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## **THE SCHOOLS FORUM**

**Wednesday, 4th October, 2023 at 5.30 pm**  
**Microsoft Teams Virtual Meeting**

1. **AGENDA 04-10-23** (Pages 1 - 86)

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# SCHOOLS FORUM

Meeting to be held from 17:30 on Wednesday 4 October 2023

Microsoft Teams Virtual Meeting

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## Schools Members:

Governors: Ms A Amofo (Primary), Mr T Hellings (Primary), Ms C Davies (Special), Mr J Donnelly (Secondary),  
 Headteachers: Ms K Baptiste (Primary), Ms J Gumbrell (Secondary), Ms N Husband (Primary), Mr D Smart (Primary), Ms T Day (Secondary), Ms G Taylor (Special), Ms C Fay (Pupil Referral Unit)  
 Academies: Ms H Thomas (Chair), Ms S Ellingham, Vacancy, Ms A Nicou, Ms Z Thompson, Mr S Way, Vacancy

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## Non-Schools Members:

|                                 |              |
|---------------------------------|--------------|
| 16 - 19 Partnership             | Mr K Hintz   |
| Early Years Provider            | Ms A Palmer  |
| Teachers' Committee             | Mr T Cuffaro |
| Education Professional          | Mr A Johnson |
| Head of Admissions              | Mr I Hewison |
| Overview and Scrutiny Committee | Cllr M Greer |

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## Observers:

|                                   |                      |
|-----------------------------------|----------------------|
| Cabinet Member                    | Cllr Abdul Abdullahi |
| School Business Manager           | Vacant               |
| Education & Skills Funding Agency | Mr G Nicolini        |

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**MEMBERS ARE ASKED TO TRY AND JOIN THE MEETING FROM 17:20.**

**THIS WILL ALLOW TIME TO RESOLVE ANY CONNECTION DIFFICULTIES THAT MAY ARISE IN JOINING THIS MEETING AND ENABLE A PROMPT START AT 17:30**

## AGENDA

**Mr Peter Nathan, Director of Education, will start and chair the meeting until the election of the Chair**

(Target time)

(17:30)

### **1. APOLOGIES FOR ABSENCE AND MEMBERSHIP**

(a) Apologies for absence

(b) Membership

(i) Composition of the Forum

The Forum is advised that pupil numbers from the January Pupil Census have been assessed. The assessment confirmed that no changes are needed to the composition of the Forum.

(ii) Vacancies and other changes

The Forum is advised that:

- At the end of the Summer term, Mr Donnelly, Mr Smart, Ms Husband and Ms Nicou's term of office is due to come to an end. All have confirmed that they will continue to remain as members of the Schools Forum.
- Mr Lewis has left Wren Academy and Mr Aaron Livingston has taken over from Mr Lewis. Mr Livingston has agreed to take over from Mr Lewis's position on the Schools Forum as an academy representative.

- c. Following Ms Fear's retirement, Mr Ian Hewison will be joining the Forum as non-school member.

With the above changes, there is one vacancy for academy representatives. Nominations will be sought for this vacancies.

## **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.

(17:35)

## **3. ITEM FOR DECISION**

- (i) Chair and Vice Chair

With the cancellation of the Summer term Schools Forum meeting, a Chair and a Vice-Chair were not appointed for the municipal year 2024/25.

Forum members are advised that Ms Thomas and Ms Nicou were asked and have confirmed that they would be willing to continue as Chair and Vice-Chair.

Unless members are aware of any other nominations, Forum members are asked, for the rest of the municipal year 2024/25, to confirm their agreement to:

- Ms Thomas being appointed Chair of the Schools Forum
- Ms Nicou being appointed Vice-Chair of the Schools Forum

(17:40)

## **4. MINUTES AND MATTERS ARISING FROM THE MINUTES**

- (a) School Forum meetings held on 8 March 2023 (*attached*)  
(b) Matters arising from these minutes.

(18:00)

## **5. ITEMS FOR PRESENTATION & INFORMATION – ANNUAL / UPDATE REPORTS**

- (a) Early Years: New Framework: Update (*attached*)  
– Christiana Kromidias to present  
(b) Children's Centres – Annual Report (*attached*)  
– Andrew Lawrence to present  
(c) Audit – Annual Report (*attached*)

(18:25)

## **6. ITEMS FOR DISCUSSION AND/OR DECISION**

- (a) Schools Budget Outturn 2022/23 (*attached*)  
(b) School Balances 2022/23  
(c) Responses to consultation: Mainstream Schools Top-up Funding (*attached*)  
(d) Schools Funding Arrangements (2024/25) (*attached*)  
(e) Schools Budget – Update (2024/25) (*attached*)

(19:00)

## **6. WORKPLAN** (*attached*)

**7. ANY OTHER BUSINESS**

Members are advised that the Scheme for Financing Maintained Schools 2023/24 has been published. The link to the Scheme can be found on the [Enfield Website](#).

**8. FUTURE MEETINGS**

(a) Date of next meeting is Wednesday 6 December 2023 at 5.30pm on MS Teams.

(b) Dates of future meetings are detailed below.

| <b>Date</b>      | <b>Time</b>    | <b>Venue</b> | <b>Comment</b> |
|------------------|----------------|--------------|----------------|
| 17 January 2024  | 5:30 - 7:30 PM | TBC          |                |
| 06 March 2024    | 5:30 - 7:30 PM | TBC          |                |
| 03 July 2024     | 5:30 - 7:30 PM | TBC          |                |
| 02 October 2024  | 5:30 - 7:30 PM | TBC          |                |
| 04 December 2024 | 5:30 - 7:30 PM | TBC          |                |
| 05 March 2024    | 5:30 - 7:30 PM | TBC          |                |

**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 A Amofo       | G   | P      | Freezywater St Georges / Latymer All Saints | Summer 2022        | Spring 2026 |
| Mr T Hellings    | G   | P      | Tottenhall Infant                           | Spring 2020        | Summer 2024 |
| Ms C Davies      | G   | Sp     | Russet House                                | Spring 2021        | Autumn 2024 |
| Mr J Donnelly    | G   | S      | St Ignatius                                 | Autumn 2023        | Summer 2027 |
| Ms C Fay         | H   | PRU    | Orchardside                                 | Required           |             |
| Mr D Smart       | G   | P      | De Bohun                                    | Autumn 2023        | Summer 2027 |
| Ms N Husband     | G   | P      | Firs Farm                                   | Autumn 2023        | Summer 2027 |
| Ms K Baptiste    | H   | P      | St Monica's                                 | Autumn 2023        | Summer 2027 |
| Ms T Day         | H   | S      | Bishop Stopford's                           | Spring 2021        | Autumn 2024 |
| Ms J Gumbrell    | H   | S      | Enfield County School                       | Spring 2022        | Autumn 2025 |
| Ms G Taylor      | H   | Sp     | Russet House                                | Autumn 2020        | Summer 2024 |
| Ms H Thomas      | H   | A      | Alma - Attigo                               | Autumn 2022        | Summer 2026 |
| <b>VACANCY</b>   |     | A      |   |                    |             |
| Ms A Nicou       | CEO | A      | Connect Education Trust                     | Autumn 2023        | Summer 2027 |
| Ms Z Thompson    | H   | A      | Oasis Hadley                                | Summer 2020        | Summer 2024 |
| Ms S Ellingham   | CFO | A      | North Star Academy Trust                    | Spring 2021        | Autumn 2024 |
| <b>VACANCY</b>   |     | A      |   |                    |             |
| Mr S Way         | G   | A      | ELT Partnership                             | Summer 2022        | Spring 2026 |
| Ms A Palmer      |     | EY     | Right Start Montessori                      | Summer 2022        | Spring 2026 |
| Mr K Hintz       |     | P16    | CONEL                                       | Autumn 2015        | Summer 2019 |
| Mr T Cuffaro     |     | All    | Union                                       | Summer 2017        | Spring 2024 |
| Mr I Hewison     |     | All    | Local Authority                             | By Appointment     |             |
| Ms A Johnson     |     | All    | Local Authority                             | By Appointment     |             |
| Cllr M Greer     |     | All    | Chair of Overview & Scrutiny                | By Appointment     |             |
| Cllr A Abdullahi | O   | All    | Cabinet Member                              | By Appointment     |             |
| VACANT           | O   | All    | School Business Manager                     | Nominated          |             |
| Mr G Nicolini    | 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 8 March 2023 at 17:30 on Microsoft Teams

### Governors:

Ms Adelaide Amofo  
Mr Tim Hellings  
Ms Caroline Davies \*  
Mr John Donnelly

### Headteachers

Ms Tammy Day  
*Ms Jennifer Gumbrell \**  
Ms Kate Baptiste  
Ms Celeste Fay  
Ms Nuala Husband  
*Mr Dominic Smart\**  
*Ms Gilly Taylor \**

### Academies:

Ms Helen Thomas (Chair)  
*Ms Susan Ellingham \**  
*Mr Marc Lewis \**  
*Ms Androulla Nicou \**  
*Ms Z Thompson \**  
Mr Stephen Way  
Vacancy\*

Mr Kurt Hintz

*Ms Angela Palmer \**

Mr Tony Cuffaro

Mr Andy Johnson

Ms Jo Fear

*Cllr Margaret Greer \**

Cllr Abdul Abdullahi

*Ms Lucy Culora Ms Carrie Bignell \**

### Also, present:

Mr Peter Nathan, Director of Education  
Mrs Sangeeta Brown, Education Resources Manager  
Mr Neil Goddard, Head of Budget Challenge  
Mr Sailesh Patel, Finance Manager – Schools & Education  
Ms Claire Docherty, NEU  
Ms Danusia Brzezicka, Resources Co-Ordinator  
Mr Mandeep Mohan, Newton Europe  
Dr Rachel Walker, EASA  
Ms Catherine Goodwin, West Lea School

### Clerk's notes

Ms Catherine Goodwin left the meeting at 6.01pm  
Mr Mandeep Mohan left the meeting at 6.22pm  
Dr Rachel Walker left the meeting at 6.42pm

### Schools' Members

Primary  
Primary  
Special  
Secondary

Secondary  
Secondary  
Primary  
Pupil Referral Unit  
Primary  
Primary  
Special

Academy  
Academy  
Academy  
Academy  
Academy  
Academy  
Academy

### Non-School Members

16-19 Partnership  
Early Years Provider  
Teachers' Committee  
Education Professional  
Head of Admissions  
Overview & Scrutiny Committee

### Observers

Cabinet Member  
School Business Manager

## 1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

- (a) Apologies for absence were received from Ms Gumbrell, Mr Lewis, Ms Palmer, Ms Culora, Cllr Greer, Mr Smart and Ms Taylor.
- (b) No membership matters were discussed.

## 2. **DECLARATION OF INTEREST**

Members were invited to identify any personal or prejudicial interest relevant to items on the agenda.

No declarations were received.

## 3. **MINUTES AND MATTERS ARISING FROM THE MINUTES**

**RECEIVED** the minutes of the Schools Forum meeting held on 18 January 2023.

**NOTED** that:

- (a) Minutes were a correct record of the meeting with the following correction:
  - (i) Apologies of absence: Correction of spelling of Ms Amofo's name.
- (b) There were no matters arising from the minutes.

## 4. **ITEMS FOR PRESENTATION**

### (a) **Delivering Better Value**

This item was presented by Mr Mohan from Newton Europe.

#### **REPORTED:**

- DfE had engaged Newton Europe as a delivery partner for Delivering Better Value (DBV), which involved 55 LAs including Enfield.
- The DBV:
  - Aimed to review current provision and identify improvements and other opportunities that LAs could consider. The programme provided a £1m grant to fund agreed implementation.
  - Diagnostic consisted of six key areas with an associated timeline and plan split into three modules.
- Engagement with key officers and Module 1 had been completed.

In response to questions regarding the timeline and grant, Mr Mohan responded:

- Challenges due to the SEND inspections were noted but delaying and including Enfield with Wave 3 would impact the submission of the grant application and the earliest the grant could be paid would be Spring 2024.
- The £1m grant would not address the deficits but would enable a transformational programme to be developed and support implementation of activities arising from the Action Plan. The grant condition required money to be spent on revenue items and decisions on spend should be in line with the Local Authority governance arrangements. It was noted areas that could be funded included a new IT system or an independent review to evaluate the new initiatives that had been introduced.
- It was advised that there was no timeframe to spend the £1m grant, other LAs had planned their spending over a 2 – 3 year period.
- The DfE recognised the rise in demand of children and young people (CYP) with EHCPs had resulted in increased costs to the LAs. The purpose of this DfE initiative was to ensure that CYP were being supported to achieve their outcomes.

Mr Mohan was thanked for attending the Forum and outlining the DBV programme.

**RESOLVED** to circulate a copy of the DBV presentation to Forum members.

**ACTION: MRS BROWN**

### (b) **Enfield Advisory Service for Autism (attached)**

This item was presented by Dr Walker, Head of Enfield Advisory Service for Autism (EASA).



**RECEIVED** a presentation from Dr Walker of the key highlights from the EASA Annual report.

**REPORTED:**

- The service was delivered across five strands:
  - (i) Support:
    - 115% increase in parent self-referrals from 2021-22 to 2022-23
    - Post 16 and secondary schools, pupils and parents/carers were harder to reach than those of a younger age
    - Supportive of pupils' voice
  - (ii) Education workforce development: Delivery of Autism Education Trust (AET) modules was quality assured externally and participants were able to purchase resource packs, which provided an income stream for EASA.
  - (iii) Targeted support for autistic children and young people
    - 75 Requests from 52 Schools comprising of 87% Primary and 13% Secondary
    - Target young teenagers to build friendships resulting in building confidence
  - (iv) Statutory and crisis response: EASA was building relationships with CAMHS and doing joint case study work to improve understanding and support so that mental health needs of autistic CYP were addressed appropriately.
  - (v) Work with local partners to ensure a complementary offer: EASA had relied on the £25K carry forward into 2022/23 and self-generated income to manage expenditure. For 2023/24, the carried forward was expected to be £5K. EASA would continue to look at ways to ensure efficient, cost effective running of the service as well as ways to generate more income.

In response to questions:

- The Forum was advised that no funding was provided by the NHS. The 2 part time NHS posts were funded by the Service. The NHS only provided funds to CAHMS.
- The increase of parental referrals was due to better knowledge of EASA and the long waiting lists for formal diagnosis. The EASA pathway provided early support that may result in no requirement for an EHCP. Following receipt of a parent referral, EASA contacted the CYP's school, but schools, in particular secondary schools, did not always respond to the EASA enquiry.

**RESOLVED** Mr Johnson would meet with Dr Walker to discuss the development of Post 16 provision in Enfield.

**ACTION: MRS BROWN**

Dr Walker was thanked for attending the Forum and presenting the EASA annual report.

**(c) Attendance Support Unit, Home and Hospital Tuition**

This item was presented by Ms Goodwin, West Lea School Strategic Lead.

**RECEIVED** a presentation from Ms Goodwin of the key highlights from the Attendance Support Unit, Home and Hospital Tuition Annual report for academic year 2021/22.

**REPORTED** West Lea School was commissioned to provide the Homes and Hospitals outreach service which comprised of three elements: Attendance Support Unit, Home Tuition and Hospital Tuition at North Middlesex Hospital. During 2021/22:

- ASU
  - presented 35 referrals to the ASU Panel with 21 agreed and 9 others not requiring support or not suitable for ASU services.

- 14 were not agreed because either the criteria for support had not been met or insufficient information provided by the home school.
- 13 students attended the ASU during the 2021/22 academic year with 3 home tuition students taught on site. After one term: 84.6% of CYP were accessing education and 15% of YP with a planned Post-16 progression route identified stopped attending.
- Trends include:
  - Increasing demand on the service as evidenced by the number of referrals requests for advice from schools across the borough. In February 2023, a similar number of ASU referrals were received as those in the 2021/22 academic year.
  - Referrals received include numerous mental health issues including anxiety, self-harm and suicidal ideation. Some of these issues may be an impact of the pandemic and the enforced isolation, so CYP were not able to form peer to peer relationships. Training was being provided to schools to explain EBSNA.
- Next Steps included:
  - Identifying pathways for Post 16 progression to support students without EHCPs.
  - Developing transition support for ASU leavers in collaboration with their home school.
  - Co-producing EBSNA resources by utilising the student voice of CYP attending the ASU.
  - Sourcing ongoing social interventions to support the peer relationships formed in the ASU when students transition back to school.

In response to questions:

- Post 16 and Year 11 pupils were deemed as high risk and required additional support and resources; this was an area that required further development.

It was commented that CONEL had developed an initiative of a 'trusted adult' for a key person to support a young person in their transition to college.
- The provision tried to manage demand by staggering referrals and support.

Ms Goodwin was thanked for attending the Forum and presenting the Annual report.

**(d) Orchardside Pupil Referral Unit Annual Report**

This item was presented by Ms Fay, Orchardside School.

**RECEIVED** a presentation from Ms Fay, Orchardside School of the key highlights from the Annual Report Academic Year 2021/22.

**REPORTED:**

Orchardside School is a Pupil Referral Unit for Enfield with four referral routes:

- (i) Permanent Exclusion (PEX): students in Years 7 to 11 residing in Enfield and subject to PEX or any child who transferred into the borough having been a PEX elsewhere.
- (ii) At Risk Panel: Started in April 2021 to enable local schools to refer students at risk of PEX. Students were registered for 6 weeks, then returned to their home school or remained at Orchardside.
- (iii) Turnaround: 6-week programme for Year 7 and 8 students from Enfield schools at risk of exclusion. Schools were charged a nominal fee to support the 6 weeks' programme. Students accessed a normal curriculum that prepared them to return to their home school.
- (iv) Assessment Centre: supported the Authority with complex in year admissions by assessing students before they started at their named mainstream school. This process assisted schools to plan on how they could support the student.
  - A new provision was planned from September 2023 for Year 9s deemed 'at risk'.
  - 92 pupils on roll at any one time with a significant increase of students 'at risk' in 2022. Fewer pupils, especially those in KS3, were leaving. The current Year 11 cohort were

very complex with poor attendance rates.

- Challenges – The School
  - Worked with other agencies and professionals to reduce referrals to social care and YOS to ensure the School was a safe place for students.
  - Managed high level of risk to mitigate on a daily basis.
  - Continue to work with KS3 students with complex co-occurring needs who were less re-integration back into their home school.
  - Support a number of students who were either at risk of exploitation, being exploited, had prolonged missing episodes, or displayed challenging behaviour.
- Celebrations included a DfE Permanent Secretary visiting the School.

In response to questions:

- Post 16 and Year 11 pupils were deemed as requiring additional support and resources to avoid dropping out. It was noted that a high proportion were boys.
- Students were unable to move to college due to poor availability of the required subjects.

Ms Celeste Fay was thanked for the work of the Orchardside School for supporting disadvantaged students.

## 5. ITEMS FOR DISCUSSION & DECISION

### (a) High Needs Places and Provision (2023/24)

This item was presented by Mrs Brown

**RECEIVED** a report summarising high needs provision planned for 2023/24 and other planned developments.

**REPORTED** the Authority was continuing to work with schools and, where possible, to increase places to meet the rising demand to support pupils with high levels of SEND. The report provided a summary of the places planned in special school, specialist provision hosted by mainstream schools and other services supporting pupils with SEND and/or EHCP.

#### **NOTED**

- (i) An application had been approved by the DfE for a new 100 place, and not 70 places as stated in the report, free special school for pupils with Autism.
- (ii) The Authority was continuing to work with all schools to explore opportunities for creating additional provision for pupils with SEND.
- (iii) With the move to part time Nurture Groups, the number of groups had increased. An evaluation of the monitoring reports showed positive progress being made by the pupils. Further analysis would be undertaken later in the year. The Service was currently developing an outreach model to encourage schools that were eligible but decided not to host a Nurture Group or were ineligible and would benefit from embedding nurturing practice within their school.

In response to a question, it was stated that there had been discussion on how nurturing practice could be used for other age groups but had not reached a conclusion.

- (iv) The annual reports from services presented to the Forum over the last two meetings also reported on the positive work that was being done. It was stated that it was always difficult to fully assess impact because there were no established frameworks. The Authority was considering carrying out an independent review of services.
- (v) As previously reported, Enfield Trauma Informed Practice in Schools Service had reported an underspend for 2022/23 due to a vacancy. The Service was working on recruiting to this post.
- (vi) Due to increasing demand for support, the Enfield Communication Advisory Support

Service was planning to increase staffing by employing a further two speech therapists. This change had increased the budget for the service by £130,000.

(vii) The Visual Impairment Outreach Service was commissioned from Haringey Council Sensory Support Unit. The Forum was advised the Service submitted a business case to seek an increase of £26,807 for 2023/24 in funding to manage an increase in demand.

The Forum considered the request and commented that the information provided was not as comprehensive as the information received from the Hearing Impairment Service. There was insufficient information to support the request and did not include a detailed analysis of the number of CYP supported for the various elements of the services offered.

There was some discussion as to whether the increase should be supported, and this culminated in the Forum confirming their support to increase the funding but only for the coming year (2023/24). Any increases beyond 2023/24 would require a report with evidence of the increase in demands and areas being supported.

**RESOLVED** the School Forum supported, for 2023/24, commissioning of:

- Enfield Advisory Service for Autism – £641,000;
- Enfield Communication Advisory Support Service – £610,000;
- Part time Nurture Groups continue to be funded at £29,860 per group, plus some funding to support the outreach service being piloted;
- Enfield Trauma Informed Practice in Schools (E-TIPS) – £92,000;
- Hearing Impairment Outreach Service delivered by Haringey Council – £308,725 for approximately 285 CYP;
- Visual Impairment Outreach Service delivered by Joseph Clarke Educational Service, for one year only, funding be increased to £144,231 for approximately 175 CYP.

The Forum requested that Joseph Clarke Educational Service be asked to provide a detailed analysis of the service being delivered to Enfield CYP.

