools to manage industrial relations and access to branch official from recognised unions, it includes:</p> <p><u>Consultation, negotiation and representation, for trade union members on matters connected with terms and conditions, including:</u></p> <ul style="list-style-type: none"> • pay • hours of work • holidays and holiday pay • sick pay arrangements • pensions • equality and diversity • notice periods • the working environment • job evaluation • local agreements (e.g. Teaching Assistant /Nursery Nurse agreements) • Health and Safety <p><u>Attendance and representation at meetings with and on behalf of union members in relation to: -</u></p> <ul style="list-style-type: none"> • grievances • disciplinary • attendance management • restructuring and/or redundancy • pay & grading appeals • TUPE transfers • Health and Safety • and any other industrial relations issues where school-based employees have a statutory right to representation. • members at management meetings on matters of local and joint interest, i.e. policy changes <p><u>Benefits:</u></p> <ul style="list-style-type: none"> • provides access to an effective route for statutory and collective consultation and bargaining • access to branch officials from NUT, NASUWT, UNISON and GMB unions • access to a framework and structure for academies to manage industrial relations • promotes and maintains partnership working, best practice and consistency • facilitates early resolution and reduces risk of disputes and Employment Tribunal claims • eliminates and reduces the need to for schools to establish, agree and co-ordinate release arrangements and paid time off for duties and training • eliminates or reduces cover and supply costs and resource implications • reduces the disruption to lessons and children’s education caused by releasing school-based reps for meetings • reduces the demands on local or workplace representatives. <p>Costs have been able to be reduced this year due to the number of schools committing to purchase the traded service and the number of pupils this covers.</p> <p>ACAS provides for “paid time off to carry out union duties”. The aim is that by buying into facilities time the officers who do this are a) more knowledgeable, b) more available and c) do not call on the local rep to request such time off (which they are entitled to).</p> <p>Compared with other London Boroughs of the 5 Boroughs who responded, we were the most cost-effective. This could be attributed to the years of investment to maintain good relationships with the Trade Unions, so it is a credit to the schools and headteachers over the years that keeps the cost as low as it is.</p>
Service	All maintained schools

Delivery:	
If not approved	Schools would be offered a traded service to buyback.
Other implications	Management of the traded service, increased invoicing (since all except 2 non-maintained schools in Enfield currently subscribe to the traded service, and the expectation would be that schools would want to continue to have quick access to the trade unions to resolve disputes)

Service	Newly Qualified Teacher Recruitment and Applicant Tracking System
Service Provided	<p>The De-delegation funding enables staff release time, administrative time and management of appropriate contracts for:</p> <ul style="list-style-type: none"> • Attendance at various University 'Teacher recruitment fairs' across London, where LB Enfield schools are represented and promoted to trainees in their final year of study for B.A. Education degrees, School Direct and PGCE courses • The development of promotional literature about Enfield and the NQT pool for distribution to Universities nationally. • Development of the schools vacancy website and applicant tracking system (www.enfieldschools.co.uk) upon which many school vacancies are advertised, and through which applicants can source information about the NQT Pool, the Supply Pool, and general information about working in Enfield. • The Applicant Tracking system will allow for applicant's details to be retained, schools to have access to 'talent pools' and for prospective teachers to have details of vacancies sent direct to their inbox rather than waiting for them to look at our website. Schools will have the ability to increase the functionality to support a reduction in their administration, 'blind' shortlisting and easier response to candidates and referees, hopefully to be available from mid-Nov 2018
Delivery of service:	All maintained schools
If not approved	Applicant tracking system and advertising website stopped. Fairs not attended, and no promotional literature provided.
Other implications	Enfield not promoted as a place to teach or be employed in schools.