**ACTION: MS FANNING AND MR PATEL**

**(b) Early Years Funding Formula – 2023/24: Responses to Consultation**

This item was presented by Mrs Brown

**RECEIVED** a report summary of responses received for the proposed local early years funding formula for 2023/24.

**REPORTED** the consultation document was published on 24 October 2022, ending on 16 November with 18 responses on the proposal to include a quality supplement in the local early years funding formula.

**NOTED** the consultation results.

**RESOLVED** to agree the inclusion of the quality factor within the local early years funding formula and retain the other factors previously used for the formula for 2023/24.

**ACTION: MRS BROWN**

**(c) Schools Budget 2023-24: Update**

This item was presented by Mr Patel

**RECEIVED** a report providing an update on the individual budget shares position for schools and sought the support of Schools Forum to the recommended application of the DSG in 2023/24, based on the initial DSG allocation.

**REPORTED** the draft Schools Budget 2023/24 was considered and approved by full Council at their meeting on 23 February 2023, as part of the overall Council's Budget for 2023/24. The report provided an update on the individual budget shares position for schools and the proposed allocation of the Schools, Early Years and High Needs blocks.

**NOTED** the following financial positions:

- (i) The final 2023/24 Dedicated Schools Grant (DSG) allocation for Enfield was £401.091m.
- (ii) Following a few validation queries from ESFA, the formula allocations for the Schools Block were approved and details circulated to all schools and academies on 6 February.
- (iii) The early years total hourly rate for 2023/24 had increased by £0.19 from £5.93 to £6.12.
- (iv) The Central Schools Services Block had decreased by £0.056m to reflect the 20% year on year reduction in funding for historical commitments
- (v) High Needs Block had increased from the initial allocation of £72.848m to £75.928m. The change since the last update and other pressures included:
  - A. The additional funding announced in the Chancellor’s Autumn Statement. There were two requirements attached to this additional funding:
    - Minimum funding guarantee for special schools be protected at 3% against the rate applied in 2021/22. The only school impacted by this requirement was Oaktree, where the school would see an increase of £100 per place.
    - A 3.4% increase for all maintained special schools and alternative provision based on the number of places that were planned at the beginning of 2022/23.
  - B. As agreed, the place number for the PRU had been reduced in line with the recommendations from the funding review.
  - C. In formulating the 2023/24 budget, it was noted the full year effect of supporting Post 16 students with SEN had increased significantly. It was estimated as being £3.641m.
- (vi) Final validation, after the papers had been distributed, highlighted that not all costs relating to special schools had been captured by the budgeting tool. In rectifying this error, it was found that the net position for High Needs shown in Appendix B was incorrect. The corrected position showed an increase in the High Need deficit for start of 2023/24 year, which was reported to be £1.518m.

**RESOLVED** that the High Needs Net Position in Appendix B was incorrect, and a revision will be made available to Forum members.

**ACTION: MR PATEL**

**6. WORKPLAN**

**RECEIVED and RESOLVED** to update Workplan from this meeting.

**7. FUTURE MEETINGS**

The Forum agreed the next meeting on 5 July to be held in person at Bishop Stopford’s School, Brick Lane, Enfield EN1 3PU.

NOTED dates of future meetings as detailed:

| Date       | Time           | Venue |
|------------|----------------|-------|
| 04/10/2023 | 5:30 - 7:30 PM | TBC   |
| 06/12/2023 | 5:30 - 7:30 PM | TBC   |

**8. CONFIDENTIALITY**

No items discussed within the agenda were to be treated as confidential.

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## London Borough of Enfield

Education Resources Group  
Schools Forum

Meeting Date 19 September 2023  
Meeting Date 4 October 2023

**Subject:** Early Years Framework – Update

**Cabinet Member:** Cllr Abdul Abdullahi

**Report Number:** 1

**Item:** 5a

### Purpose of Report

1. This report outlines the upcoming changes to the Nursery Funding Entitlement offers from April 2024

Roll out of the new entitlement is occurring in phases:

- **Phase 1:** April 2024 - 15 hours of childcare over 38 weeks of the year made available to eligible parents of two-year-olds
- **Phase 2:** September 2024 - 15 hours of childcare over 38 weeks of the year made available to eligible parents of 9-month to 36-month-olds
- **Phase 3:** September 2025 - 30 hours of childcare over 38 weeks of the year made available to eligible parents of 9-month to 36-month-olds

The Early Years Team are currently reviewing the data sets to start planning how to support the level of demand for phases 1 and 2 of the new entitlement, and whether we have sufficient places. We have started to map out the areas that we may have gaps in provision, by looking at the number of places each provision is registered with Ofsted and reviewed capacity to increase if required.

### Recommendations

2. The Schools Forum is asked to:  
Support the introduction of the new entitlements for working parents of children aged 9 months up to 2-years, the DfE will be launching a consultation on the proposed approach to distributing funding to local authorities for 2-year-olds and under in 2024-25, along with the accompanying local rules for local authorities to follow when passing on this funding to providers.

An initial allocation will be paid to LAs based on the January 2023 censuses

A final adjustment will be made to funding payments using updated January 2024 censuses in summer 2024

### Relevance to the Council's Corporate Plan

3. We know that the first 1,001 days of a child's life (from conception up until the age of 2) can have a significant impact on their early development and their life chances as they grow up. This includes how well they build relationships, achieve at school, their future job prospects and their overall health and wellbeing. The Early Years Team are liaising with the Family Hubs and Children's Centres to promote and improve the take up of funded early years education places, helping families access the right information, advice, and support for their children.

### Main Consideration for the Schools Forum

#### 4. BACKGROUND

Analysis by the Education Policy Institute shows that by the time young people take their GCSEs at age 16, those from disadvantaged backgrounds are, on average, 18.4 months

behind their peers. Forty per cent of this gap emerges before the age of five. Further research shows that pre-school has almost as much impact on educational attainment at age 11 as primary school. It is therefore vital to encourage children from more disadvantaged backgrounds to attend high quality early years provision wherever possible to help narrow the disadvantage gap before children start school.

## 5. FINANCIAL IMPLICATIONS

The DfE are expected to publish the conditions of grant and the initial EYSG funding allocations in September 2023

For 2024-25, the additional funding will be distributed via the Dedicated Schools Grant (DSG) as normal. Funding rates for 2024-25 will be announced in the autumn in line with the normal timetable.

## 6. CONCLUSIONS AND RECOMMENDATIONS

The Authority is required to consult with Schools Forums, maintained schools and early years providers on their formulae for the new entitlements in 2024-25. The normal annual timetable for consultation and publication of planned budgets will apply.

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**Report Author:** Christiana Kromidias

**Date of report:** 7 September 2023

**Background Papers:** Early Years regulations and guidance, previous Schools Forum papers



**Schools Forum Meeting: 4 October 2023**
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**Item No: 5b**
**SCHOOLS FORUM: ANNUAL SUMMARY REPORT**
**Service Name:** Enfield Children's Centre

**Name:** Andrew Lawrence, Head of CYP & Public Health Commissioning, LBE  
Zinat Ismail, Strategic Lead Officer, Enfield Children's Centre

**Reporting Year:** 2022/23

**Brief description of service**

The Local Authority is required to provide Children's Centre services under the provisions of the Childcare Act (2006). The current model in Enfield is a commissioned service, led by De Bohun Primary School, with a single team operating across five main sites at De Bohun, Eldon, Carterhatch, Raynham and Hazelwood.

Enfield Children's Centre provision consists of a core universal offer for families with children under 5 and targeted work with family support casework. The work of the Children's Centre is a key part of the borough's wider Early Help offer.

The service facilitates and co-delivers with a range of partners, including speech and language therapists, health visitors, local hospital maternity services, perinatal mental health services, domestic abuse support, Citizen's Advice, and social work teams.

**Summary of service provided during the year.**

Enfield Children's Centre provides various sessions throughout the week, operating for 48 weeks a year. These are delivered either by the Children's Centre as standalone sessions, or in partnership with health, social care and voluntary & community sector partners.

These are either wholly universal or targeted, but widely delivered, community-based services. The programme currently has capacity to see up to around 220 children across its sites every week.

The sessions provided are as follows:

| <b>Session Type</b> | <b>Description</b>  |
|---------------------|---|
| Baby Group          | For 0 – 1-year olds.<br><br>Parents with babies who are not yet walking to provide information, advice and guidance on topics such as childcare, child development, supporting those who may be anxious and reducing social isolation.  |
| Stay and Play       | For 1 – 4-year olds.<br>Stay and Play sessions to enrich children's knowledge and development through play, helping them to explore their creativity and language.<br><br>Screening using the Play and Communication toolkit.<br><br>Promotes school readiness through the introduction of a structured |

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|  |   |
|--|---|
|  | <p>environment. An opportunity for Children's Centre staff to promote and broker early education placements for the 2-, 3- and 4-year-old funded offer.</p> <p>Supports parents to understand how their children learn and their role in this, particularly as a first communicator.</p>  |
| Healthy Child Clinics  | <p>Open access clinics run jointly by the Children's Centre and Health Visitors.</p> <p>Babies are weighed, seen by a health professional and parents are offered support and signposting by staff. This includes Play and Communication screening.</p> <p>Health Visitors deliver approximately 50% of their community-based services from Children's Centres.</p> |
| One and Two-Year-Old Development Reviews   | <p>Part of the five mandated Health Visiting contacts delivered in the community through Children's Centres.</p> <p>Again, Health Visitors deliver approximately 50% through Children's Centres.</p>  |
| Antenatal Services   | Appointment-based ante-natal checks delivered by both North Middlesex University Hospital and Barnet & Chase Farm Royal Free midwifery teams.   |
| Access and Advice  | Speech and Language appointments for children identified with emerging SLCN as part of the Play and Communication Programme.  |
| Let's Play (Social Communication Group)  | Specialist group sessions co-delivered with SALT for children with social communication disorder.   |
| Citizen's Advice Bureau  | <p>A trained adviser provides one-to-one consultations covering Welfare, Benefits and Debt advice, Housing etc.</p> <p>There are up to 5 appointments per day, 5 days per week across different sites.</p>  |
| Enfield Parent Infant Partnership (EPIP)   | Provides counselling sessions for mothers who are experiencing difficulties such as post-natal depression.  |
| North London Partners (NPL) Specialist Perinatal Mental Health Service (SPMHS) Stay and Play | Specialist Stay and Play session for mothers experiencing difficulties such as post-natal depression, run with the NPL SPMHS across different sites.  |
| First Time Parents   | Bespoke multi-agency parenting offer, led and coordinated by the Children's Centre, working in partnership with Health Visiting, IAPT and SALT. It consists of six weekly sessions, three run by the Children's Centre and three by partners.   |
| Empowering Parents Empowering Communities (EPEC) Being a Parent                              | A system for training and supervising parent-led parenting groups and courses for parents who experience a range of difficulties with their children. EPEC core parenting courses are adapted for developmental stage.  |

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|                                 |  |
|---------------------------------|--|
|                                 | <p>Jointly commissioned by the Children's Centre programme and Public Health with the Children's Centre acting as the EPEC Hub for Enfield.</p> <p>The Children's Centre is able to provide modules for parents with babies and for those with children aged 3-5.</p>  |
| Family Support Surgery          | <p>A weekly drop-in for families that have been identified as being likely to benefit from some low-level support for issues such as parenting, behaviour etc.</p> <p>These groups were introduced in response to issues exacerbated by the pandemic and have proved to be a useful way of meeting needs early and reducing the likelihood of families needing to be taken on to caseload.</p> |
| HENRY Starting Solids Workshops | <p>A series of workshops linked to the national HENRY programme, with a focus on starting solids and promoting healthy lifestyles.</p> <p>These sessions are delivered on a 6-week rotation, enabling the Children's Centre to identify parents through stay and play sessions and then refer in.</p>  |

In addition to the sessions described above, the Children's Centre also has a team of Family Support Workers. These workers take families onto caseload (with a maximum capacity of 20) and receive referrals via Early Help Triage (workers also sits on triage 3 days per week).

Workers engage with families for around 12 weeks on average, providing support and working with children's social care if necessary. Presenting issues often include:

- Behaviour
- Child health
- Disability
- Finance
- Education
- Housing
- Mental Health
- Isolation

### Impact assessment

During the financial year 2022/23 the Children's Centre has provided a full range of services, having returned to pre-pandemic norms.

The focus of the universal and targeted offer has continued to be speech, language and communication needs (SLCN) and the Children's Centre continues to use the locally developed Play and Communication Toolkit to provide early screening for children seen by the service.

Some key performance indicators have included:

|   |       |
|---|-------|
| Total no of Children who have accessed a service at least once  | 3,811 |
| Children who received Play and Communication Screening for SLCN | 1,272 |

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|  |     |
|--|-----|
| As a result of screening Referred to Let's Play (social communication group)         | 146 |
| As a result of screening Referred to other support sessions for SLCN                 | 82  |
| AS a result of screening Referred to Access and Advice (consultation with therapist) | 123 |
| No of families attending HENRY Starting Solids workshops                             | 110 |
| Food Bank Vouchers issued  | 107 |
| Family Support Surgeries – number of families who attended                           | 85  |
| Family Support Referrals for direct work (up to 12 week interventions)               | 151 |

The impact of direct family support for those taken onto caseload is measured by using the Family Star Plus tool. The tool can help parents to make changes by providing them with a 'map' of the journey they need to take to be effective parents and a way of plotting their progress. Importantly, it also provides an evidence-based outcomes dataset to measure the effectiveness of early help in Enfield.

Parents assessed using the Family Star are asked to think about where they are on their journey of change and, in collaboration with their family support worker, are supported to identify themselves as either:

- Stuck (lowest score)
- Accepting help
- Trying
- Finding what works
- Providing effective parenting (highest score)

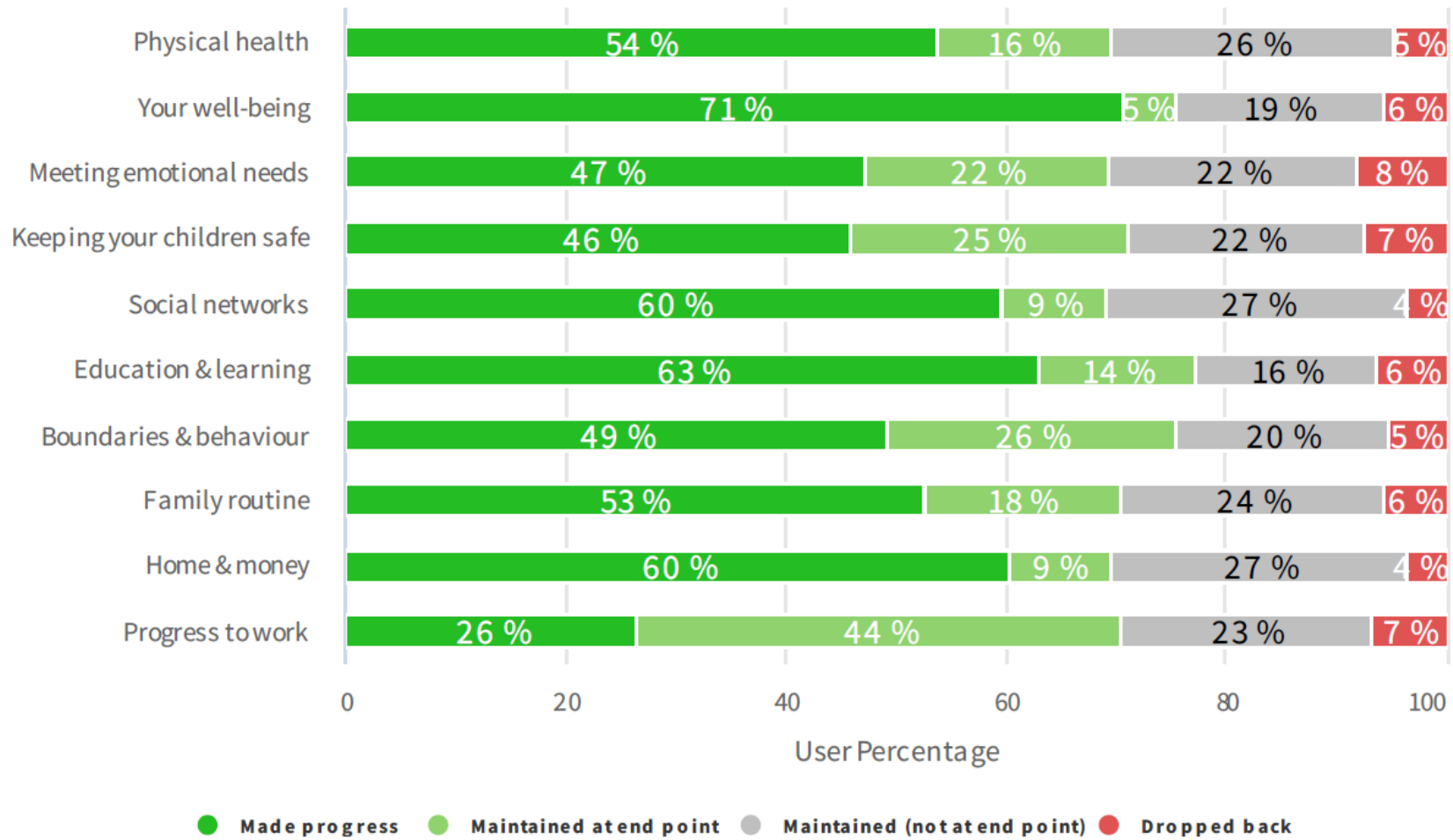
They are encouraged to do this across all areas of the star, which includes:

- Physical health
- Your wellbeing
- Meeting emotional needs
- Keeping your children safe
- Social networks
- Education & learning
- Boundaries & behaviour
- Family routine
- Home & money
- Progress to work

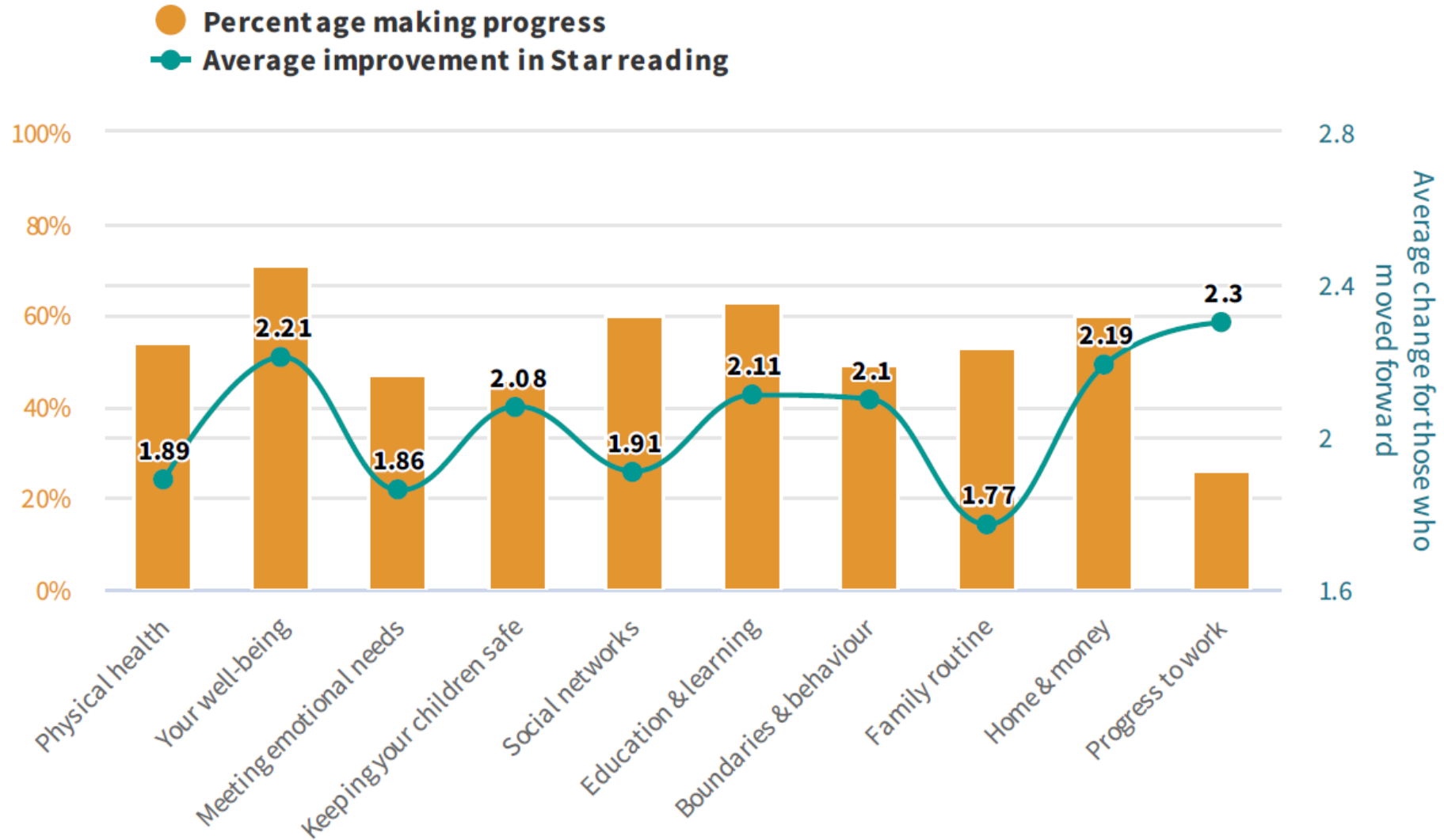
Comparison of a service user's lowest and highest star readings over time provides evidence of how much improvement has been made and in what areas. As described previously, there are 10 areas for possible improvement.

It can be seen in the chart below that most families make progress in each of the outcome areas, except for 'Progress to Work', where people generally maintained. Those shown in grey had maintained the same level at which they had started but left the service before a final review could be carried out. A much smaller number (in red) dropped back.