School and Early Years Improvement Service – Primary SIA Programme	
Provision	Core School Improvement offer to Primary Schools
Service Delivery	<p>The Service:</p> <ul style="list-style-type: none"> • Acts as a supportive and challenging partner to headteachers • Provides school reviews for all maintained primary schools as follows: <ul style="list-style-type: none"> ✓ Rapid Recovery Reviews (RRR) undertaken half termly or termly with schools which have been judged by Ofsted to require improvement or inadequate. ✓ School Self-supported Reviews (SSR) undertaken with schools who are either in or approaching the Ofsted 'window for inspection' in preparation for that inspection. ✓ Aspect Reviews (AR) undertaken with schools who are outside the Ofsted 'window for inspection' working on an identified area for and wish to explore how far they are progressing in this area through an external lens. <p>These reviews may also include a supportive peer headteacher as part of the process.</p> <ul style="list-style-type: none"> • Reports to governors on the outcomes of reviews and areas of strength and development • Identifies the most appropriate and effective strategies to secure sustainable improvement • Supports in the evaluation of school's SEF and SDP • Support Headteachers performance management in line with the current legislation. • Provides additional support for schools which Ofsted has graded either requiring improvement or inadequate to ensure that all children have access to at least a good standard of education. • Provides additional support for schools in the Ofsted 'window for inspection', including support for governors • Provides additional support for schools causing concern or schools which are at risk of becoming a school causing concern • Provides regular information and good practice sharing through briefings including Headteachers termly briefings, Ofsted Club, Getting to Good Club and network meetings • Provides access to local and national projects including the 'Enfield Hooked by Books Project' (Birth to 6 reading project), MIDAS (inference reading project for Primary), Science Ninjas (primary science project CLEAPSS and Kings College) • Brokers bespoke support including working with: <ul style="list-style-type: none"> ✓ teaching schools ✓ NLEs and ELE ✓ NLGs and LLGs ✓ school to school support ✓ access to partnerships with external institutions such as universities and other research bodies • Brokers bespoke CPD packages • Delivers bespoke CPD sessions for leaders, governors and teaching staff <p>All maintained primary schools access the offer through the de-delegated funding.</p>
If not approved	<p>If the service is not funded:</p> <ul style="list-style-type: none"> • It would only be able to provide a much-reduced level of support offered on a buyback basis. This would not provide the depth of support currently offered and would not be as proactive or responsive to need as the current service. • It would lead to further redundancies which would make it difficult to meet our obligations to schools or further develop our service offer- • It would mean that we were unable to support schools before they are categorised by Ofsted or become a school causing concern or those schools already deemed by Ofsted to require improvement or who are inadequate

Other implications	<ul style="list-style-type: none">• The joint working between the Council and schools ensures compliance in meeting statutory responsibilities and if funding was withdrawn, there is a significant reputational risk to the Council, schools and the service.• This could lead to more forced academisation that could have been prevented if support provided by the service had been available• Insufficient capacity to apply for additional funding to support schools to meet their statutory obligations.
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Service:	Data Protection
Service Delivery To whom Numbers	<p>The ICT Service provides a Data Protection Service to the council.</p> <p>In addition, for maintained schools (between 50 and 60) it provides the same service for a single cost of £80,000. This is the same service as provided in 2019/20, which provides Data Protection advice,</p> <p>Schools that are not maintained, need to buy services through the Traded Services portal.</p> <p>The service to be offered is to support schools to fulfil the statutory DPO role as required by the GDPR and this will include:</p> <ul style="list-style-type: none"> • act as conduit to Information Commissioner and Public; • ensure that training is made available and that awareness is raised; • inform, advise and issue recommendations on Data Privacy; • monitoring compliance
If not approved	Non-compliance with Data Protection, reputational and financial penalties for failing to comply.
Other implications	<p>Failure to comply with Data Protection regulations, impacts on services provided and received from others.</p> <p>For example, if a supplier of ICT services did not comply with Data Protection, Enfield would stop using the supplier and vice versa, if Enfield did not comply, they would stop providing the service to us putting business at risk.</p>

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MUNICIPAL YEAR 2019/20 REPORT NO. 18

MEETING TITLE AND DATE:

Education Resources Group 03 December 2019
Schools Forum 11 December 2019

REPORT of:

Director of Finance, Resources & Customer Services

Contact officer and telephone number:

E-mail: Louise.McNamara@enfield.gov.uk

Agenda –

Item: 4d

**Subject: Schools Budget Update
2020/21**

1. EXECUTIVE SUMMARY

The government funding settlement for 2020/21 is expected in mid to late December. A draft budget has been prepared based on initial projections of Dedicated Schools Grant (DSG) and estimated pupil data; this is subject to the actual settlement and dataset to finalise the allocations. Further reports will be presented to Schools Forum in January 2020 to agree the application of the DSG for 2020/21, including finalisation of the Schools Funding Formula.

2. RECOMMENDATIONS

- 2.1 The Schools Forum is asked to note the draft budget position for the Schools Block for 2020/21
- 2.2 The Schools Forum is asked to agree, for 2020/21, the following recommendations:
- the continuation of the growth fund at a cost of £0.3m.
 - transfer of 0.5% from the School's Block to the High Needs Block to support the current arrangements for exceptional needs pupils in mainstream schools
 - transfer of £140k from the School's Block to the High Needs Block in respect of funding for Looked After Children
- 2.3 The Maintained School mainstream sector representatives are asked to consider and agree the proposed de-delegated services for 2020/21

3. SCHOOLS BUDGET – MONITORING POSITION 2019/20

The DSG budget monitoring position as at the end of October 2019 is detailed in a separate report and Appendix A. A summary of the position is shown in **Table 1** below and indicates a projected overspend of £3.9m.

Table 1: Summary Monitoring Position 2019/20

	£000
DSG Accumulated b/f 18/19	(376)
2018/19 MONITORING POSITION	
Schools Block	(538)
Central Schools Services Block	0
Early Years Block	0
High Needs Block	4,811
TOTAL NET PRESSURES 19/20	4,273
NET MONITORING POSITION 19/20	3,897

At this stage, it has been assumed that the Early Years Block will have a net balanced position as both funding allocations and payments to providers are based on the number of pupils on roll.

The position will continue to be closely monitored for the remainder of the financial year and updates will be present to the Forum at future meetings.

4. Schools Budget 2020/21

4.1 Indicative DSG Allocation 2020/21

As in previous years, the DSG settlement and datasets will not be announced until mid to late December, following which the funding formula and budget allocations will be reviewed and reported back to Schools Forum in January 2020. Indicative DSG funding allocations for 2020/21 were published by the ESFA in October and are summarised in Table 1 below. This information indicated a net increase in funding of £3.1m across the 4 funding blocks.

Table 1 – Indicative DSG Allocation 2020/21 (ESFA Oct 2019)

Blocks	2019/20 Actual Allocation	2020/21 Indicative Allocation	Variance
	£m	£m	£m
Schools	257.74	268.02	10.27
High Needs	47.28	54.23	6.95
Early Years*	25.43	25.79	0.36
CSSB	2.93	2.69	(0.23)
Total	333.38	350.73	17.35

*Early Years funding is based on the indicative increase to the hourly rates and January19 Census data

4.2 Pupil Number Data

Pupil Number data from the October 2019 census was not available in time to include in this report but we expect to see a decrease in primary numbers and an increase in secondary which continues the trend shown in Table 2 below. The position will be confirmed when we receive the ESFA dataset in December.

Table 2: Pupil Number Data (Gross Census Nos)

Sector	OCT 2015	OCT 2016	OCT 2017	OCT 2018
PRIMARY	31,862	32,333	32,296	31,933
SECONDARY	17,896	18,160	18,455	18,946
TOTAL	49,758	50,493	50,751	50,879

Schools have been advised that the year on year change in pupil numbers and other factors can have a significant impact on formula funding allocations and schools should factor this into their budget planning for 2020/21 and future years.

4.3 Schools Block

A detailed breakdown of the Indicative Schools Block allocation is shown in Table 3 below. The primary and secondary units of funding are fixed but the actual allocation will be based on October 2019 pupil numbers.

Table 3: Pupil Number Data (Gross Census Nos)

Sector	Prim	Sec	TOTAL
Pupil Nos	31,923	18,934	50,857
Unit of Funding	4,601.49	6,103.74	
TOTAL	146,893,350	115,565,104	262,458,454
Premises			5,557,827
Growth (estimated)			1,339,459
TOTAL Schools Block			269,355,740
LAC Trf			140,000
0.5% to HNB			1,486,779
TOTAL Funding Formula			267,868,961

The formula modelling included in the 2020/21 Funding Consultation Document was based on the estimated Schools Block funding as shown in Table 3. The primary and secondary units of funding are fixed but the actual allocation received will be based on October 2019 pupil numbers.

Of the total Schools Block Allocation received

- Funding will be retained centrally for the ongoing requirements of the school expansion programme
- 0.5% will be transferred to the High Needs Block to support inclusive schools, dependent on the outcome of the consultation exercise
- An additional £140k, previously allocated via the Looked After Children factor, may be transferred to the High Needs Block and used to provide targeted support for these pupils. Again, this is dependent on the outcome of the consultation exercise.