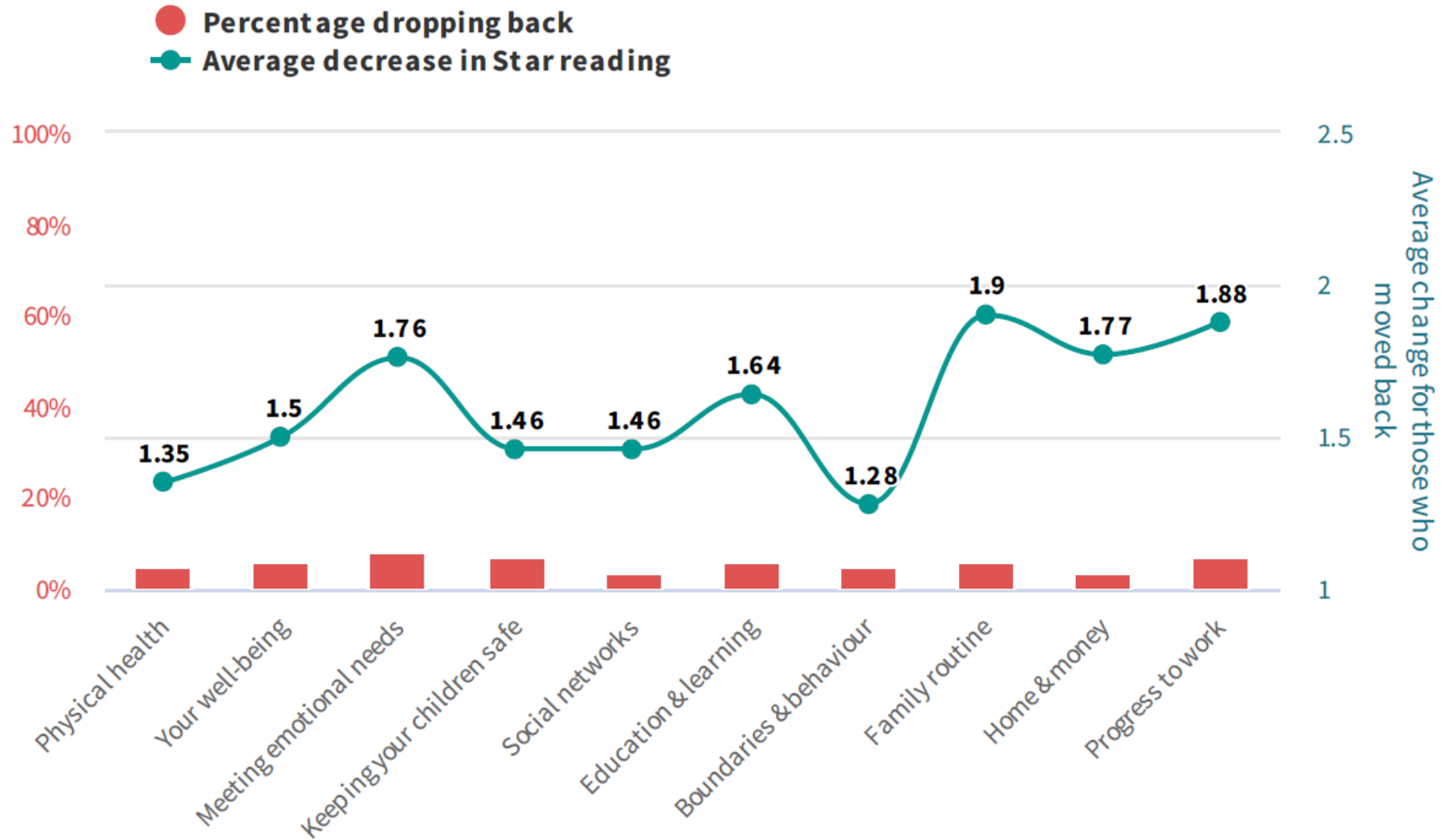
### How much progress are people making in each outcome area?



### In each outcome area, how much progress are people making?



### In each outcome area, by how much are people dropping back?



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**Challenges**

When the Children's Centre moved to the current model in 2018, it delivered from 8 sites and 2 "pop ups". There were 18 staff members working directly with families. In the following 5 years, costs, (predominately staffing costs) have increased every year while funding has reduced both relatively and in real terms.

As a result, the Children's Centre is now delivering from 5 sites with 12 family support workers; admin and management has also been reduced. Funding shortfalls in 2022/23 caused by nationally agreed pay awards (all Children's Centre staff are school employees) has been met using an underspend accumulated during the COVID pandemic. This additional funding has also been used to run more stay and plays to increase exposure and access to families who were affected by the pandemic. With underspends now reduced and the service running at full capacity, the latest pay award will impact service delivery from 2023/24.

**Successes**

The Children's Centre has been able to increase the number of Stay and Plays at its sites by around 30%, by reducing the length of the morning sessions and doubling them up.

After the pandemic, it became evident that isolation had led to increased needs from families, and the Children's Centre was able to develop a response to this by implementing family support surgeries to enable early identification of needs, such as:

- Advice on routines and behaviour
- Applications to charities
- Terrific Twos / Nursery applications
- Referrals to Citizens Advice Bureau
- Child's Health
- Mental Health
- Isolation
- Food Bank Vouchers

The Children's Centre will be delivering services from the Autumn term from the new Family Hub site in Ponders End, and this will provide additional space and capacity for delivery in a much-needed area of the borough.

**Financial and Staffing Information**

For the Financial year, 2022/23 the total committed costs were £910k, of which £860k was for staffing.

From a total allocated budget £957k, this leaves £47k for any other expenditure such as consumables, courses/ mandatory training, repairs and maintenance etc.

The staffing structure of the service is as follows:



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- Strategic Lead Officer SM2
- Children's Centre Manager for Safeguarding & Family Support SM1
- Deputy Children's Centre Manger for Universal Services PO1
- Family Support Workers x 5 SO1
- Senior Early Intervention Workers Scale 6
- Office Manager/Personnel Scale 6 (0.8)
- Early Intervention Workers x 5 Scale 4/5
- Office Administrator Scale 4

**Developments for coming year**

During the coming year the Children's Centre programme will continue to provide a full range of weekly sessions from all of it existing sites.

The service will continue to develop its new family support surgeries and HENRY workshops and will continue to be responsive to a changing landscape of need. As part of this, the service will continue to work closely with health colleagues to develop and refine pathways and services for children with SLCN. Sharper focus will be given to increasing the availability of sessions for children with social communication needs, as this has been identified as a key area.

The Children's Centre will also work closely with the Council and other partners developing the Family Hub offer, with the key task in 2023 being the setting up and rolling out of services at Ponders End Youth Centre (part of this site is in the process of being remodelled as an early years zone).

Whilst there is some non-recurrent funding to temporarily bring in some additional support staff to assist with the Ponders End delivery, the core budget for Children's Centre services remains static, or effectively reduced due to the pressures of pay increases and inflation. Challenges will therefore remain in terms of capacity for the coming year and it is recognised that this will affect the Children's Centres ability to provide a truly universal offer.

To conclude on a positive note, the Children's Centre will continue within its means to provide high quality services for families, bringing together partners in the true spirit of early intervention.

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All Headteachers  
All Chairs of Governors  
All Chairs of Finance/Resources

Please reply Gemma Young  
to:

E-mail: [gemma.young@enfield.gov.uk](mailto:gemma.young@enfield.gov.uk)

Phone: 07900 168938

Textphone:

Fax:

My Ref:

Your Ref:

Date: July 2023

Dear Headteacher, Chair of Governors and Chair of Finance/Resources

### **Annual School Internal Audit Report 2022-23**

As part of the 2022-23 Internal Audit Plan approved by the Council's General Purposes Committee, Internal Audit carried out 7 full scope governance and financial audits in schools across the borough.

In addition, we conducted a Schools Cyber Security audit and 2 school grant certifications.

### **Full scope audits**

The full scope audits reviewed major processes in schools to ensure:

- compliance with the Scheme for Financing Schools,
- compliance with the Council's Finance Manual for Schools, including the Contract Procedure Rules (CPRs),
- good financial, data security, asset management and business continuity practices were in place.

The Council's school internal audit programme follows the Department for Education's Schools Financial Value Standard (SFVS) headings. The scope areas are detailed in **Appendix 1** and can also be viewed on the School Audit Framework ('Framework') available on the Schools' HUB.

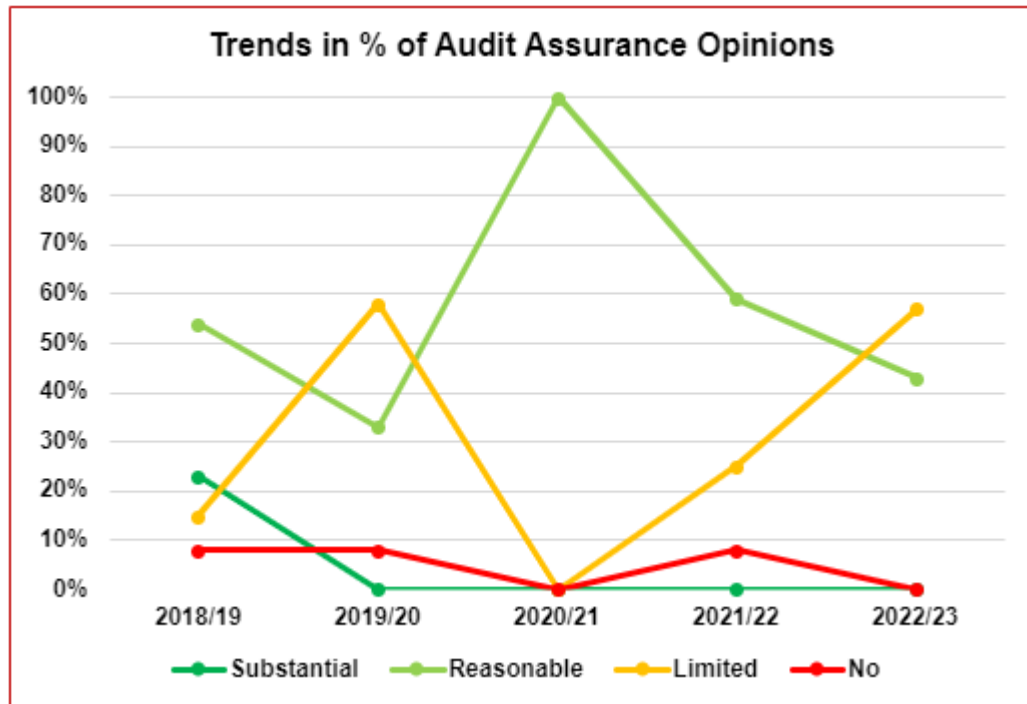
We hope schools continue to find the Framework useful and that School Leadership Teams will use the Annual School Internal Audit Report 2022-23 to identify potential risk areas in their school, or opportunities to make improvements. It may also help as a prompt when completing the 2023-24 SFVS return for submission to the Department for Education.

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The Framework is updated annually to ensure it remains a relevant and useful reference for schools.

**Full scope audits - overall report opinions**

The trends in assurance opinions over the past five years, are shown in the charts below:



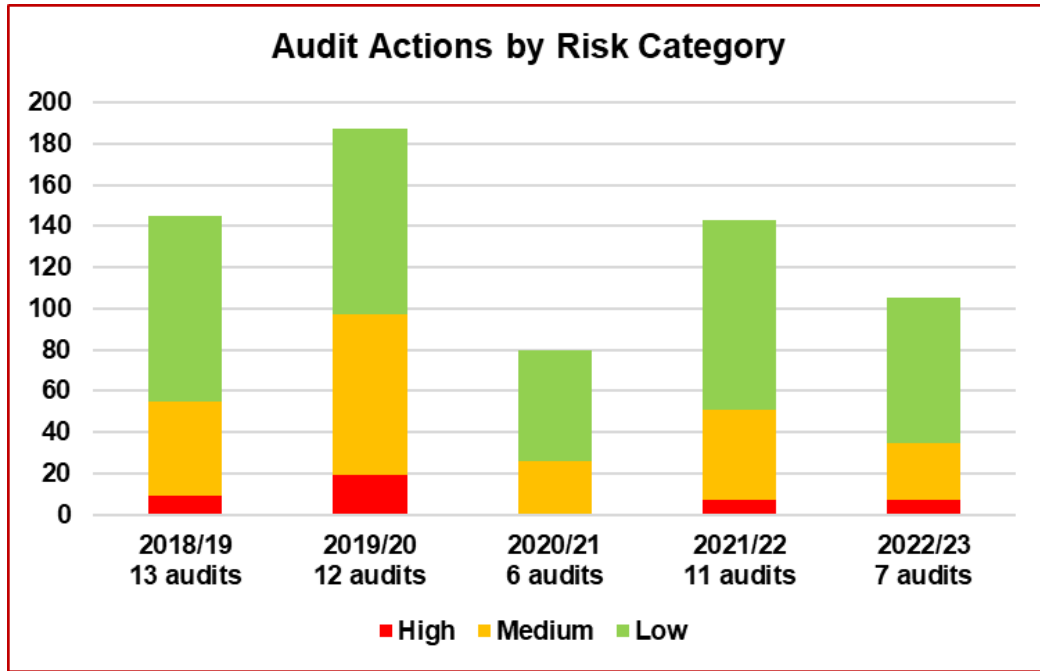
The increase in negative assurance opinions during 2022-23 is a result of weaker controls in the schools tested.

Definitions of risk categories and assurance opinions are detailed in **Appendix 2**.

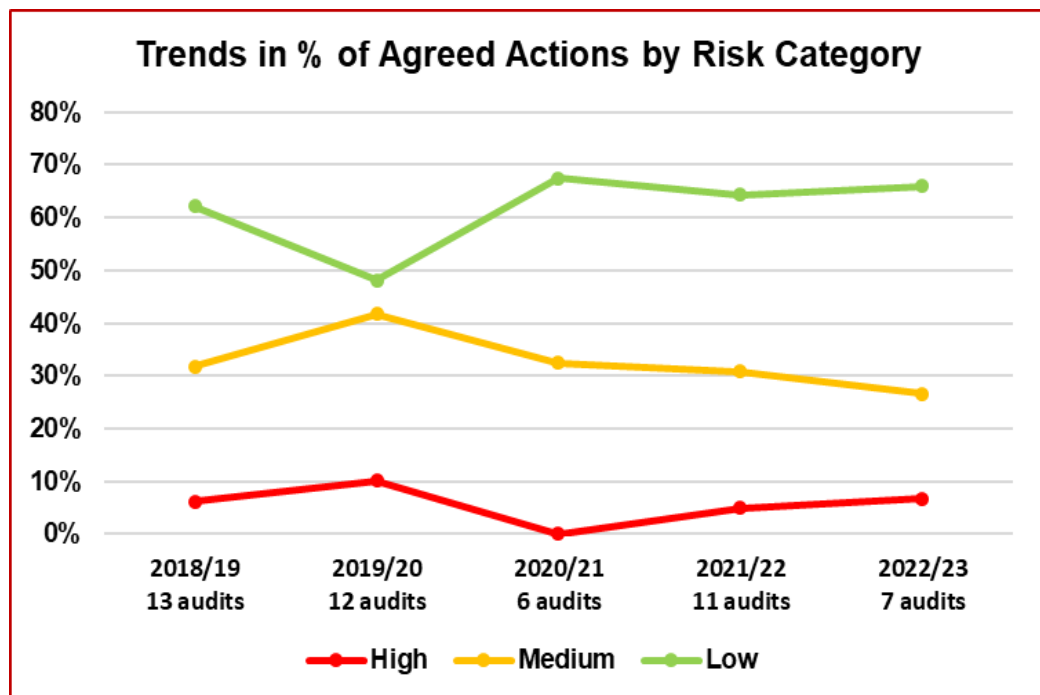
**Full scope audits - analysis of actions**

As part of our process, actions to address the risks identified by our audits are agreed with Headteachers and School Business Managers. The total number of actions agreed in 2022-23 decreased to 105 from 143 in 2021-22, which is in line with expectations as fewer full scope audits were carried out in 2022-23.

The number of audit actions raised in full scope audits since 2018-19 is shown in the chart below:

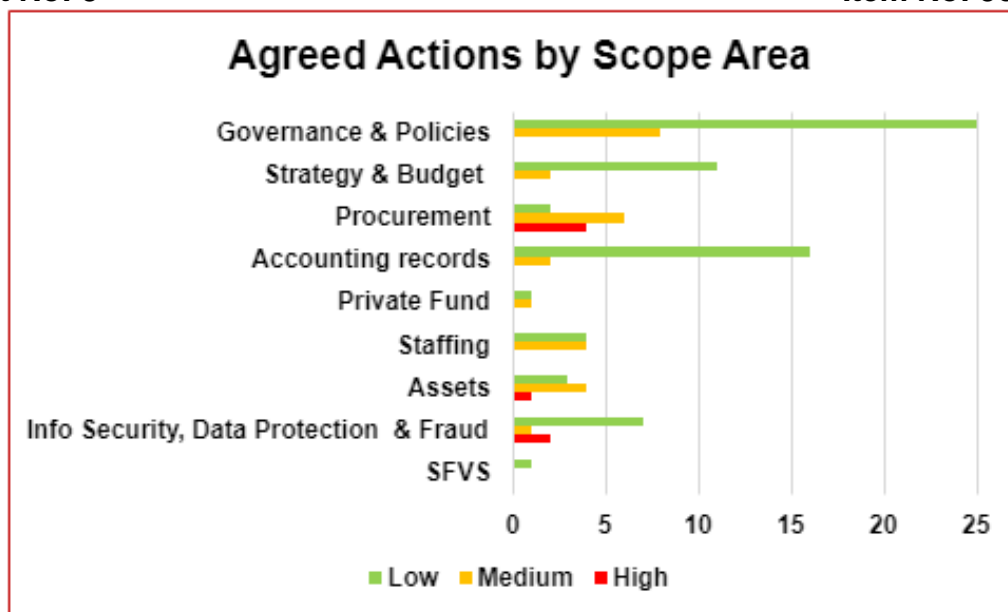


The graph below demonstrates that the proportion of high risk actions agreed is increasing despite the number of audits reducing:



**Full scope audits - summary of findings**

The chart below summarises the number of agreed actions identified during 2022-23 by scope area:



The main themes and key exceptions identified during our 2022-23 audits are detailed below. We recommend that Governing Bodies review this table against current practices in their schools to ensure, with respect to these common areas, there is compliance with the SFVS requirements.

| Theme  | Key exceptions identified  |
|--|--|
| <b>Governance</b>                              |  |
| Business Continuity and Disaster Recovery Plan | <ul style="list-style-type: none"> <li>Disaster recovery plans were either not in place, not approved or regularly reviewed, or were lacking in key details and review dates.</li> </ul>   |
| Delegated Authority                            | <ul style="list-style-type: none"> <li><i>Organisational Arrangements</i> were not completed fully, were out of date or were still in draft form and not properly approved.</li> <li><i>Schemes of Delegation (SoD)</i> did not cover all financial responsibilities, including in some cases the BACs payment process, lacked clear segregation of duties for some key financial processes and were not properly approved.</li> </ul> |
| Register of Business Interests                 | <ul style="list-style-type: none"> <li>Governor business interest forms were not completed or were out of date.</li> <li>Business interest forms had not been completed by staff with financial responsibilities</li> <li>Information published on the school website was out of date</li> </ul>   |
| Minutes of Governing                           | <ul style="list-style-type: none"> <li>Several key decisions were not clearly recorded in</li> </ul>   |

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| <b>Theme</b>                 | <b>Key exceptions identified</b>   |
|------------------------------|--|
| Body Meetings                | Governing Body Meeting Minutes.  |
| Policies                     | <ul style="list-style-type: none"> <li>• Policies that schools are required to have in place had not been reviewed and approved in line with the requirements.</li> <li>• Information that the Department for Education (DfE) requires to be published was not available on the school website.</li> </ul>   |
| <b>Strategy &amp; Budget</b> |  |
| Budget Monitoring            | <ul style="list-style-type: none"> <li>• We were unable to fully reconcile the quarterly CFR returns to the underlying finance system records.</li> </ul>  |
| School Development Plan      | <ul style="list-style-type: none"> <li>• The Plan did not cover at least a three year period.</li> <li>• The Plan did not include sufficient financial information to demonstrate that it was aligned to the three year budget.</li> </ul>   |
| Staffing Structure           | <ul style="list-style-type: none"> <li>• The staffing structure had not been discussed with the governing body in the last 2 years.</li> </ul>   |
| <b>Procurement</b>           |  |
| Related Party Transactions   | <ul style="list-style-type: none"> <li>• Governing Body approval of related party transactions was not recorded in the minutes.</li> <li>• Work was directly awarded without alternative quotes sought to ensure value for money was being achieved.</li> </ul>  |
| Contracts                    | <ul style="list-style-type: none"> <li>• The Council's Contract Procedure Rules had not been adhered to.</li> <li>• Minutes did not reflect that the Governing Body had approved contracts with a value over the Headteacher's delegated limit.</li> <li>• Contracts, signed by both parties, were not in place.</li> </ul>  |
| Purchase Testing             | <ul style="list-style-type: none"> <li>• Order forms had not been raised or were raised retrospectively.</li> <li>• Order and invoice authorisations were not dated to confirm completion in a timely manner.</li> <li>• Invoices were paid after the due date, with no reasonable explanation noted.</li> <li>• Commercial card transactions were not authorised in advance.</li> </ul> |

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| Theme                     | Key exceptions identified   |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>• A reconciliation of the commercial card statement to purchases made was not completed and signed.</li> </ul>   |
| <b>Accounting records</b> |   |
| BACs                      | <ul style="list-style-type: none"> <li>• BACs reports were not signed by the required 2 signatories and signatures were not dated to confirm authorised prior to payment.</li> <li>• Invoices were approved after BACs payments made</li> </ul>   |
| Reconciliations           | <ul style="list-style-type: none"> <li>• Reconciliations were not completed regularly or where completed there was no evidence of independent review.</li> <li>• Unrepresented cheques more than 6 months old were not investigated.</li> </ul>   |
| Staff reimbursements      | <ul style="list-style-type: none"> <li>• A large float was issued to a member of staff, but no receipts or invoices were supplied with the returned balance to support expenditure incurred.</li> <li>• Claim vouchers were not properly completed.</li> <li>• High value items were reimbursed, but these items should have been purchased through the school's usual purchasing processes.</li> </ul> |
| Lettings                  | <ul style="list-style-type: none"> <li>• No signed agreements were in place for long-term and ad hoc lets.</li> <li>• We could not confirm appropriate insurance arrangements were in place.</li> <li>• Agreements were not signed by the school's delegated officer(s).</li> </ul>   |
| <b>Private fund</b>       |   |
| Accounting records        | <ul style="list-style-type: none"> <li>• An annual audit had not been completed and approved by the governing body.</li> </ul>  |
| <b>Staffing</b>           |   |
| Starters and leavers      | <ul style="list-style-type: none"> <li>• Pre-employment checks were not completed in full prior to employment commencing.</li> <li>• There was no written evidence of who had carried out and verified pre-employment checks.</li> <li>• Videpay forms for leavers and starters were not supplied</li> </ul>  |



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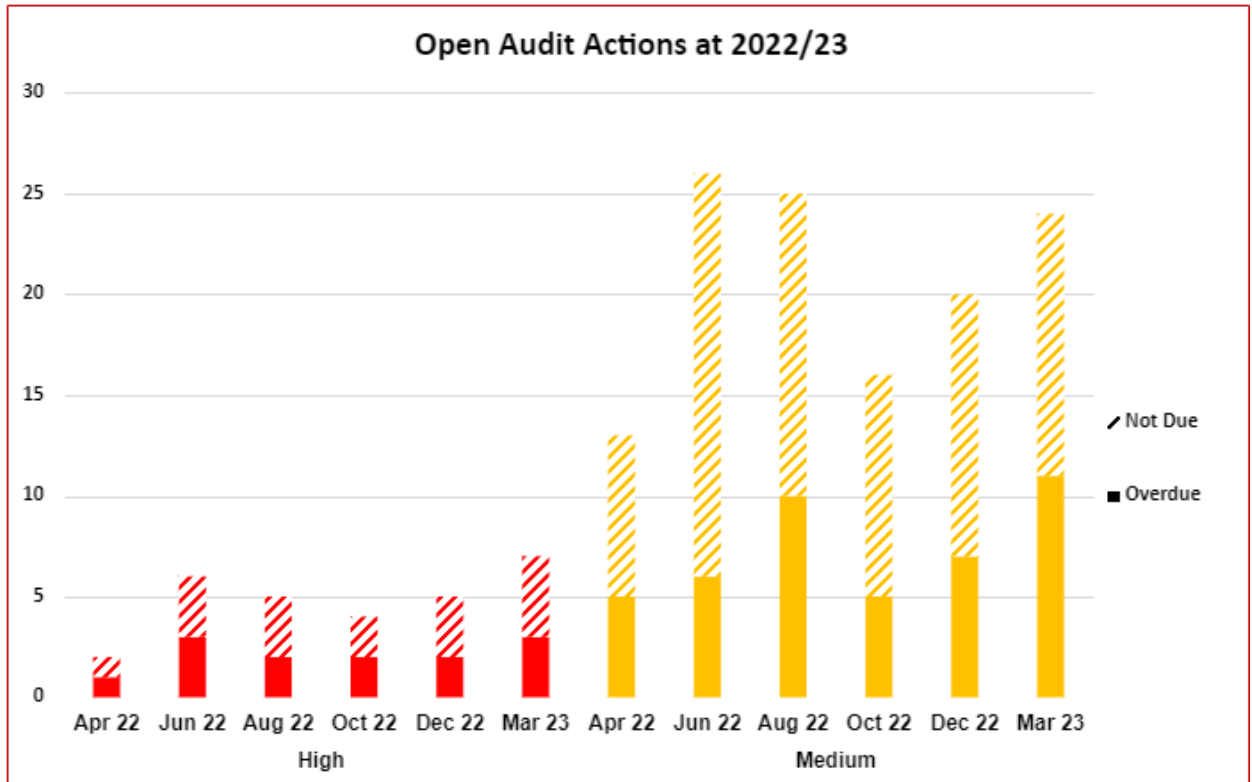
Item No: 5c

| Theme   | Key exceptions identified  |
|---|--|
|   | to the Schools Personnel Service in sufficient time to ensure necessary action could be taken.   |
| Additional hour claims                        | <ul style="list-style-type: none"> <li>Additional hours claim forms were not completed in full, totalled correctly nor appropriately authorised and dated.</li> </ul>  |
| <b>Assets</b>                                 |  |
| Fixed Assets                                  | <ul style="list-style-type: none"> <li>Assets were recorded in two different systems, which did not interface, with inconsistencies in the information recorded in each.</li> <li>A list of IT equipment collected by a disposal company was not retained so we could not that all items had been disposed of appropriately.</li> <li>The fixed asset register did not capture key information including acquisition dates, purchase costs or disposal details.</li> <li>There was no evidence that annual fixed assets checks had been carried out.</li> <li>Formal records were not kept or were not updated of assets loaned to staff.</li> <li>Assets were not appropriately security marked.</li> </ul> |
| <b>Information Security, GDPR &amp; Fraud</b> |  |
| Physical and data security                    | <ul style="list-style-type: none"> <li>Records of fob access to the school were poorly maintained.</li> <li>A high number of anomalies were identified between records of fob access and management information system access when compared to staff lists.</li> <li>No process or mechanism was in place to prevent staff from using unencrypted removable media on school equipment.</li> <li>There was no requirement to ensure passwords were changed regularly or had sufficient complexity.</li> </ul>   |

**Full scope audits - action implementation**

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Schools have continued to make progress on action implementation. Progress made is shown in the following chart:



The Council takes the implementation of internal audit actions seriously and overdue actions are reported to both the Assurance Board and the General Purposes Committee.

Therefore we follow up with schools to confirm that all actions are implemented within the agreed target dates. Also:

- findings from the internal audit reports given a Limited or No assurance opinion are reported to the Assurance Board and the Council's General Purposes Committee.
- follow up emails and/or visits are undertaken in accordance with the target dates agreed within the report.
- if timely and appropriate responses are not received, this is escalated to the Audit and Risk Manager and if necessary, to the Director of Education.
- if it is deemed that sufficient responses have not been received, and/or satisfactory progress has not been made, the Director of Education is informed. Actions taken are reported to the Assurance Board.

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The Director of Education also considers whether the Headteacher and/or the Chair of Governors should attend the Assurance Board. Attendance would be to advise the Assurance Board of action being taken to address the findings.

**Schools Cyber Security audit**

Due to the nature of the audit (a questionnaire sent to the 55 maintained schools), we did not form an audit opinion and instead issued a management letter outlining our findings. The management letter has been shared with all Headteachers and has been referenced in the Summer Termly Pack for Governors

The audit was designed to assess the schools' knowledge of, and ability to avoid, identify, or respond to a cyber-attack. The questionnaire was based on:

- the Department for Education standards on schools' cyber security, user accounts and data protection; and
- the National Cyber Security Centre Cyber Essentials

The questionnaire covered:

- security measures currently in place
- cyber security training undertaken
- any cyber-attacks/ breaches experienced
- cyber security concerns generally

We received 54 completed surveys, a response rate of 98%.

A number of concerning control weaknesses were identified. This poses a risk not only to individual schools, but also to the wider Council network given the digital links, close working and constant communication between schools and Council services.

The key findings were:

- 87% of schools had not undertaken phishing attack exercises
- 84% of schools did not have a Data Governance and Cyber Security Risk Register in place
- 61% of schools did not give regular updates to the governing body and believed the governing body did not understand the current state of cyber security awareness in the school
- 46% of schools did not conduct any cyber training for staff
- 43% of schools did not feel adequately prepared in the event of a cyber attack
- 48% of schools did not have a Business Continuity and Disaster Recovery Plan in place
- 30% of schools did not have an IT Cyber Security policy or plan in place

We also noted that 12% of schools had experienced a malware infection including viruses or ransomware.

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We recommend that each school:

1. presents and discusses the report at a governing body meeting.
2. reviews their own arrangements against:
  - The Department for Education standards on schools' cyber security, user accounts and data protection; and
  - The National Cyber Security Centre Cyber Essentials.
3. develops an action plan for improvement that is monitored regularly by the governing body.

The full Schools Cyber Security report can be found at **Appendix 3**.

### **Training**

We offer audit and fraud training for both Governors and School Business Managers. The training includes an overview of the Council's Internal Audit and Counter Fraud services. Training is delivered by experienced officers and provides:

- an overview of internal audit scope areas
- the importance of good controls
- key fraud risks faced by schools, with a particular focus on cybercrime.

Further information can be found on the Schools' HUB.

### **Acknowledgement**

We would like to take this opportunity to thank those schools who were included in the 2022-23 internal audit programme. We recognise the additional work and effort involved during an internal audit and the support of you and your teams in ensuring the process runs smoothly is appreciated.

Should you have any comments on this report, require further clarification, or wish to raise any concerns, the Internal Audit team would be happy to discuss these with you (please see below for contact details).

Yours sincerely,





**Gemma Young**  
**Head of Internal Audit and Risk Management**

**APPENDIX 1 – Internal Audit Scope Areas**

| Scope area:                | To ensure that:   |
|----------------------------|---|
| <b>Governance</b>          | <ul style="list-style-type: none"> <li>• Appropriate Governance structures are in place; are appropriately resourced; and operate in line with Council regulations and best practice.</li> <li>• Relevant policies are in place; are reviewed and up to date; and are available on the school’s website. Website content complies with DfE requirements.</li> <li>• The school has up to date business continuity and disaster recovery plans in place.</li> </ul>  |
| <b>Strategy and Budget</b> | <ul style="list-style-type: none"> <li>• The school has a realistic, sustainable and flexible financial strategy in place for at least the next 3 years which has a demonstrable link to the school development plan.</li> <li>• The school sets a well-informed and balanced budget each year and this budget is scrutinised and approved by the Governing Body. The budget includes realistic assumptions and can be flexed if required.</li> <li>• Performance against budget is monitored throughout the year; variances are investigated; and remedial actions are taken where necessary.</li> </ul> |
| <b>Procurement</b>         | <ul style="list-style-type: none"> <li>• All expenditure incurred:                             <ul style="list-style-type: none"> <li>○ Is necessary for the running of the school;</li> <li>○ Complies with the Council’s Finance Manual for Schools’ and the Council’s Contract Procedure Rules (CPRs); and</li> <li>○ Is appropriately authorised and is supported by appropriate documentation.</li> </ul> </li> </ul>  |
| <b>Accounting Records</b>  | <ul style="list-style-type: none"> <li>• All transactions are authorised and are supported by appropriate documentation.</li> <li>• Regular reconciliations are made between the accounting records and supporting information.</li> <li>• Payments are made within agreed timescales; are made in line with policy; and are appropriately authorised.</li> <li>• All adjustments to the financial records are appropriately recorded and authorised.</li> <li>• VAT is appropriately accounted for.</li> </ul>   |

| Scope area:                                 | To ensure that:  |
|---|--|
|   | <ul style="list-style-type: none"> <li>Income is fully accounted for and is banked promptly.</li> <li>Debts are reviewed to ensure payment is received promptly.</li> </ul>  |
| <b>Private Fund</b>                         | <ul style="list-style-type: none"> <li>The standard for the governance of the private fund is as rigorous as that for the administration of the school's delegated budget and complies with the Council's Finance Manual for Schools</li> </ul>  |
| <b>Staffing</b>                             | <ul style="list-style-type: none"> <li>The school reviews and challenges its staffing structure regularly to ensure it is the best structure to meet the needs of the school whilst maintaining financial integrity.</li> <li>Staff are adequately vetted to ensure their suitability for employment.</li> <li>Payments to permanent, supply and agency staff are valid and are appropriately authorised.</li> <li>IR35 assessments are carried out as necessary.</li> </ul> |
| <b>Assets</b>                               | <ul style="list-style-type: none"> <li>Fixed assets and stock are properly accounted for; are kept securely; and are periodically checked for existence and condition.</li> </ul>  |
| <b>Information Security, GDPR and Fraud</b> | <ul style="list-style-type: none"> <li>Access to the school's systems and data is well controlled.</li> <li>The school complies with GDPR legislation and best practice.</li> <li>All appropriate steps are taken to reduce the likelihood of fraud.</li> </ul>  |
| <b>SVFS and Risk Assessment Returns</b>     | <ul style="list-style-type: none"> <li>The Governing Body has approved the final checklist and dashboard.</li> <li>Follow up actions have been identified and actioned.</li> <li>Approved returns are submitted to the Council by the required deadlines.</li> </ul>   |

**APPENDIX 2 - Definition of Risk and Assurance Ratings**

| Risk rating  |   |
|--|---|
| <p><b>Critical</b></p>  | <p>Life threatening or multiple serious injuries or prolonged workplace stress. Severe impact on morale &amp; service performance. Mass strike actions etc.</p> <p>Critical impact on the reputation or brand of the organisation which could threaten its future viability. Intense political and media scrutiny i.e. front-page headlines, TV. Possible criminal, or high profile, civil action against the Council, members or officers.</p> <p>Cessation of core activities, Strategies not consistent with government’s agenda, trends show service is degraded. Failure of major Projects – elected Members &amp; SMBs are required to intervene</p> <p>Major financial loss – Significant, material increase on project budget/cost. Statutory intervention triggered. Impact the whole Council; Critical breach in laws and regulations that could result in material fines or consequences</p> |
| <p><b>High</b></p>      | <p>Serious injuries or stressful experience requiring medical many workdays lost. Major impact on morale &amp; performance of staff.</p> <p>Significant impact on the reputation or brand of the organisation; Scrutiny required by external agencies, Audit Commission etc. Unfavourable external media coverage. Noticeable impact on public opinion</p> <p>Significant disruption of core activities. Key targets missed; some services compromised. Management action required to overcome med – term difficulties High financial loss Significant increase on project budget/cost. Service budgets exceeded. Significant breach in laws and regulations resulting in significant fines and consequences</p>  |
| <p><b>Medium</b></p>    | <p>Injuries or stress level requiring some medical treatment, potentially some workdays lost. Some impact on morale &amp; performance of staff.</p> <p>Moderate impact on the reputation or brand of the organisation; Scrutiny required by internal committees or internal audit to prevent escalation. Probable limited unfavourable media coverage.</p> <p>Significant short-term disruption of non-core activities. Standing Orders occasionally not complied with, or services do not fully meet needs. Service action will be required.</p> <p>Medium financial loss - Small increase on project budget/cost. Handled within the team. Moderate breach in laws and regulations resulting in fines and consequences</p>  |
| <p><b>Low</b></p>     | <p>Minor injuries or stress with no workdays lost or minimal medical treatment. No impact on staff morale</p> <p>Internal Review, unlikely to have impact on the corporate image. Minor impact on the reputation of the organisation</p> <p>Minor errors in systems/operations or processes requiring action or minor delay without impact on overall schedule. Handled within normal day to day routines.</p> <p>Minimal financial loss – Minimal effect on project budget/cost. Minor breach in laws and regulations with limited consequences</p>  |

**Level of assurance**

**Substantial**





No significant improvements are required. There is a sound control environment with risks to key service objectives being well managed. Any deficiencies identified are not cause for major concern.

**Advisory**



Advisory findings or observation that would help to improve the system or process being reviewed or align it to good practice seen elsewhere.



|  |  |
|--|--|
|                           |  |
| <p><b>Reasonable</b></p>  | <p>Scope for improvement in existing arrangements has been identified and action is required to enhance the likelihood that business objectives will be achieved.</p>  |
| <p><b>Limited</b></p>     | <p>The achievement of business objectives is threatened and action to improve the adequacy and effectiveness of the risk management, control, and governance arrangements is required. Failure to act may result in error, fraud, loss or reputational damage.</p> |
| <p><b>No</b></p>          | <p>There is a fundamental risk that business objectives will not be achieved, and urgent action is required to improve the control environment. Failure to act is likely to result in error, fraud, loss or reputational damage.</p>                               |

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**APPENDIX 3 – Schools Cyber Security Internal Audit**

**Internal Audit of Cyber Security in Schools**

This review was undertaken as part of the 2022-23 Internal Audit programme agreed by the Council's General Purposes Committee.

**Background**

A Cyber Security Breaches survey (2022) conducted by the Department for Digital, Culture, Media & Sport (DCMS) found 41% of primary schools and 70% of secondary schools surveyed had identified cyber breaches or attacks during 2021-2022. Secondary schools saw a significant increase in identified breaches or attacks in 2022 over 2021 with 70% reporting breaches in 2022 compared to 58% in 2021.

Schools hold a substantial amount of personal, and often sensitive, data on their staff, pupils and their families. They may also hold information on behalf of volunteers, contractors and other partners. Schools also have key digital links with many Council departments. In a climate of pressured budgets, schools may not always consider cyber security as a priority when faced with challenging budget choices for safeguarding, staffing and academic achievement.

The purpose of this review was to understand the current position in Council maintained schools in Enfield ('maintained schools') with regards to the cyber security preparedness.

**Objectives, approach, and scope**

The audit was designed to assess the current understanding of maintained schools regarding their knowledge of, and ability to avoid, identify, or respond to a cyber-attack.

A Microsoft Forms survey was issued to all 55 maintained schools to cover:

- Security measures currently in place
- Cyber security training undertaken by the school
- Any cyber-attacks/ breaches the school has experienced
- Cyber security concerns the school has.

**Executive Summary**

We received 54 completed surveys, a response rate of 98%.

The key findings were:

- 87% of schools had not undertaken phishing attack exercises
- 84% of schools did not have a Data Governance and Cyber Security Risk Register in place

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- 61% of schools did not give regular updates to the Governing Body and believed the Governing Body did not understand the current state of cyber security awareness in the school
- 48% of schools did not have a Business Continuity and Disaster Recovery Plan in place
- 46% of schools did not conduct any cyber training for staff
- 43% of schools did not feel adequately prepared in the event of a cyber attack
- 30% of schools did not have an IT Cyber Security policy or plan in place
- 12% of schools had experienced a malware infection including viruses or ransomware.

A summary of all responses received can be found in **Appendix A**.

**Conclusion**

There are a number of concerning control weaknesses in schools around cyber security. This poses a risk not only to individual schools, but also to the wider Council network given the digital links, close working and constant communication between schools and Council services.

Every school leadership team has a responsibility to ensure their school has robust cyber security measures in place. This report is being shared with all headteachers and governing bodies to highlight areas of concern and to act as tool for reviewing circumstances in their own school.

**Recommendations**

1. Each school should present and discuss this report at a governing body meeting.
2. Each school should review their own arrangements against:
  - the Department for Education standards on schools' cyber security, user accounts and data protection; and
  - The National Cyber Security Centre Cyber Essentials

Following these actions, an action plan for improvements should be developed and monitored regularly by each school's governing body. We will follow up that these actions have been taken as part of our schools Internal Audit programme.

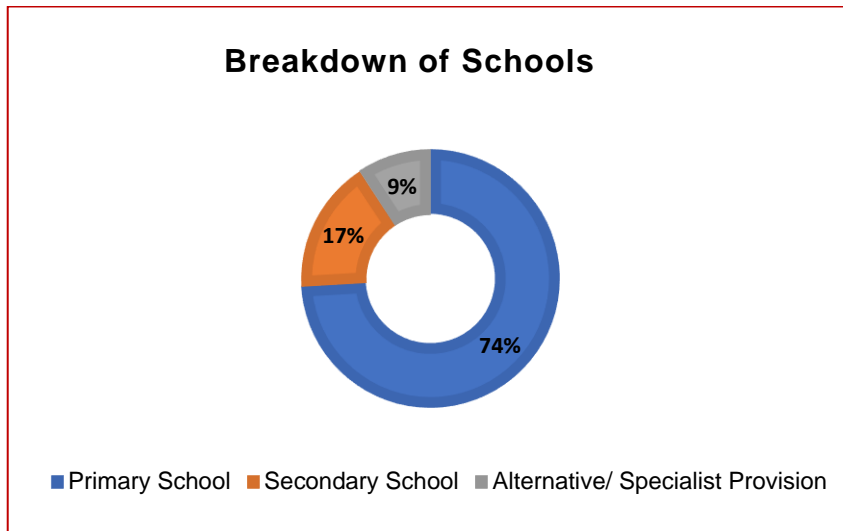
Additional sources of information and advice can be found in **Appendix B** and a glossary of terms can be found in **Appendix C**.

**Appendix A – Survey Results**

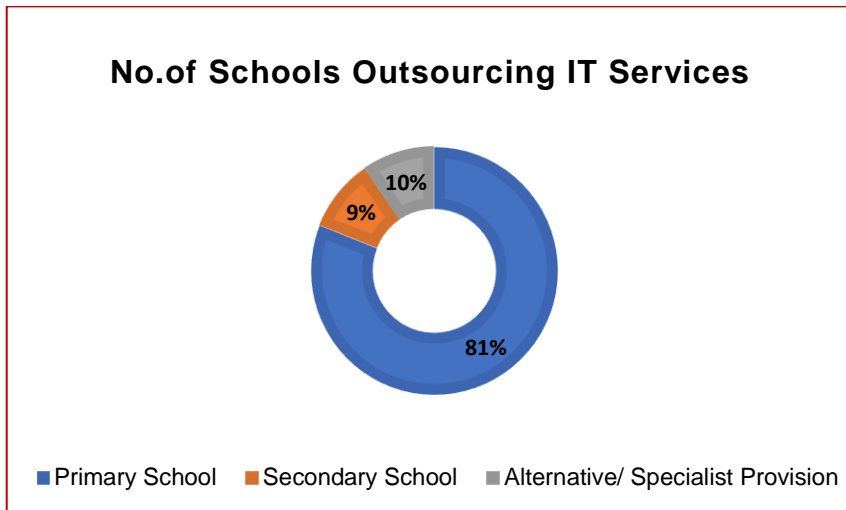
The survey was sent to all 55 maintained schools. Responses were received from 54 schools.