The balance of funding will be allocated via the funding formula based on the chosen model following the outcome of the consultation exercise with schools. The model may have to be tweaked due to affordability and to fully utilise the funding available. Schools should note that their actual formula funding allocation for 2020/21 may vary from the indicative amounts shared in the consultation exercise but should follow a similar trend. Reasons for any variation will include

- Variation in Schools Block allocation
- Change in pupil nos between Oct 18 and Oct 19
- Variation in percentage of pupils attracting funding through other factors
- Final formula unit rates
- Business Rates increase
- PFI Shortfall
- Funding for new secondary school
- Impact of MFG

4.5 Disapplication Requests

We are proposing to transfer 0.5% from the Schools Block to the High Needs Block in 2020/21. This was agreed in principle at the last Forum meeting in October and initial feedback from the consultation exercise indicates that schools are in support of this. We have, therefore, submitted the relevant disapplication request to make this block transfer and we will await confirmation from the ESFA that this has been approved.

We have also submitted a disapplication request to transfer of £140k from the Schools Block to the High Needs Block in relation to funding previously allocated through the LAC factor.

The minutes of this meeting will be forwarded to the ESFA to confirm Forum's support of these transfers.

4.6 Growth Fund

New methodology for allocation of the Growth Funding was introduced with effect from 2019/20. Previously, allocations were based on historical funding, but a new formulaic methodology has been introduced as part of the implementation of the National Funding Formula and funding will now be based on the change in numbers between the current and previous October census. As the increase in pupil numbers is slowing down, it is assumed there will be a reduction in our Growth Fund allocation for 2020/21 but cannot be confirmed until the final settlement for 2020/21 is received.

The growth funding within our DSG Schools Block allocation also funds the annual increase of new academy expansions. For the coming year, it is planned that a new academy to open in September 2020. Until the arrangements for it opening have been confirmed, it is uncertain the level of funding the new academy will require.

The estimated cost of funding pupil growth in 2020/21 based on the methodology previously agreed by School's Forum is £0.3m to fund the school expansion programme. Therefore, the Schools Forum is asked to agree to the continuation of the Growth Fund at this level for 2020/21.

5. High Needs Block

5.1 Indicative DSG Allocation 2020/21

In October 2019, the ESFA published an indicative High Needs Block allocation for 2020/21 of £54.23m, an increase of £6.95m. This allocation is based on new formulaic methodology based on pupil nos and other factors and replaces the previous method based on historic spend. This amount may change when the final allocations for 2020/21 are confirmed in December.

5.2 High Needs Expenditure 2020/21

High Needs expenditure plans for 2020/21 are currently being reviewed based on current expenditure, new developments and ongoing pressures. A high needs update will be provided at the next meeting and whilst the increase in funding is welcomed, we are reporting a £4.8m in year pressure in this area and expect this to remain as a pressure area in the next financial year.

5.3 Contingency

As in 2019/20, we do not anticipate being able to set a high needs contingency for 2020/21. This will mean that any in year pressures and overspends will be added to the accumulated deficit position.

6. Central School Services Block

The Central Schools Services Block will be detailed in a separate report.

7. Services provided by the Local Authority from de-delegated budgets

Under the Schools and Early Years 2012 regulations, certain services can be provided centrally if the Schools Forum, on behalf of the maintained schools in a phase, gives

agreement to the de-delegation of part of their budget to fund the service. This approval for de-delegation is required on an annual basis. It should be noted that academies are not required to agree to this process but may buy back services from the Local Authority from their allocated budget share.

Table 4 below details the De-Delegated Services that have been considered and agreed for previous years. More information about these services is included in the CSSB and De-delegation report.

Table 4: De-delegated Services 2020/21

Budget	Sector	Estimated Total Budget	Estimated De-Delegation	Allocation per pupil / FSM *
		£		£
Licenses & Subs – CLEAPPS	Prim & Sec	8,173	4,112	0.16
NQT Recruitment Support & Applicant Tracking System	Prim & Sec	33,564	17,593	0.87
Union Duties	Prim & Sec	148,012	74,536	2.90
Free School Meals Eligibility	Prim & Sec	53,337	21,722	6.4
School Improvement Service	Primary	382,121	207,016	11.94
Support for Schools in Difficulties	Prim & Sec	220,125	110,776	4.31
General Data Protection Regulation	Prim & Sec	158,326	79,676	3.1
Long Service Awards	Prim & Sec	7,6641	3,855	0.15

Budgets would be delegated on a per pupil basis except for the Free School Meal Eligibility assessment budget, which will be allocated on FSM eligibility. The per pupil allocations shown above are based on data from the October 2018 census and will be revised once the DfE dataset has been received but the changes are not expected to be significant. The estimated de-delegation is based on the expected academy position at the start of 2020/21.