**1. Breakdown of responses received**

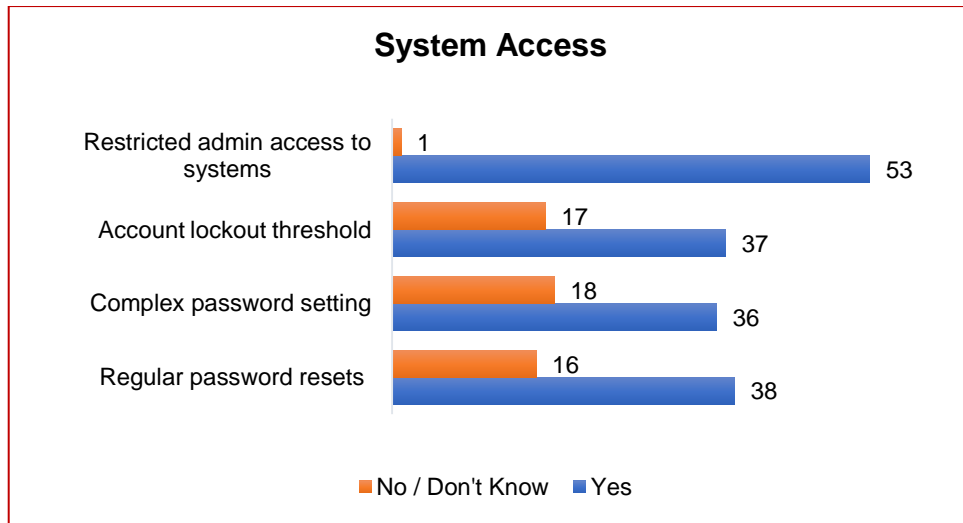
a) Number of schools who completed the Survey



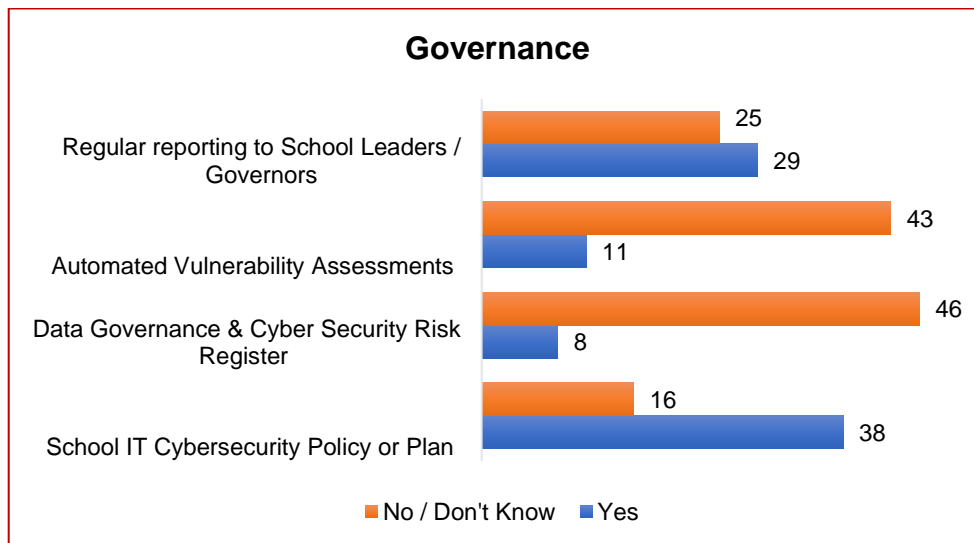
b) Of these 54 schools, 42 outsourced their IT services



## 2. School Cyber Security Measures

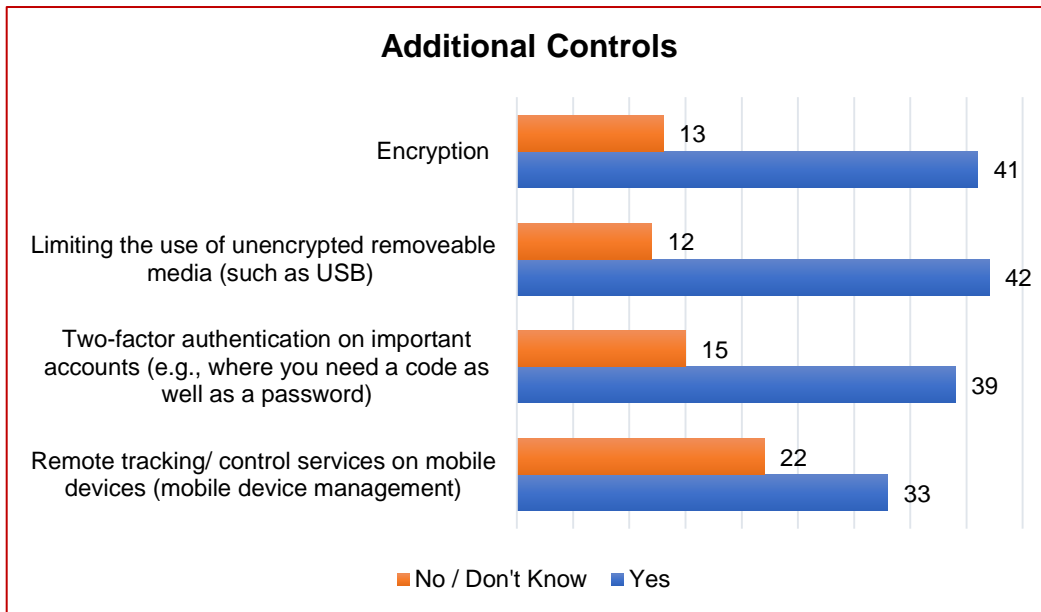


- Most schools had restricted admin access to systems
- 50% of the schools who did not carry out regular password resets, also did not enforce complex password settings.



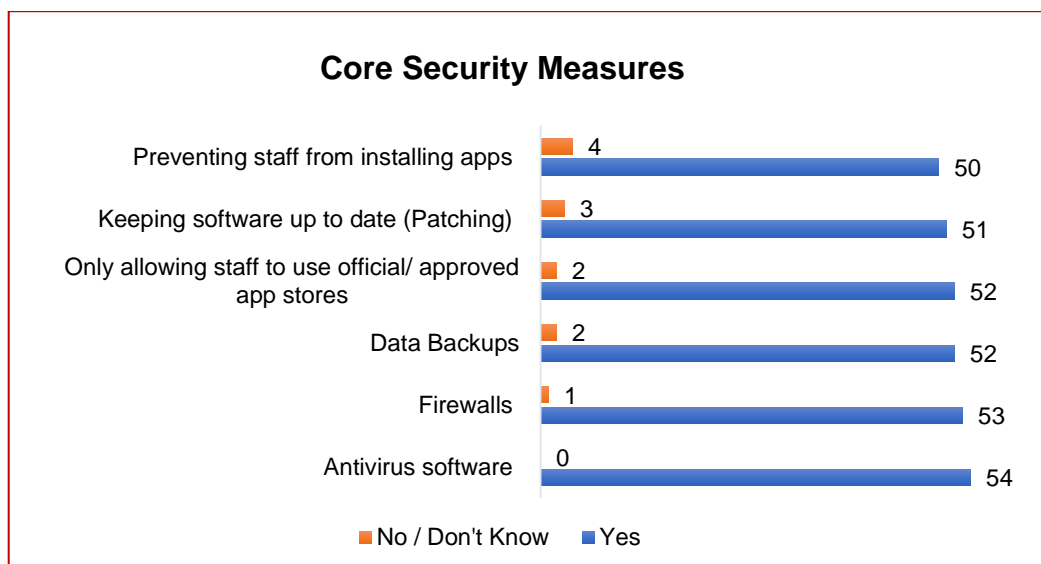
Most schools had some governance security measures in place. However, the areas of concern included:

- 85% of schools did not have a Data Governance and Cyber Security risk register
- 80% of schools had not undertaken an automated vulnerability assessment
- 46% of schools did not provide regular reporting to school leaders / governors



We noted that:

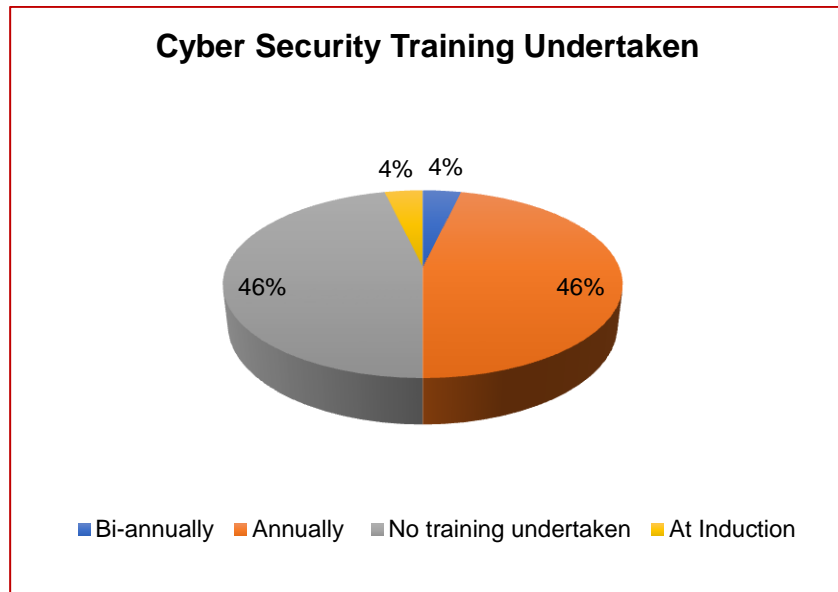
- 24% of schools did not encrypt their data
- 22% of schools did not limit the use of unencrypted removable media (such as USB and/or memory cards)
- 28% of schools did not have two-factor authentication on important accounts
- 41% of schools did not control services on mobile devices/ device management



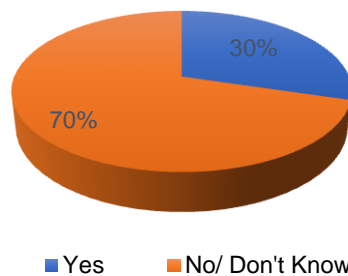
Although most schools had these core security measures in place, there was a minority of schools who did not prevent staff from installing apps onto school devices, keep software up to date, allow staff to only use official or approved app stores, or backup data.

### 3. Cyber Security Training

46% of schools did not require staff to undertake any cyber security training.

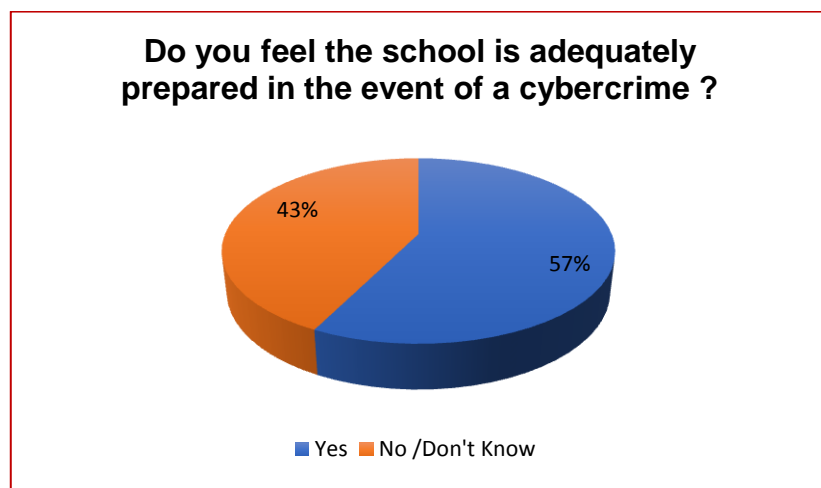


#### Requires all staff to complete Cyber Security training at the point employment commences

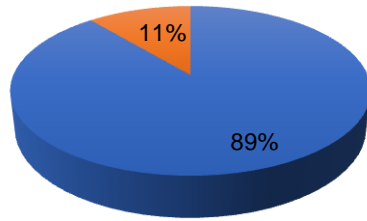


70% of schools did not require staff to complete cyber security training at the point employment commenced.

43% of schools did not feel adequately prepared in the event of a cyber incident



**In the event of a data breach, do you know what to do ?**

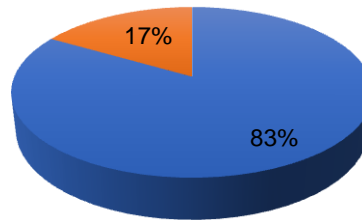


■ Yes ■ No/ Don't Know

11% of schools said they did not feel that they would know what to do in the event of a data breach

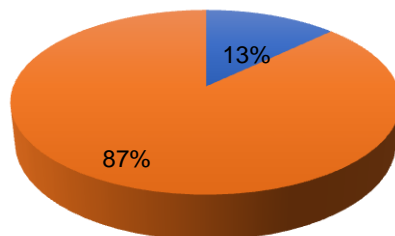
17% of schools said they did not know who to contact in the event of a cyber incident such as a virus or ransomware attack

**In the event of a cyber incident such as a virus or ransomware attack, do you know who to contact**



■ Yes ■ No/ Don't Know

**Has your school undertaken a phishing attack exercise to test robustness of cyber security measures ?**



■ Yes ■ No/ Don't Know

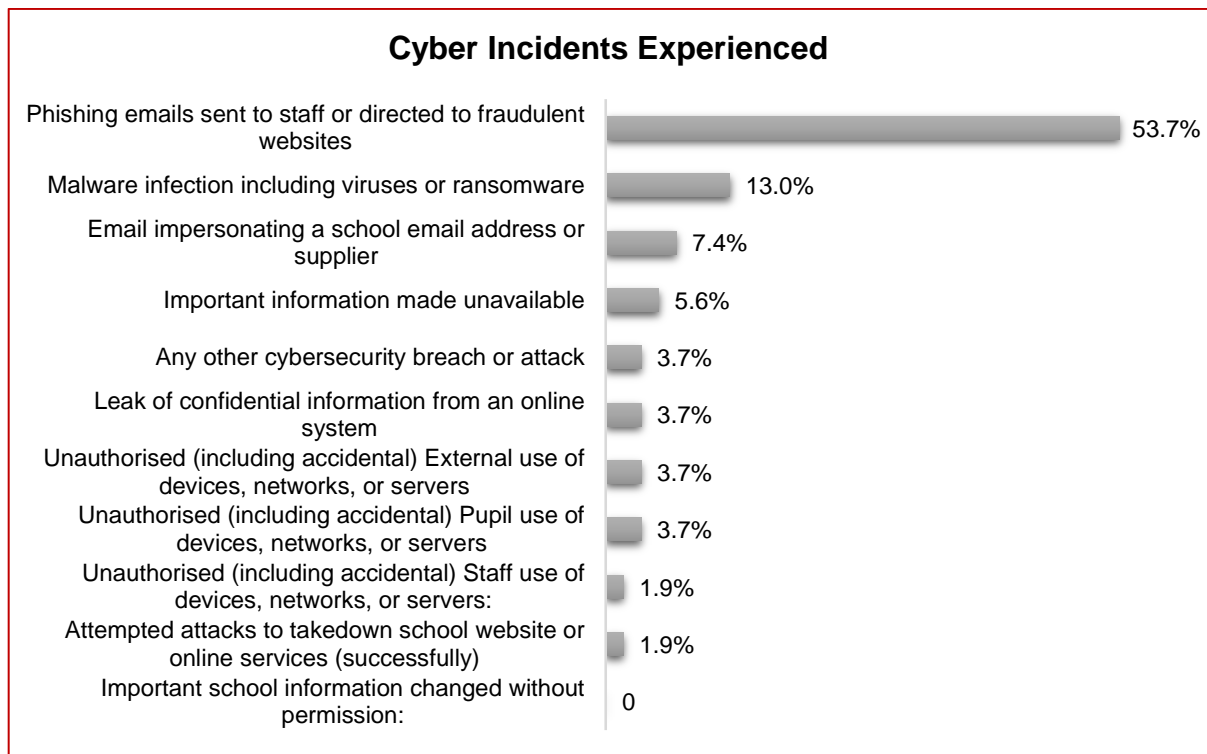
87% of schools had not undertaken a phishing attack exercise to test robustness of cyber security measures



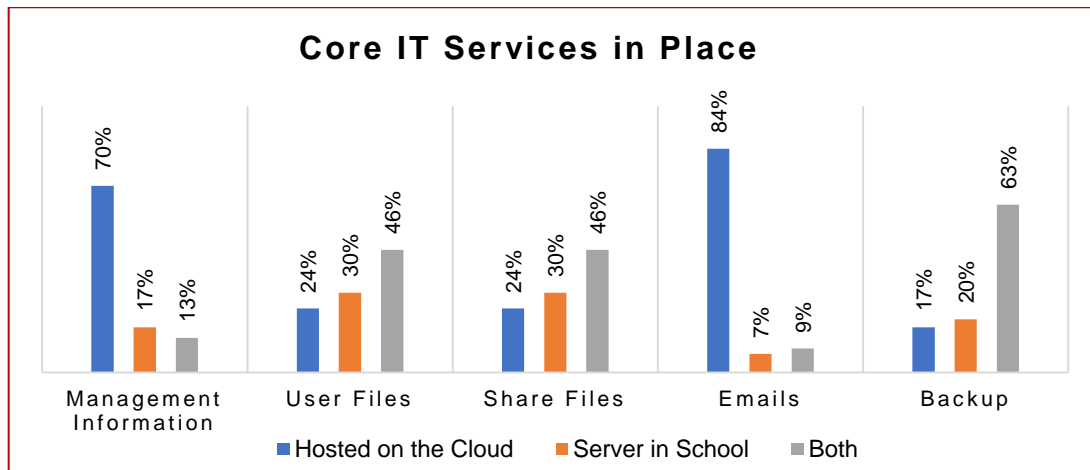
52% of schools were unaware that the National Cyber Security (NCSC) offered free cyber security training to schools. Of the 48% of those schools that were aware of this training, 65% had not taken advantage of this



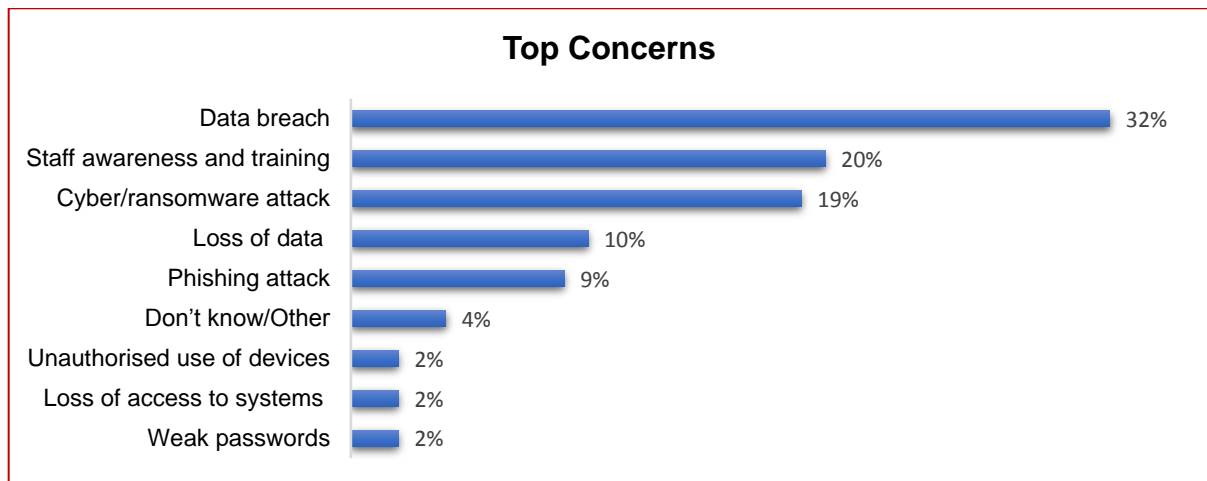
**4. Breakdown of incidents experienced by schools**



- 29 of the 54 schools had received a phishing email sent to staff, or directed to a fraudulent website
- 7 schools had experienced a malware infection including a virus or ransomware; 6 of these were also a target of phishing.
- 4 schools received an email impersonating a school’s email address or supplier.
- 3 schools had experienced important information being made unavailable as a result of a cyber incident.

**Schools Forum Meeting: 4 October 2023****Report No: 3****Item No: 5c****5. Breakdown of Core IT Services**

- 70% of schools management information systems were hosted on the cloud; 80% of schools also hosted emails on the cloud
- 63% of schools hosted backups on both the cloud and the school server

**6. Schools' Concerns****7. Government Risk Protection Assurance**

We understand that a number of schools are insured through the Government's RPA scheme which includes emergency assistance in the event of a cyber incident. These schools should be aware that in the event of a claim the school must be able to evidence the following conditions:

- Offline backups are in place and are tested appropriately to ensure data can be recovered
- All employees or governors who have access to the management information technology system must undertake National Cyber Security Centre training.
- The school is registered with Police CyberAlarm
- The school has a Cyber Response Plan in place.

**Appendix B – Useful Links**

For further information, help and support to help improve cyber security arrangements in your school:

- **DFE- Digital and Technological Standards**

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

- **Cyber Essentials – National Cyber Security Centre**

<https://www.ncsc.gov.uk/cyberessentials/overview>

- **The National Cyber Security Centre**

<https://www.ncsc.gov.uk/>

- **London Grid for Learning CyberSafe**

<https://www.lgfl.net/learning-resources/summary-page/cybersafe>

- **Government's Risk Protection Arrangement (RPA)**

For schools insured with the Risk Protection Arrangement (RPA)  
<https://therga.org.uk/wp-content/uploads/2022/04/RPA-Cyber-Guidance.pdf>

- **Enfield Council Digital Services Security Team**

[DSSecurity@Enfield.gov.uk](mailto:DSSecurity@Enfield.gov.uk)

**Schools Forum Meeting: 4 October 2023**

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**Antivirus**

A software designed to detect, prevent, and remove viruses, malicious software, and viruses.

**Allowed List**

An authorised approved list of applications for use to protect systems from potentially harmful applications.

**Automated Vulnerability Assessment**

Automated processes of detecting defects in an organisation's security

**Breach**

An incident where data, applications, computer networks or systems are accessed or affected in a non-authorised way.

**Cloud**

Shared resources are available to be accessed remotely through the internet.

**Cyber Attack**

Any kind of malicious attempt to collect, damage, disrupt, destroy or gain unauthorised access to computer systems, networks or devices.

**Cyber Incident**

A breach of a system's security policy in order to affect its integrity or availability and/ or the unauthorised access or attempt access to a system or systems.

**Cyber Security**

The process of protecting information by preventing, detecting, and responding to attacks.

**Encryption**

A function that protects information by making it unreadable by everyone except those with the key to decode it.

**Firewall**

Hardware or software which uses a defined rule set to constrain network traffic to prevent unauthorised access to or from a network.

**Malware**

A malicious software that includes viruses, trojans, worms, or any code or content that could have an adverse impact on organisations or individuals.

**Network**

A group of two or more computers or other electronic devices that are interconnected for the purpose of exchanging data or resources.

**Patching**

Applying updates to firmware or software to improve the security and or enhance functionality

**Phishing**

Mass emails sent to users requesting sensitive information or encouraging them to visit fake websites.

**Ransomware**

A malicious software used to prevent users from accessing data or systems usually by encryption, in exchange for a payment.

Education Resources Group  
Schools Forum

Meeting Date: 20 June 2023  
Meeting Date: 4 October 2023

**Subject:** DSG Budget Outturn Report 2022/23  
**Cabinet Member:** Cllr Abdul Abdullahi  
**Report Number:** 4

**Item: 6a**

## Purpose of Report

This report provides details of the DSG outturn position for 2022/23 including confirmation of the final DSG allocation from the EFA as at March 2023.

## Proposal

To note the contents of the report and the DSG cumulative deficit position for 31 March 2023.

## Relevance to the Council's Council Plan

The Dedicated Schools Grant (DSG) is a ringfenced grant which funds schools and some central education functions. Updates on the DSG position are provided on a quarterly basis to EMT and Cabinet as part of the council's overall financial monitoring reports.

## Main Considerations for ERG and Schools Forum

### 1. Cumulative DSG Deficit Position

Table 1 sets out the cumulative DSG deficit position as at 31 March 2022. The closing cumulative balance of **-£12.618** is held in a council reserve and is the starting point for the 2022/23 DSG monitoring position.

**Table 1 – Accumulated DSG Carry Forward 2021/22**

|   | £'000s         |
|---|----------------|
| <b>Balance brought forward 1 April 2020</b>     | <b>-4.482</b>  |
| Net Overspend 2020/21                           | -3.567         |
| <b>Cumulative Deficit Balance 31 March 2021</b> | <b>-8.049</b>  |
| Net Overspend 2021/22                           | -4.569         |
| <b>Cumulative Deficit Balance 31 March 2022</b> | <b>-12.618</b> |

### 2. DSG Allocation 2022/23

The original estimate of gross DSG resources for 2022/23 amounted to £378.770m. Of this amount £2.2m would be provided direct by the Education and Skills Funding Agency (ESFA) to fund places in mainstream academy units and academy special schools. Budget allocations for 2022/23 were agreed within this level of resources.

During 2022/23 revised DSG allocations were published, with the final allocation released in March 2023. The revised allocations reflected updated academy and college recouplement for the Schools Block and High Needs Block and updated the Early Years Block allocation for pupil numbers collected via the termly returns. The final DSG position for 2022/23 is summarised in Table 2.

Table 2 – DSG Allocation 2022/23

| DSG Summary<br>2022/23 | ORIG<br>2022/23 | Academy<br>Recoup | Import/Export<br>Adj 22/23 | Early Years<br>Adj 22/23 | REVISED<br>2022/23 |
|------------------------|-----------------|-------------------|----------------------------|--------------------------|--------------------|
| 3.                     | £0              | £0                | £0                         | £0                       | £0                 |
| SCHOOLS BLOCK          | 285.544         | -147.757          |                            |                          | 137.787            |
| CENTRAL SERVICES       | 2.486           |                   |                            |                          | 2.486              |
| EARLY YEARS BLOCK      | 24.958          |                   |                            | 0.435                    | 25.393             |
| HIGH NEEDS BLOCK       | 67.990          |                   | 0.341                      |                          | 68.331             |
| <b>GROSS DSG</b>       | <b>380.978</b>  | <b>-147.757</b>   | <b>0.341</b>               | <b>0.435</b>             | <b>233.997</b>     |
| High Needs Recoupment  | -2.208          | -0.160            |                            |                          | -2.368             |
| NNDR Held centrally    | -3.273          |                   |                            |                          | -3.273             |
| Early Years adj 21/22  |                 |                   |                            | 0.105                    | 0.105              |
| <b>NET TOTAL DSG</b>   | <b>375.497</b>  | <b>-147.917</b>   | <b>0.341</b>               | <b>0.540</b>             | <b>228.460</b>     |

## g Update 2022/23

The DSG budget is monitored on a quarterly basis and any variances are shared with Schools Forum and DMT. The table below shows the outturn position for 2022/23 as at 31<sup>st</sup> March 2023.

Table 3 – DSG Outturn 2022/23 as at 31/03/2023

| DSG Monitor 2022/23                       | £0     | Q1            | P5            | Q2            | P8            | P12           |
|---|--------|---------------|---------------|---------------|---------------|---------------|
|   |        | Jun-22        | Aug-22        | Sep-22        | Nov-22        | Mar-23        |
|   | £0     | £0            | £0            | £0            | £0            | £0            |
| DSG Deficit b/f 01/04/2022                | 12,618 |               |               |               |               |               |
| <b>Schools Block</b>                      |        |               |               |               |               |               |
| PFI                                       |        |               | 107           | 107           | 300           | 277           |
| Bulge Class at Hazelwood                  |        | 61            | 61            | 61            | 61            | 61            |
| <b>Central Schools Services Block</b>     |        |               |               |               |               |               |
| Appeals Service vacancy/pay award uplift  |        | (14)          | (12)          | (12)          | (7)           | (5)           |
| <b>Early Years Block</b>                  |        |               |               |               |               |               |
| Backdated Funding Adj 21/22               |        | (105)         | (105)         | (105)         | (105)         | -676          |
| <b>High Needs Block</b>                   |        |               |               |               |               |               |
| Variance from initial 21/22               |        | 1,106         | 1,106         | 1,106         | 1,106         | 1,106         |
| Import Export Adj - Increase to HNB       |        |               |               |               | (324)         | (341)         |
| HNB Recoupment Adj                        |        |               |               |               | 160           | 160           |
| Special Schools revised Top Up rates      |        | 480           | 480           | 480           | 480           | 480           |
| Special Schools - academic year place chg |        | 0             | 0             | 0             | (200)         | (99)          |
| PRU Orchardside                           |        | 0             | 0             | 43            | 43            | 43            |
| Exceptional Needs                         |        | 0             | 0             | 0             | 0             | 0             |
| ARPs and Special Units                    |        | 0             | 0             | 0             | 0             | 0             |
| Nurture Groups                            |        | (341)         | (281)         | (281)         | (281)         | -101          |
| Behaviour Support Service                 |        | 0             | 69            | 69            | 69            | 69            |
| Outborough Placements                     |        | (473)         | (89)          | 421           | 687           | 345           |
| Post 16 High Needs                        |        | 0             | 400           | 200           | 0             | 957           |
| Home & Hospital enhanced provision        |        | 155           | 155           | 155           | 155           | 17            |
| Peripatetic Service - Hearing Impaired    |        | 0             | 0             | 0             | 40            | 40            |
| Therapies                                 |        | 0             | 0             | 0             | 162           | 162           |
| Educ Psychology                           |        | 0             | 0             | 0             | (50)          | (50)          |
| SEN Team mat cover/agency staff           |        | 60            | 37            | 27            | 50            | 50            |
| Parenting Support                         |        | 133           | 127           | 127           | 134           | 123           |
| <b>High Needs Block Variance</b>          |        | <b>1,120</b>  | <b>2,004</b>  | <b>2,347</b>  | <b>2,231</b>  | <b>2,960</b>  |
| <b>Total Variance</b>                     |        | <b>1,062</b>  | <b>2,056</b>  | <b>2,291</b>  | <b>2,480</b>  | <b>2,618</b>  |
| <b>Cumulative DSG TOTAL 22/23</b>         |        | <b>13,738</b> | <b>14,674</b> | <b>14,909</b> | <b>15,098</b> | <b>15,236</b> |

The main changes between the outturn position and P8 monitor are as follows

- Early Years Block 22/23 – As expected we received a positive funding adjustment in 22/23 in respect of 21/22 to reflect increasing nos in early years settings, we also received further positive adjusted to the 22/23 for 2,3- and 4-years old pupils.
- Early years - in year underspends for both 3 and 4 years old.
- Adjusted HNB Allocation 22/23 – to reflect final import/export adj
- PRU-Implementation of outcome of PRU review. A small increase in funding on 22/23 will be followed by reductions in 23/24 and 24/25 as the new funding model is phased in.
- Projected overspend on Behaviour Support Service reflecting vacancies being filled and increased staffing costs (pay award, increments)
- Nurture Groups -The opening of 4 new Nurture Groups with effect from September 2022 which has reduced the underspend
- Special Schools – following the review of top rates, this reflects the increases as expected
- Out borough Placements – outturn position lower than projected at P8 due to placements ending and some costs being re-assigned to Post 16 SEN budget area.
- Post 16 SEN –Projected overspend on Post 16 High Needs based on a significant increase in learners and increased costs. Charges are being reviewed on an individual basis to ensure that only support detailed in their EHCP is being provided
- Therapies – increased costs for speech and language provision in special schools

## Conclusions

The DSG budget remains under considerable pressure due to ongoing high needs overspends but it is positive to note that due to some changes and underspend in the last quarter, the total overspend is significantly lower than projected in January 23. As part of an ongoing programme, additional in borough places have been made available from September 2022, including the opening of the new Salmons Brook School, providing the most cost-effective way of meeting pupil needs. New early intervention programmes introduced in September 2021 to identify and pupils with special needs as early as possible and provide them with support, with the aim of reducing the longer-term financial impact will continued to be monitored in 2023/24.

The cumulative DSG deficit of £15.236m will be carried forward to 2023/24 and updates on the in year monitoring position will be provided at each meeting.

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Date of report June 2023

## Appendices

None

## Background Papers

DSG Updates to ERG/Schools Forum during 2022/23 financial year.

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## London Borough of Enfield



Education Resources Group  
Schools Forum

Meeting Date September 2023  
Meeting Date 4 October 2023

**Subject: Top Ups for Mainstream : Responses to Consultation**

**Cabinet Member: Cllr Abdullahi**

**Report Number: 6**

**Item: 5c**

### Purpose of Report

1. This report provides a summary of responses received for the proposed local arrangements for funding top ups for pupils with Education, Health and Care Plans (EHCPs) in mainstream schools;

### Recommendations

2. The Schools Forum is asked to consider and confirm their agreement to changes recommended in paragraph 6 to the local arrangements for funding top ups for pupils with EHCPs in mainstream schools.

### Relevance to the Council's Corporate Plan

3. The Council has an oversight of the Dedicated Schools Grant (DSG) and is responsible for the management and allocation of the funding to all schools in their area. The Council has to ensure the local arrangements are in line with the regulations governing school funding and aim to meet the needs of Enfield's children and young people (CYP).

### Main Consideration for the Schools Forum

#### 4. BACKGROUND

##### 4.1 Current Arrangements

The arrangements currently in place for funding the top up for CYP with an EHCP were not changed in line with the SEND Code of Practice and are based on an hourly funding model, which requires individual schools to support CYP with SEND up to £6,000. Where the SEND support required is above £6,000 for an individual CYP, the school has to provide a provision map setting out spending over and above £6,000, which includes seeking advice from professionals and the allocation of provision is then calculated with the presumption an EHCP is required.

- 4.1.1 For an EHCP to be considered, the determination is as follows;

$$\text{£}12.33 \text{ per hour} \times 12.5 \text{ hours} \times 39 \text{ weeks} = \text{more than } \text{£}6,000$$

Where the determination indicates cost of support to be above £6,000, the issuing of an EHCP is considered and agreed by the SEN Panel.

If the determination is £6,000 or below, then the CYP does not meet the threshold and an EHCP would not be issued, and the needs of the pupils must be supported by the school.

- 4.1.2 The proposed EHCP with an allocated top-up funding amount is sent to schools for a Formal 15-day consultation. The schools respond stating whether they can or cannot meet need.

- 4.1.3 As part of the annual review of local funding arrangements, schools had stated that the hourly rate of £12.33 used to fund top ups was insufficient. Consequently, over the last couple of

years, the Authority considered how the hourly rate can be adjusted within the current budget constraints and whether the methodology for allocating this funding should be explored should be amended to ensure consistency in allocating funding provided to mainstream schools to support pupils with SEND to be able to achieve their outcomes.

## 4.2 Proposal

4.2.1 The hourly rates and methodologies used by other London local authorities were assessed to consider the most viable options. This resulted in a proposal to increase the hourly rate to £15.50 and move to allocating funding to a banding system. The proposal was discussed with the Education Resources Group, Schools Forum and other key stakeholder groups / networks to seek initial feedback and comments. The comments were assessed, and proposals were amended to reflect the comments received.

4.3 This report provides a summary of responses received and seeks the Forum's views and agreement to a phased approach for implementing the changes during 2023/24.

## 5. SUMMARY OF RESPONSES

5.1 The consultation document was published at the beginning of Summer 2023 term. The deadline for submitting responses was Friday 9 June and by this date 36 responses had been received.

### 5.3 Reponses to consultation

The responses and comments received are attached at Appendix A. In the main, the responses were in favour of the changes being proposed.

Table 1 details the main themes coming from the comments received and the Authority's responses.

**Table 1: Details and impact of hours used for each band**

|    | Comments   | Response   |
|----|--|--|
| 1. | Concern about equity of access for support and whether the changes may restrict access for some pupils, in particular those pupils with high academic capability.  | The changes are not designed to restrict access. The Authority is bound by the Code of Practice (CoP) to ensure there is equity in the local processes and procedures for assessing and providing support for CYP with SEND.   |
| 2. | The amount of time taken to assess a request for an EHCP;<br>Ensure draft EHCPs are finalised soon after the draft;<br>Reduce the administrative burden for schools of completing a request for an EHCP  | This comment is noted and will be considered separately by the Authority.  |
| 3. | Clarification on process and allocations for those requests seeking for pupils requiring support on below Band A and those above the upper Band E.<br>Provide funding for those below the threshold of Band A of up to £6,000.   | By seeking agreement to these changes, the Authority will work with key stakeholders to confirm any criteria and arrangements for those CYP requiring support below band A or above band B.  |
| 4. | The change of the hourly rate to £15.50 and then the average mean to inform the funding to allocated for each band may not be sufficient to cover the full cost of support;<br>If funding was insufficient, then this may impact of the support;<br>Arrangements for uplifting the rates for cost pressures. | The hourly rate of £15.50 is a proxy indicator to inform the calculation of the rates being used for 5 bands. The rate was derived from information obtained from other LAs. Following the full introduction of the change, the aim is to increase the bandings rates to reflect the |

|    | Comments   | Response   |
|----|--|--|
|    |  | average local increase as far as possible received for the Schools and High Needs blocks.  |
| 5. | The change to a banding system was seen as positive, but there were concerns if references to hours were still alluded to when considering level of support and in the consequent EHCP;<br><br>Consideration be given to other types of support other than TA for the pupils, e.g. Assisted Technology, therapies;<br><br>Arrangements for implementing the change.                  | Noted, we will consider this within the allocation, and will be a focus of our work in the coming year.  |
| 6. | There were some concerns whether the thresholds for seeking an EHCP were set at the right level. Also, explanation of each descriptors was too wide and could lead to interpretation, thus creating inconsistencies;<br><br>When a request for an EHCP was being assessed, schools be expected to outline how they have supported the pupil from the ordinarily available provision. | As part of the CoP schools and parents need to set out what differentiates the child from mainstream pupils, this can only be shown through differentiation and APDR |
| 7. | Some responses seeking a commitment to fund Section F of the EHCP because of practice in independent schools.  | Independent school include care and therapies and therefore an application outside of the EHCP is also required.   |
| 8. | Formalise a working party of Headteacher representatives from EPHA and ESHA to support developments in SEND practice.  | This comment is noted and will be considered separately by the Authority.  |
| 9. | To consider allocation of ARP and Unit funding to ensure that the timing of admissions does not affect the school's funding  | This comment is noted and will be considered separately by the Authority.  |

## Recommendation

6. Based on the responses received it is recommended that:

- Banding descriptors are updated and agreed for supporting pupils below band A and above band E;
- The new process is tested with batches of existing plans from a variety of schools to address any inconsistencies or ambiguities;
- The new process then begins from April 2024 starting with new requests for support and those that are being assessed as part of the annual review process.

Table 2 details the rates included in the consultation for each band.

**Table 2: Details and impact of hours used for each band**

| Band | Range of hours of support | Mean value for range of | Per Pupil allocation Current Rate | Per Pupil allocation from November 2023 | Per Pupil allocation from September 2024 | Difference in funding (£) |
|------|---------------------------|-------------------------|-----------------------------------|---|--|---------------------------|
| A    | 15 to 18.5                | 16.75                   | £2,055                            | £4,132                                  | £4,339                                   | £2,077                    |
| B    | 18.6 to 22                | 20.25                   | £3,738                            | £6,243                                  | £6,555                                   | £2,505                    |
| C    | 22.1 to 25.5              | 23.3                    | £5,204                            | £8,057                                  | £8,460                                   | £2,853                    |
| D    | 25.6 to 29                | 27.3                    | £7,128                            | £8,897                                  | £9,342                                   | £1,769                    |
| E    | 32.5                      | 32.5                    | £9,628                            | £13,635                                 | £14,317                                  | £4,007                    |

## Main Considerations for the Schools Forum and Council

7. The local arrangements for delegating funding to schools are in line with statutory, national and local requirements.

**Financial Implications**

8. The recommendations in this report will be subject to the resources available.

**Conclusions and Recommendations**

9. The Forum is asked to consider and confirm their agreement to the recommendation outlined in paragraph 6 to phase the introduction of the proposed changes.