The maintained schools Forum representatives are asked to consider and agree the de-delegated services for 2020/21.

8. Early Years Block

The ESFA have announced that the hourly funding rates for 2-year olds and 3&4-year olds will be increased by 8p with effect from April 2020. There are no planned changes regarding Early Years funding and arrangements for 2020/21 will continue as 2019/20 with 100% of 2-year-old funding and 95% of 3&4-year-old funding being allocated to providers. It is recommended that the current arrangements for the Inclusion Fund continue for 2020/21.

9. Other Schools Funding

9.1 Pupil Premium

The general Pupil Premium rates for 2020/21 have not been published by the DfE at this stage and it is assumed that Pupil Premium rates for Ever6, Service Children and Post LAC will be provided at the same unit rates as 2019/20. Over the last 3 years there has been a decrease in the overall level of funding provided through this grant and we are expecting this trend to continue in 2020/21, reflecting the year on year decrease in the percentage of pupils eligible for FSM.

9.2 Sixth Form Funding

Funding arrangements for the 2020/21 academic year are expected to be in line with 2019/20.

9.3 Other Grants

It is expected that the following grants will continue in 2020/21 and further information is expected to be announced as part of the funding settlement in December 2019

- Primary PE & Sport Premium
- Universal Infant Free School Meals Funding
- School Improvement Monitoring and Brokering Grant

Details regarding the future of the Teachers Pay Grant and Teachers Pension Grant are also expected as part of the December 2019 settlement announcement but are expected to remain as separate grants.

10. Risks and Uncertainties

The latest budget projections for 2020/21 are based on the latest information available at this time and assumptions regarding the level of DSG funding we will receive. This means that there are several risks and uncertainties surrounding the budget projections which could affect the final 2020/21 budget position. The risks and uncertainties include

- Increase in SEN outborough placement costs
- Final 2019/20 outturn position
- Final DSG settlement for 2019/20
- DfE dataset from October 2019 census
- Opening of a new academy
- Other formula funding issues detailed in 4.3 above

Updates on these issues will be included in future reports to the Forum as soon as information becomes available.

MUNICIPAL YEAR 2019/2020 – REPORT NO. 19**MEETING TITLE AND DATE:**

Schools Forum – 11 December 2019

REPORT OF:

Director of Education

Contact officer: Sangeeta Brown

Email: sangeeta.brown@enfield.gov.uk**Recommendation**

To note the workplan.

Agenda – Part: 1	Item: 6
Subject: Schools Forum: Workplan	
Wards: All	

<u>Meetings</u>		<u>Officer</u>
May 2019	High Needs – Update & Discussion	
July 2019	Schools Budget – Outturn (2018/19) School Balances (2018/19) & Budget Review (2019/20) DfE Consultation: SEND – Call for Evidence Annual Audit – Update	LM SB SB LB
October 2019	Schools Budget: 2019/20 – Monitoring School Funding Arrangements (2020/21) DSG Analysis DfE Consultation; Financial Transparency & RPA	LM SB SB SB
December 2019	Schools Budget: 2019/20 – Monitoring Schools Budget: 2020/21: Update School Funding Arrangements (2020/21) Central Services Budgets	LM LM SB CS
January 2020	Schools Budget: 2019/20 – Monitoring Schools Budget: 2020/21: Update Scheme for Financing - Revisions High Needs Strategy - Update	LM LM SB SB
March 2021	Schools Budget: 2020/21: Update High Needs Places	LM SB

Dates of Meetings

Date	Time	Venue	Comment
06 March 2019	5:30 - 7:30 PM	St Ignatius	
15 May 2019	5:30 - 7:30 PM	Orchardside	
10 July 2019	5:30 - 7:30 PM	Chace Community	
2 October 2019	5:30 - 7:30 PM	Orchardside	
11 December 2019	5:30 - 7:30 PM	Chace Community	
15 January 2020	5:30 - 7:30 PM	TBC	
4 March 2020	5:30 - 7:30 PM	TBC	

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