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**Report Author:** Sangeeta Brown, Education Resources Manager, [sangeeta.brown@enfield.gov.uk](mailto:sangeeta.brown@enfield.gov.uk)

**Date of report:** September 2023

**Appendices:** None

**Background Papers:**

High Needs funding regulations and DfE operational and guidance documents

Top up funding consultation document and responses

Schools Forum and Education Resources Group reports from previous meetings

## Appendix A

## TOP UP FUNDING FOR PUPILS WITH EHCPS IN MAINSTREAM SCHOOLS

### Summary of Responses to Consultation

In total 36 responses

2. Are responding on behalf of an organisation?

|  |    |
|--|----|
| <span style="color: blue;">●</span> Mainstream School    | 18 |
| <span style="color: orange;">●</span> Mainstream Academy | 11 |
| <span style="color: green;">●</span> Other               | 7  |



4. Do you agree with the proposal to increase the hourly rate from £12.33 to £15.50?

|  |    |
|--|----|
| <span style="color: blue;">●</span> Yes  | 29 |
| <span style="color: orange;">●</span> No | 7  |



5. Do you agree with the proposal to move to a prescribed five tier banding system?

|   |    |
|---|----|
| <span style="color: green;">●</span> Yes    | 26 |
| <span style="color: blue;">●</span> No      | 4  |
| <span style="color: orange;">●</span> Maybe | 5  |



6. Do you agree with the proposal to use an average mean to inform the hours to be funded for each of the five bands?

|   |    |
|---|----|
| <span style="color: green;">●</span> Yes    | 19 |
| <span style="color: blue;">●</span> No      | 8  |
| <span style="color: orange;">●</span> Maybe | 8  |



7. Do you agree with the proposal to include as part of changes discretionary allocation of funding for pupils on SEND support and below Band A?

|  |    |
|--|----|
| <span style="color: blue;">●</span> Yes    | 25 |
| <span style="color: orange;">●</span> No   | 4  |
| <span style="color: green;">●</span> Maybe | 7  |



8. Do you agree with the proposal to include as part of changes discretionary allocation of funding for exceptional circumstances above Band E?

|  |    |
|--|----|
| <span style="color: blue;">●</span> Yes    | 28 |
| <span style="color: orange;">●</span> No   | 2  |
| <span style="color: green;">●</span> Maybe | 6  |



9. Do you agree with a phased and managed approach to implement the changes?

|  |    |
|--|----|
| <span style="color: blue;">●</span> Yes    | 23 |
| <span style="color: orange;">●</span> No   | 9  |
| <span style="color: green;">●</span> Maybe | 4  |





## 4. Other comments received (in full)

|    | <b>Comments</b>   |
|----|---|
| 1. | SEN cannot be described by sentences and then students need to fit into that particular criteria. We have/had students who are cognitively able but have required exceptionally high levels of support and I fear it is these students that would miss out on the necessary support as they don't fit into set criteria. I also have concerns for a school like Latymer, where we have such a small SEN team due to low numbers, that the allocation of funding would result in students not receiving the necessary support to not only allow them to access education but to safeguard them.  |
| 2. | 7. Access to Speech & Language is in crisis. ECASS do not offer ongoing support for children so a child with ASD/DLD would have to have an EHCP to receive any SLT. 9. The change needs to be much quicker. We still have plans on the older format which, despite multiple reviews, have not been put on the new format. Additional: Parents need to be told by SEN that this is happening - schools have enough to do without having to take this responsibility on. What will the Delegated Funding sheet look like? Will the hours column be replaced with the banding amount for the child?  |
| 3. | Some questions I have after reading the document: How commonly will lower bands be used? Will a "best fit" model be used for the bandings if a child has elements of need in one banding of support and other areas of need in another? Will the way in which plans are written become less prescriptive in terms of allocation of time specifics? The funding band has been written calculating current costs of staff, will this be regularly reviewed in line with increasing staffing costs?  |
| 4. | I am concerned that the children needing the higher end of the band funding will not be provided with the correct amount of funding for their provisions, which would mean schools would have to accommodate that. It would be much easier to show the monetary amounts rather than wording.  |
| 5. | The proposed changes are positive, my only concern is the average mean for each band. This will mean schools with a large number of children who need a higher amount of provision in each band will not be in receipt of an adequate amount of funding.  |
| 6. | Question - why is your new funding based around a model of £15.50 per hour which is different to the £17 per hour quoted on the provision map we complete as part of an EHC needs assessment request?   |
| 7. | Highfield primary response to 'Educational funding arrangements (23/24) consultation doc' Positive aspects<br><ul style="list-style-type: none"> <li>• Banding system can provide greater flexibility to school in using funding for resources/interventions/some dedicated TA, T or independent SALT involvement.</li> <li>• The increase to £15.50 is appreciated, however our cost for a scale 3 SEN TA (with increased pension contributions) is £25,820. This means £15.50 does not cover the true cost of providing a dedicated 1-1 in class (the local authority would need to provide min of £20 per hour). When applying for an EHCP needs assessment, the borough 'cost calculator' references TA cost at £17 per hour with HLTA at £18 per hour, Class teacher £27 and SENCO £29 per hour. This means the LA are recognizing higher costs within an initial application but are still falling short in providing funding to school to meet actual provisional costs.</li> <li>• Banding system Band A will recognise pupils with moderate need (described as being on 5th percentile, approx. 2 years behind their peer group) This will ensure plans are issued for children that might not of been considered to meet criteria in the past, and this will please some parents who have children with a diagnosis of autism who are managing mainstream with adaptations and interventions, but the parent wants the security of an EHCP</li> <li>• Band A and Band B do provide a clear description of pupils typically seen in mainstream (the use of percentile scores is useful considering EP &amp; SALT assessments)</li> </ul> More negative aspects<br><ul style="list-style-type: none"> <li>• The bands reference 'enhanced hours' but payment will be based on a mean 'average'. This will lead to confusion with parents, so why not just specify the band rather than range of hours of support</li> <li>• The LA have said that only in 'exceptional circumstances' EHCP plans will be issued above band B. BUT we are seeing a significant increase in more complex needs within school (this is a factor the LA cannot really control but their comment reflects their financial position) The banding Band A 16.75 hours (5th percentile, 2 years behind – clear description Band B 20.25 hours (2nd percentile, 3 years behind – a concerning descriptor 'Be highly reliant on an adult for support moving, positioning and personal care' not achievable to provide this high level of support with only band B 'limited enhanced support')</li> <li>Band C 23.3 hours ('Medium level of support' but some descriptions don't reflect this but indicate more severe needs. Specific provision 'Access to a low arousal environment' not possible at Highfield unless attending our ARP (only have 2 KS1 discretionary places for children with autism)</li> <li>'diagnosis of severe/profound sensory impairment impacting on access to the curriculum' a pupil would need more than 'medium level of support'</li> <li>Band D 27.3 hours ('medium/high level of need' many</li> </ul> |

|     |  |
|-----|--|
|     | <p>descriptors beyond mainstream specifically 'It is expected that pupils requiring this level of support will experience a combination of substantial or severe difficulty in the areas of communication, cognitive development, behavior, emotional well-being, physical difficulty and/or sensory impairment. They may also have associated difficulties in mobility and acquisition of self-help skills' but the pupil only needs 'medium to high levels of attuned support' Significant provision 'Access to a low arousal nurture group' 'Adult/group size reduced throughout the day' 'reliant on adults for moving, positioning, personal care, individualised eating and drinking' 'room available for emotional regulation where they can calm down') Band E 32.5 hours Clearly at 'special school level' but LA not clearly saying this 'severe trauma' 'all day low arousal sensory environment' 'complex global developmental delay' 'non verbal' 'teaching in reduced group with specialist adult support' most mainstream schools do not have the space, staffing and resources to meet this provision. More funding needed and consultation.</p> |
| 8.  | <p>We have entered No for all questions as the proposal is fundamentally flawed. Banding descriptors for Bands C D and E describe a level of provision that could not be met in a mainstream setting. However, the final section on specialist schools states that "pupils who would be eligible to be placed in a specialist setting will not be considered within the remit of the banding system". This is unworkable.</p>  |
| 9.  | <p>Move to a prescribed five tier banding system (Yes but remove hours from EHCPs as this is difficult to argue with families- just give value or band name) Use an average mean to inform the hours to be funded in each band (yes, but make it clear should additional funding be needed for equipment etc for one off cases, where and how can these payments to cover costs be claimed from? Do you agree with a phased and managed approach to implement the changes? Yes in principle, but should we feel banding is not adequate or appropriate once the child is in setting how can this be rectified or resolved? Current hours system does not seem to be applied consistently, how will this be different? Do we need to modify existing plans to these new descriptors?</p>  |
| 10. | <p>£15.50 does not cover staff on costs. The lowest amount we can use is £19.00. We have 38 EHCP's in September and only have 4 LSAs of which 2 are part time. This is due to difficulty with recruitment and limited funds to cover salaries. We are not statutory as we are not able to cover the EHCP requirements because we do not have the staff to do so. Despite the lower bands covering a minimum wage salary you cannot employ someone who needs to be 'highly skilled', as outlined on the EHCP, for this amount of money.</p>   |
| 11. | <p>- The funding band in monetary terms is lower than other LEAs. For example, funding Band D in Barnet who use a similar system is £11,500 and C £8500. -The LEA should focus on increasing the threshold for EHCPs, we have student joining who have an EHCP who's support can be met with ordinarily available. It was noted in the meeting that primary schools apply for them to give children a choice of Secondary. This should not be the case. -Schools should be empowered to justify their own costed provision map without the constraints of the £15.50 per hour. At Wren Academy for example, all teachers do at least 1 hour of TAing per term. The benefits for having a subject specialist as your TA for many students is invaluable, however the cost of this would be much than £15.50. -Given that OFSTED's focus is on all teachers being a teacher of SEND and with the over emphasis of funding attached to one child creating a rationale for parents to apply for an EHCP, could the LEA create a system were we apply for grants for ordinarily available support and teacher training.</p>   |
| 12. | <p>There should not be an expectation that schools prove spending of £6000 before an EHCP application is considered. Students whose needs fall below Band A should still be considered for an EHCP if they have a specific and long-term need that requires close and consistent monitoring even if additional funding is not required. The wishes of parents of students whose needs fall under Bands D/E should not override the decision of schools if the school can clearly demonstrate that they cannot meet need.</p>   |
| 13. | <p>By using a mean average of hours, schools will lose funding on some EHCPs where the hours are greater than the mean. This would have a detrimental impact on the funding available to support children with additional needs. Also £15.50 per hour is less than the cost of a scale 3 LSA due to oncosts, so there would still be a difference between the funding and the cost to schools. Where there is a proposal to change the funding to banding on a reviewed EHCP schools need to be consulted, as often the EHCPs that are reviewed have not been updated since it was originally written and this could lead to a lower banding being given, especially if there are significant changes with a young person, e.g. a new diagnosis.</p>   |
| 14. | <p>How regularly will the banding be updated to keep in line with increasing costs, and what process will there be for determining the new banding rates? The banding system will only be effective if kept up to date. It is also very important that annual reviews are kept up to date so that needs are clear. Is there any</p>  |



|     |  |
|-----|--|
|     | discretionary funding to support schools who are have a higher than average number of children falling at the tops of each funding band and who will therefore be disadvantaged by this system?  |
| 15. | I appreciate the increase in the hourly rate of funding, but even with this, we will still be grossly underfunded. For a school with a high number of EHCPs this is crippling! Many children now attending mainstream are extremely high needs and need a high level of support to keep them and the other children safe, we simply cannot afford to provide this for such a high number of children without the total cost of support being provided.   |
| 16. | Although we agree that the hourly rate should be increased, the proposal to raise it to £15.50 is not sufficient to cover the cost of provision for children with EHCPs. The hourly rate recommended for calculating the cost of learning support assistance in the EHCP Needs Assessment Request is £17 an hour, which is still less than the actual cost to schools. As of May, despite being 'creative' with support, i.e. the children not receiving the hours on a one to one basis (LSA hours add up to a total of 573hrs 5mins compared to EHCP hours of 756hrs) the additional cost of learning support assistance to the school is £225,323.48 a year, including on costs, supplies etc. Learning Support Assistants do a highly skilled job and deserve a salary that reflects that. It is already difficult to recruit and retain learning support staff due to budget constraints and not being able to increase salary levels. Due to low salaries, applications received are often of low quality or candidates are lacking in essential skills and experience. The cost of releasing staff to complete the necessary level of training is prohibitive. We are strongly opposed to the use of a funding system that is based on mean average. This is intrinsically unfair as schools with more children at the higher end of the band will be significantly disadvantaged compared to schools with more children at the lower end of each band. There could be a huge disparity in need between one end and the other. In our current circumstances, we would be worse off with the proposed banding system than we would with the current funding arrangements. As we have a large number of children with high needs, this is likely to continue to be the case. We are very concerned about the banding descriptors. The descriptors are very often open to interpretation, e.g. 'some difficulty', 'weak', 'generalised support', 'they may need'. They talk about 'access to professionals' and 'school organisation will take account of needs'. We feel that because of this, the problem of inconsistency in provision will continue. The descriptors (and the current provision requirements) do not truly reflect how supporting children with SEN in mainstream primary works. For example, if a child needs a daily 30 minute intervention and allocation of funding is calculated on this basis, what does the child do when that intervention is finished? They no longer have the support, the rest of the class and the teacher are working in the classroom, there are no additional adults or spaces. This is a problem we are frequently encountering. There is mention of 'supported interaction with peers and adults in groups of reduced size throughout the school day'. Where is this intervention going to take place? What if other children don't need the same level of support – will they have to miss out on other learning? We don't believe that the descriptors reflect the level and nature of support that would be required in a mainstream primary for children with the level of need described. For example, Band D (27.3hrs) Physical Difficulties and Sensory Impairment descriptors say that the child is 'reliant on adults for moving, positioning, personal care including eating and drinking, e.g. requiring hoisting. Have a physical disability that creates severe communication difficulties.' In a mainstream environment, where this sort of physical need is rare, a child with this level of need would require full time support at all times for health and safety reasons, so that an adult can be fully responsive to needs and so that a child can be engaging and interacting with others. Also, so that support is not being removed from other children in a class of 30 children all with their own individual needs. We are making provision for children who require specialist settings (agreed by the local authority) who have not been accepted by specialist providers because, in consultation, they have said that they are not able t |
| 17. | The main concern in my line of work is for the autistic pupils who are capable of high academic attainment in certain areas but have a very spiky attainment profile and often cannot achieve well in busy mainstream classes where there is a lot of sensory distraction, limited modification of learning materials and no processing time given for them to grasp what is being taught or asked of them. Some of this should be OAP but in reality, schools need additional resources to enable these conditions to be met. Without this, these students have significant mental health difficulties and are under-achieving FOR THEM. They may not be behind peers in areas of strength but they are not able to achieve to their ability. The current system seems to fail these students. Perhaps band A funding could cater for these needs.  |
| 18. | I only support these arrangements for banding on a transitional basis based on the following: a commitment to fund section f of the EHCP in full by September 2024 as is the practice with independent   |

|     |  |
|-----|--|
|     | <p>schools. To provide a mechanism for applying for funding for children under 'Band A' (up to £6000, who may not require an EHCP) to deliver early intervention. To provide a mechanism for applying for exceptional funding above 'Band E' for children whose provision requires additional funding. To provide a solution for ARP and Unit funding to ensure that the timing of admissions does not affect the school's funding. Wider issues EHCPs to be finalised rather than left in draft form within 12 weeks of the draft being circulated LA to commit to revising the processes and timelines for applying for EHCPS with the goal of reducing work-load for school based colleagues eg LA the paperwork that is required by Enfield which is onerous on SENCOs: it is not a statutory requirement to present paperwork in a particular format. LA to formally establish a working party consisting of HT Representatives from EPHA and ESHA who meet regularly with LA Officers to support steering developments in SEND practice. LA to review distribution of EHCPS amongst secondary schools to ensure more equitable distribution amongst schools I would hope that we can work together to agree a more streamlined and time efficient way of proceeding. Provision There is also a need to review what is meant by provision rather than it simply being linked to LSA/TA hours as there as many other ways in which to support students such as assisted technology and more specialist support rather than generalised LSA/TA support. For example, some students would benefit from being able to see a physiotherapist once a week rather than doing physiotherapy exercises with an LSA who is neither trained nor experienced to do so. Similarly, there are students who would benefit from a weekly or bi-weekly time with a speech and language therapist / assistant rather than a generalised reference to language groups in section f which LSAs are not always knowledgeable enough or experienced enough to deliver. There is also evidence that students with SEND benefit from High Quality Teaching and the amount quoted would not pay for a SEND teacher. I would hope that a review of provision would be discussed with the working party.</p>   |
| 19. | <p>I only support these arrangements for banding on a transitional basis based on the following: A commitment to fund section f of the EHCP in full by September 2024 as is the practice with independent schools. To provide a mechanism for applying for funding for children under 'Band A' (up to £6000, who may not require an EHCP) to deliver early intervention. To provide a mechanism for applying for exceptional funding above 'Band E' for children whose provision requires additional funding. Wider issues EHCPs to be finalised rather than left in draft form within 12 weeks of the draft being circulated LA to commit to revising the processes and timelines for applying for EHCPS with the goal of reducing work-load for school based colleagues eg LA the paperwork that is required by Enfield which is onerous on SENCOs: it is not a statutory requirement to present paperwork in a particular format. LA to formally establish a working party consisting of HT Representatives from EPHA and ESHA who meet regularly with LA Officers to support steering developments in SEND practice. LA to review distribution of EHCPS amongst secondary schools to ensure more equitable distribution amongst schools - I would hope that we can work together to agree a more streamlined and time efficient way of proceeding. Provision There is also a need to review what is meant by provision rather than it simply being linked to LSA/TA hours as there as many other ways in which to support students such as assisted technology and more specialist support rather than generalised LSA/TA support. For example, some students would benefit from being able to see a physiotherapist once a week rather than doing physiotherapy exercises with an LSA who is neither trained nor experienced to do so. Similarly, there are students who would benefit from a weekly or bi-weekly time with a speech and language therapist / assistant rather than a generalised reference to language groups in section f which LSAs are not always knowledgeable enough or experienced enough to deliver. There is also evidence that students with SEND benefit from High Quality Teaching and the amount quoted would not pay for a SEND teacher. I would hope that a review of provision would be discussed with the working party.</p> |
| 20. | <p>In general We disagree with the principle that schools with above average numbers of EHCPs should receive £6k for each child above the Borough average. This is illogical as it takes no account of need. The Borough should move towards an across-the-board increase in the notional funding so there is equity across the Borough. We only support these arrangements for banding on a transitional basis based on the following: • a commitment to fund section F of the EHCP in full by September 2024 as is the practice with independent schools. • to provide a mechanism for applying for funding for children under 'Band A' (up to £6000, who may not require an EHCP) to deliver early intervention. • to provide a mechanism for applying for exceptional funding above 'Band E' for children whose provision requires additional funding. • to provide a solution for ARP and Unit funding to ensure that the timing of admissions does not affect the school's funding. Wider issues EHCPs to be finalised rather than left in draft form within 12 weeks of the draft being circulated. There is no good reason why the process should normally take in excess of this. The LA should publish statistics setting out the timescales and establish KDIs to improve the current timings. The LA</p>   |

|     |  |
|-----|--|
|     | <p>needs to commit to revising the processes and timelines for applying for EHCPS with the goal of reducing workload for school-based colleagues e.g. LA the paperwork that is required by Enfield which is onerous on SENCOs: it is not a statutory requirement to present paperwork in a particular format. DfE is proposing an on-line application process and we would support being 'early adopters' of such a process. The LA would benefit from formally establishing a working party consisting of HT Representatives from EPHA and ESHA who meet regularly with LA Officers to support steering developments in SEND practice. The objective is to reduce the bureaucracy that inhibits the efficient use of public money and ultimately the welfare and progress of children. This should be the stated aim. Provision There is also a need to review what is meant by provision rather than it simply being linked to LSA/TA hours as there as many other ways in which to support students such as assisted technology and more specialist support rather than generalised LSA/TA support. The current system of hours can lead parents to believing that their child will be getting 1:1 support which is not the case nor good practice. It would also fit better with a funded provision model.</p>   |
| 21. | <p>I only support these arrangements for banding on a transitional basis based on the following: a commitment to fund section f of the EHCP in full by September 2024 as is the practice with independent schools. To provide a mechanism for applying for funding for children under 'Band A' (up to £6000, who may not require an EHCP) to deliver early intervention. To provide a mechanism for applying for exceptional funding above 'Band E' for children whose provision requires additional funding. To provide a solution for ARP and Unit funding to ensure that the timing of admissions does not affect the school's funding.</p>   |
| 22. | <p>for me the big issue who writes section F of an EHCP and who funds it. This needs to be discussed and agreed.</p>   |
| 23. | <p>I only support these arrangements for banding on a transitional basis based on the following: a commitment to fund section f of the EHCP in full by September 2024 as is the practice with independent schools. To provide a mechanism for applying for funding for children under 'Band A' (up to £6000, who may not require an EHCP) to deliver early intervention. To provide a mechanism for applying for exceptional funding above 'Band E' for children whose provision requires additional funding. To provide a solution for ARP and Unit funding to ensure that the timing of admissions does not affect the school's funding. Wider issues EHCPs to be finalised rather than left in draft form within 12 weeks of the draft being circulated LA to commit to revising the processes and timelines for applying for EHCPS with the goal of reducing workload for school based colleagues eg LA the paperwork that is required by Enfield which is onerous on SENCOs: it is not a statutory requirement to present paperwork in a particular format. LA to formally establish a working party consisting of HT Representatives from EPHA and ESHA who meet regularly with LA Officers to support steering developments in SEND practice. LA to review distribution of EHCPS amongst secondary schools to ensure more equitable distribution amongst schools I would hope that we can work together to agree a more streamlined and time efficient way of proceeding. Provision There is also a need to review what is meant by provision rather than it simply being linked to LSA/TA hours as there as many other ways in which to support students such as assisted technology and more specialist support rather than generalised LSA/TA support. For example, some students would benefit from being able to see a physiotherapist once a week rather than doing physiotherapy exercises with an LSA who is neither trained nor experienced to do so. Similarly, there are students who would benefit from a weekly or bi-weekly time with a speech and language therapist / assistant rather than a generalised reference to language groups in section f which LSAs are not always knowledgeable enough or experienced enough to deliver. There is also evidence that students with SEND benefit from High Quality Teaching and the amount quoted would not pay for a SEND teacher. I would hope that a review of provision would be discussed with the working party.</p> |
| 24. | <p>I would like to see a commitment to fund section f of the EHCP in full by September 2024 as is the practice with independent schools. I would like to see in place a mechanism for applying for funding for children under 'Band A' (up to £6000, who may not require an EHCP) to deliver early intervention. I would like to see a mechanism for applying for exceptional funding above 'Band E' for children whose provision requires additional funding. I would like to see a solution for ARP and Unit funding to ensure that the timing of admissions does not affect the school's funding.</p>   |

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Education Resources Group  
Schools Forum

Meeting Date 19 September 2023  
Meeting Date 4 October 2023

**Subject:** School Funding Arrangements – 2024/25

**Cabinet Member:** Cllr Abdul Abdullahi

**Report Number:** 7

**Item:** 5d

## Purpose of Report

1. This report: provides a summary of the national arrangements published by the DfE and details the areas for review to inform local arrangements.

## Recommendations

2. The Schools Forum is asked to:
  - Note the indicative information provided by the DfE for the funding arrangements for financial year 2024/25
  - Consider and confirm their agreement to consult on the transfer of 0.5% from the Schools to the High Needs block to support schools with high number of pupils with Education, Health and Care Plans (EHCP):

## Relevance to the Council's Corporate Plan

3. The Council has an oversight of the Dedicated Schools Grant (DSG) and is responsible for the management and allocation of the funding to all schools in their area. The Council has to ensure the local arrangements are in line with the regulations governing school funding and aim to meet the needs of Enfield's children and young people (CYP).

## Main Consideration for the Schools Forum

### 4.1 INTRODUCTION

The DfE published information regarding the funding arrangements for 2024/25 that include indicative allocation for the DSG and information on the additional funding to be made available in 2024/25 and a response to the consultation mainstream schools National Funding Formula (NFF) they carried out in Autumn 2022.

This paper provides a brief summary of the DfE publication and also highlights areas of review, which **need** to be considered locally.

### 4.2 SCHOOLS BLOCK

The DfE has indicated overall funding for mainstream schools NFF is increasing by 2.7% per pupil in 2024/25. Enfield's overall indicative allocation, based on October 2022 data, is £316.4m, an increase of 2.57%. It should be noted the level of increase individual schools receive may vary to reflect any contextual changes reported on the October 2023 Pupil Census.

### 4.3 HIGH NEEDS BLOCK

The DfE advised nationally the total high needs funding will increase by a further £440m, or 4.3%, in 2024/25, following the £970m increase in 2023-24 and £1b increase in 2022/23. This brings the total high needs budget to £10.54 billion, an increase of over 60% since 2019/20.

It should be noted that this increase should be measured from 2013/14 when there was a period when there was no increase to reflect the impact of the SEND Reforms and consequent changes in demand for support.

For 2024/25, Enfield's indicative allocation using October 2022 data is £77.8m, an increase in funding of £1.9m.

#### 4.4 EARLY YEARS BLOCK

##### (a) Supplementary

In July 2023, the DfE confirmed £204m of supplementary funding will be provided to local authorities (LAs) through a new one-off early years supplementary grant (EYSG) from September 2023 for 2023/24 financial year. The funding to LAs will apply from September 2023 to enable the hourly rate provided to LAs to be increased, thereby apply an increase to the hourly rate paid to providers for the period September 2023 to March 2024. Table 1 details the increase in Enfield's rate.

**Table 1: Change in Early Years Hourly Rate**

| Age             | Rate from April 2023 | Rate: September to March 2024 | Change |
|-----------------|----------------------|-------------------------------|--------|
| 3 & 4 Year olds | £5.44                | £5.72                         | £0.28  |
| 2 Year olds     | £6.63                | £9.00                         | £2.37  |

The increase has to be passed to providers in full unless LAs determine to set aside a contingency fund to ensure the uplift can be paid on all entitlement hours for that 7-month period, including the uplift for any increases in hours not fully captured in the January 2024 Census. The contingency set aside cannot be more than the LAs EYSG rate multiplied by the current best estimate number of entitlement hours that may not be captured in the Census.

As this is a one-off grant, it is unclear whether this funding will be incorporated into the baseline provided in 2024/25 or not.

##### (b) Early Years Pupil Premium (EYPP)

EYPP is currently 62p per hour per eligible child and will change from September 2023 to March 2024 to 66p per eligible child.

##### (c) The Disability Access Fund (DAF)

DAF is £828 per eligible child per annum. Through the EYSG, The DfE will provide an additional equivalent yearly funding rate of £53 per eligible child to be paid based on DAF eligibility which is in line with the increases made to the 3 and 4-year-old entitlements. This will result in a national effective combined equivalent yearly funding rate for DAF of £881 per eligible child. The actual EYSG payable rate for September 2023 to March 2024 period for DAF is £30.92 (equivalent to £53 multiplied by seven twelfths).

##### (d) Hourly Rates for 2024/25

Funding rates for 2024-25 will be announced as part of the normal autumn statement.

#### 4.5 CENTRAL SERVICES SCHOOLS BLOCK

The 2024/25 indicative allocation for the Central Services Schools Block of £2.4m shows a small increase for statutory functions element covered by the CSSB and a reduction of 20% for historical functions to reflect the DfE's policy of phasing out historical functions from the CSSB.

#### 4.6 DFE PROPOSALS FOR MAINSTREAM SCHOOLS

##### (a) Consultation response

The DfE has responded to their consultation on the mainstream schools NNF and have included the following proposals in the arrangements for 2024/25:

- Use a NFF to provide growth and falling pupil roll funds to local authorities where schools experience significant growth or fall in pupil numbers;

- Introduce a NFF to allocate split sites funding and move away from historic local authority spending decisions;
- Continue to retain local flexibility to transfer 0.5% from schools to high needs block with a corresponding adjustment to mainstream schools' funding allocations;
- Introduce a national approach to calculating schools' indicative SEND budgets and consult further on the design and operation of this approach that include aligning with the reforms in the Government's SEND and Alternative Provision Improvement Plan.

(b) Funding arrangements for 2024/25

Overall funding available through the NFF will increase by 2.7% per pupil in 2024/25, compared to 2023/24. In 2023/24, additional funding was allocated through a mainstream schools additional grant (MSAG). For 2024/25, MSAG has been incorporated in the NFF so it becomes part of individual school's core budget. The DfE has indicated that when the funding increases in 2023/24 and MSAG are taken together funding through the NFF will be 8.5% higher per pupil in 2024/25, compared to 2022/23.

The main areas of change for the 2024/25 NFF and Schools block include:

- The 2023/24 MSAG funding has been added to the following NFF proxy factors:
  - £119, £168 and £190 to the primary, Key Stage 3 and Key Stage 4 per pupil factors;
  - £104 and £152 to the primary and secondary FSM6 factors;
  - £4,510 to the school lump sum.

This will result in the basic per pupil entitlement and lump sum will increase by 2.4%. Free school meals will increase by 1.6%
- Minimum per pupil funding levels, £4,655 per primary pupil, and £6,050 per secondary pupil. This includes £143, £186 and £208 per primary, KS3 and KS4 pupil respectively for the rolling in of the mainstream schools additional grant.
- A funding floor will ensure that every school will attract at least 0.5% more pupil-led funding per pupil, compared to its 2023-24 allocation. Funding floor acts in a similar way to the minimum funding guarantee, which has been set to be between 0 – 0.5%
- Introducing as part of the NFF factors to allocate funding for:

(i) Split sites,

It is proposed to move away from the historic methodology used by individual LAs to allocate this funding and introduce a NFF for schools operating across two or more sites.

Currently, Enfield schools on split sites receive a lump sum of primaries £55,000 and secondary £164,086. This funding is used to support these schools with additional costs incurred due to operating across more than one site.

The DfE proposal is that schools will receive:

- Lump sum: £54,300 for each of their additional eligible sites, up to a maximum of three additional sites with the same URL as the main school site.
- Distance funding: If sites are separated by more than 100 meters. The distance funding will vary depending on how far apart the sites are, up to a maximum of £27,100 for sites which are at least 500 metres away from the main site. The proposal is to taper eligibility for distance where distance is above the threshold of 100 meters and for funding calculation purposes up to 500m as summarised in Table 2 summarises the calculation.

**Table 2: Split Site schools range of values**

| Factor  | Unit value   |
|---|--------------|
| Basic eligibility, per additional site (up to a maximum of 3 additional sites)  | £54,300      |
| Distance eligibility at least 100m from the main school site, per additional site (up to a maximum of 3 additional sites) | £0 - £27,100 |

The formula to inform distance eligibility and an example of the impact of the change for an Enfield school is attached at Appendix A.

For 2024-25, school's split sites funding will be protected against losses due to the introduction of the national split sites factor. Where a school sees a reduction in funding due to the application of the split site formula, then the school's baseline will be adjusted to reflect the loss. Similarly, where a school sees an increase in funding, then funding will be adjusted to reflect the extra funding being received due to the formula.

This change will result in no local flexibility.

(ii) Growth Factor

Currently, funding is provided to schools on a lagged basis, whereby schools receive funding in a given year based on pupil numbers from the year before. However, where possible, LAs can allocate growth funding to support schools to manage a significant increase in pupil numbers before the lagged funding system has caught up.

From 2024-25 LAs will be required to provide growth funding where a school or academy has agreed with the Authority to provide an extra class in order to meet basic need in the area (either as a bulge class or as an ongoing commitment).

The data to provide funding to LAs:

- will be school postcode information to identify which middle layer super output areas (MSOAs) each school is located in;
- this information will then be used to calculate the change in number of pupils in each MSOAs between October 2022 and October 2023 pupil censuses.

Where there is a positive change funding will be allocated by multiplying the total increase in pupil number pupils by £1,550 for primary aged pupils and £2,320 for secondary aged pupils.

(iii) Falling Roll Factor

In response to their recent consultation, the DfE has confirmed for 2024/25 that the restriction that schools must be judged Good or Outstanding at their last Ofsted inspection to be eligible for funding is removed.

However to operate a falling roll fund, LAs can only provide falling rolls funding to schools where school capacity survey (SCAP) data shows that school places will be required in the subsequent three to five years.

The funding provided to LAs is calculated using the middle layer super output areas (MSOAs) between the October 2022 and October 2023 an allocated where numbers on roll have decreased by 10% or more. Where the pupil count is at least 10%, then funding will be allocated. Table 3 details the calculation steps.

**Total 3: LA-level funding through the falling rolls**

| Calculation step                           | Description  |
|--|--|
| 1. Total funding for primary falling rolls | Number of MSOAs where reduction in primary pupil count is at least 10% of the October 2022 primary pupil count X £140,000 X Area Cost Adjustment |



|  |  |
|--|--|
| 2. Total funding for secondary falling rolls | Number of MSOAs where reduction in secondary pupil count is at least 10% of the October 2022 secondary pupil count X £140,000 x Area Cost Adjustment |
| 3. Total falling rolls allocation            | 1 + 2  |

## 5 **Local Proposals for Mainstream Schools**

5.1 Following the publication of the DfE's funding arrangements and an assessment of the Enfield's school funding arrangement against the regulations, it is proposed:

- (a) **Split Site Factor:** As the DfE are planning to adjust the baseline and ensure there is no adverse impact for individual schools on split sites, it is not proposed to consider any further changes to those being introduced nationally.

With the adjustment to the baseline, it is assumed that this change will become part of the baseline going forward.

- (b) **Falling Roll Fund Factor:** Previously, the falling roll fund factor has not been used because of the requirement that this factor could only be considered for good and outstanding schools. Now this factor has been removed, consideration has been given as to the viability of introducing this factor.

When considering the use of this factor, the SCAP data was evaluated. The SCAP data uses planning areas, which then form a borough-wide projection. Therefore, it is difficult to assess in relation to impact for individual schools, especially to confirm if the decrease in pupil numbers is 10% or above. In addition, the SCAP projections do not indicate that pupil numbers will increase within the next three years to the agreed planned admission numbers. At this stage, it is uncertain whether and how many schools would be eligible. For this reason, it is suggested analysis is carried out on the use of this factor when further notification level of funding has been received.

- (c) **Transfer of 0.5% from Schools to High Needs Block**

As stated above the DfE will not be making changes to the current framework for supporting pupils with SEND in mainstream schools, under which the NFF should enable all mainstream schools to fund from their delegated budget:

- basic per pupil costs of approximately £4,000 for all pupils at an individual school (described as Element 1)
- additional educational needs (AEN) and SEND cost of up to £6,000 for all pupils at an individual school (described as Element 2) per pupils.

Any costs related to SEND above £6,000 for pupils would require an EHCP and would be met by the LA from the HNB (described as Element 3).

### Current Arrangements

Initially, Enfield did not implement the funding arrangements outlined above because the Government was still providing annual increases to the DSG and there was sufficient local flexibility to decide how DSG was allocated to meet local needs. However, this position changed and locally, it was agreed to transfer funding from the Schools Block to the High Needs block to fund additional £6,000 (Element 2) per pupil to schools with above average number of pupils with EHCPs.

The Government then introduced restriction on the use of the DSG, which included limiting the amount of funding transferred from the Schools to the High Needs block to 0.5%. For a number of years, funding has been transferred from the Schools Block to the High Needs block to support schools with high number of pupils with EHCPs. The transfer is to enable schools with above average number of pupils with EHCPs to be supported by providing a contribution towards the £6,000 per pupil (Element 2) for the number of pupils above a calculated average for each school.

It was expected that there would have been some proposals for change following the publication of the outcomes from the consultation on the SEND Reforms and the DfE Call for Evidence from mainstream schools. The only comment from the DfE was that they will publish developing a national formula to inform the notional SEN funding each school receives through their delegated budget.

#### Proposal

It is recommended that the 0.5% is transferred from the Schools to the High Needs Block and use a similar methodology as followed in previous year. The methodology requires the total pupil numbers to be divided by number of EHCPs to give a borough average. The borough average is divided by the number of pupils at each school to give the school average. Schools receive funding for each number above the average. It is still considered appropriate to continue with the transfer because it provides evidence of how element 2 (£6,000) has been and is continuing to be managed by schools with a high number of pupils with EHCPs and the need for this element of the funding framework to be reviewed and resolved at a national level.

### Conclusions and Recommendations

- 6 The Forum's views are sought on the proposals for the local funding arrangements and agreement to the Authority consulting schools and other stakeholders on the proposal to transfer 0.5% from the Schools to the High Needs block to support schools with high number of EHCPs.

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**Report Author:** Sangeeta Brown

**Date of report:** September 2023

**Background Papers:** DfE publications and operational guidance, regulations Schools Forum reports

## Split Site Factor

The formula to inform distance eligibility is as follows:

$$\left( W = 1 - \frac{500 - d}{500 - 100} \right), \text{ where } d > 100$$

**Where d is the distance between the main and other(s) sites.**

For 2024-25, school's split sites funding will be protected against losses which occur due to the introduction of the national split sites factor. Where a school sees a reduction in funding due to the application of the split site formula, then the school's baseline will be adjusted to reflect the loss. Similarly, where a school sees an increase in funding, then the funding will be adjusted to reflect the additional funding being received due to the formula.

An example of the application of the formula is as follows:

St Anne's School for Girls operates on two sites and the distance is more than 500m.

| Calculation Steps | Formula for allocation   | School Details        | Funding for additional site   |
|-------------------|--|-----------------------|---|
| Lump Sum          | Multiply number of sites (up to a maximum of three) by the basic lump sum of £54,300 | 2 Sites               | 1 X £54,300 = £54,300   |
| Distance          | Where distance is greater than 100m, then a weighting is applied                     | Sites over 500m apart | $1 - (500 - 500) / (500 - 100) = 1$<br>Funding allocated is £27,300 / 1 = £27,300 |
| Total Funding     |  |                       | £54,300 + £27,000 = £81,300   |

For St Anne's, the change to a formulaic approach will result in a reduction of £82,786 in funding, however for 2024/25 only, the school will be protected by an increase in the baseline.

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## London Borough of Enfield

Education Resources Group  
Schools Forum

Meeting Date: 20th September 2023  
Meeting Date: 4th October 2023

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**Subject:** Dedicated Schools Grant 2024/25 – Update

**Cabinet Member:** Cllr Abdullahi

**Report No:** 8

Item No: 5e

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### Purpose of Report

1. This report provides details of the indicative Dedicated Schools Grant (DSG) budget position for 2024/25 based on initial funding announcements made in July 2023. The government funding settlement for 2024/25 is expected in mid to late December.

A draft budget has been prepared based on initial projections of Dedicated Schools Grant (DSG) for 2024/25 and pupil data from the 2023/24 dataset (Oct22 census). The budget will be revised based on the actual funding settlement and the Oct23 census dataset when this is published in order to finalise the allocations for 2024/25.

Further reports will be presented to the Education Resources Group and Schools Forum in January 2024 to agree the application of the DSG for 2024/25, including finalisation of the Schools Funding Formula.

### Proposal

2. The Schools Forum is asked to note the draft budget position for the Schools Block for 2024/25.

The Schools Forum is asked to note the update of the Schools budget for 2024/25.

### Relevance to the Council's Council Plan

3. The Dedicated Schools Grant (DSG) is a ringfenced grant which funds schools and some central education functions. Updates on the DSG position are provided on a quarterly basis to EMT and Cabinet as part of the council's overall financial monitoring reports.

### Main Considerations for ERG and Schools Forum

4. DSB Budget – Monitoring Position 2022/23

The DSG budget monitoring position as at the end of Quarter 1 (June 2023) is summarised in the table below. The Projected overspend at Quarter 1 is £2.623m expected projected cumulative deficit of £17.9m.

**See Table 1 below:**

|  |               |
|--|---------------|
| <b>DSG Overspend expected reserve</b>  | £M            |
| B/fwd 2223 DSG overspend               | 15.236        |
| P3 Forecast                            | 2.623         |
| <b>C/F Expected 2324 DSG Overspend</b> | <b>17.859</b> |

|  |               |
|--|---------------|
| Table 1: Summary Monitoring Position 2023/24 | Jun-23        |
|  | £000          |
| DSG Accumulated b/f 22/23                    | 15.236        |
| <b>2023/24 MONITORING POSITION</b>           |               |
| Schools Block                                | 0.000         |
| Central Schools Services Block               | 0.207         |
| Early Years Block                            | 0.000         |
| High Needs Block                             | 2.416         |
| <b>TOTAL NET PRESSURES 23/24</b>             | <b>2.623</b>  |
| <b>NET MONITORING POSITION 23/24</b>         | <b>17.859</b> |

The DSG budgets will continue to be closely monitored for the remainder of the financial year and some further pressures are expected, particularly in relation to high needs placements and exceptional needs funding adjustments for the Autumn and Spring terms. Updates will be presented to ERG and Forum at future meetings.

5. Schools Funding 2024/25

## 6.1 Indicative DSG Allocation 2024/25

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 2024. Indicative DSG funding allocations for 2024/25 were published by the ESFA in July 2023 and are summarised in Table 2 below.

This information indicated a net increase in funding of £10.972m across the 4 funding blocks.

**Table 2 – Indicative DSG Allocation 2024/25 (ESFA July 2023)**

| <b>Blocks</b> | <b>2023/24 Actual Allocation</b> | <b>2024/25 Indicative Allocation</b> | <b>Variance</b> | <b>Variance</b> | <b>Comment</b>    |
|---------------|----------------------------------|--------------------------------------|-----------------|-----------------|-------------------|
|               | <b>£m</b>                        | <b>£m</b>                            | <b>£m</b>       | <b>%</b>        |                   |
| Schools       | 308.433                          | 316.361                              | 7.928           | 2.57%           |                   |
| High Needs    | 70.155                           | 77.778                               | 7.623           | 10.86%          |                   |
| Early Years   | 26.483                           | 26.483                               | 0               | 0%              | Not announced yet |
| CSSB          | 2.43                             | 2.414                                | -0.016          | -0.70%          |                   |
| <b>Total</b>  | <b>407.501</b>                   | <b>423.036</b>                       | <b>15.535</b>   | <b>12.73%</b>   |                   |

## 6.2 Pupil Number Data

At this stage of the budget process, calculations have been made using the October 2022 census data. When indicative pupil number data is available from the October 2023 census this will be shared so that trends can be identified and the impact on the 2024/25 budget position can be assessed.

The impact of changing pupil numbers can vary significantly between individual schools. Schools have been advised that the year on year change in pupil numbers and other factors can have a significant impact on their formula funding allocations and that this should be factored this into their budget planning for 2024/25 and future years.

Early indication shows a reduction in pupil numbers from 49,322 in 23/24 to 48,791 initiate pupil numbers provided for 24/25, showing a reduction of 531 pupils.

### 6.3 Schools Block

The ESFA has confirmed that it will continue to move forward with its plans to implement a direct National Funding Formula (NFF), whereby funding will be allocated directly to schools based on a single, national formula. The ESFA are taking a gradual approach to transition. In 2024 to 2025, each local authority will continue to set a local schools funding formula, in consultation with local schools. To ensure a smooth transition towards the direct NFF, local authorities will continue to be required to bring their own formulae closer to the schools NFF.

Local authorities were required to bring their own formulae closer to the schools NFF from 2023 to 2024. This transition will continue in 2024 to 2025. In particular:

- Local authorities must **move their local formula factor values at least a further 10% closer to the NFF (building on the movement towards the NFF made in 2023 to 2024)**, except where local formulae are already mirroring the NFF. These criteria do not apply to optional, locally determined factors. Details of how we calculate the 10% move and how we define mirroring for the purpose of the tightening criteria are given below
- Local authorities must use the **new national formulaic approach to split sites**
- Local authorities must follow the new local formula **requirements for growth funding**, whereby additional classes (driven by basic need) must be funded by at least the minimum funding level set out in the funding calculation

It should be noted that not all schools may receive this level of increase due to the inter-relationship between the funding formula and individual school's contextual data. Authorities are required to set a Minimum Funding Guarantee (MFG) between 0% and 0.5%.

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 2023 pupil numbers once these have been validated.

There are 15 allowable funding factors in 2024 to 2025; most are now compulsory for all local authorities:

#### **Compulsory**

- Basic entitlement, FSM, FSM6, IDACI, Minimum level of per-pupil funding for primary and secondary schools, LPA, EAL, Pupil mobility, Sparsity, Lump sum, London fringe if applicable and Split sites.

#### **Optional**

- Rates, PFI contracts and Exceptional circumstances (with the ESFA agreement).

**Table 3: Schools Block Breakdown**

| Sector                              | Prim               | Sec                | TOTAL              | Comment                              |
|-------------------------------------|--------------------|--------------------|--------------------|--------------------------------------|
| Pupil Nos                           | 29,254             | 19,537             | 48,791             |                                      |
| Unit of Funding                     | £5,609             | £7,471             |                    |                                      |
| <b>TOTAL</b>                        | <b>164,095,139</b> | <b>145,956,936</b> | <b>310,052,075</b> |                                      |
| Premises                            |                    |                    | 6,308,829          |                                      |
| <b>Schools Block pre growth</b>     |                    |                    | <b>316,360,905</b> |                                      |
| Estimated Growth Funding            |                    |                    | 0                  | Not agreed yet. Est. £607k last year |
| <b>School Block incl est Growth</b> |                    |                    | <b>316,360,905</b> |                                      |
| 0.5% to HNB tbc                     |                    |                    | 1,581,805          |                                      |
| Growth Fund tbc                     |                    |                    | 0                  |                                      |
| <b>TOTAL Funding Formula</b>        |                    |                    | <b>314,779,100</b> |                                      |

#### 6.4 Formula Modelling

Formula modelling has been carried out based on the estimated Schools Block funding available of £314.779m. The Schools block indicative funding has been calculated using the compulsory factors and with last year optional factor amounts. The indicative Proforma tool factor amounts used to arrive at an indicative Schools block budget (please note the Growth fund (yet to be allocated) has not been included). Please note that now that all Local authorities are now only allowed to be 10% away from the Hard National funding formula, the DFE has given all Local authority the amounts to be used in a range from the Minimum to the Maximum that can be used for each compulsory factor. Please see Appendix A.

Formula modelling has been carried out via the ESFA Authority Proforma Tool (APT) on the same basis as previous financial years. The unit rates detailed in Appendix A have been applied to the Oct22 census dataset to calculate indicative formula allocations for 2024/25 which in turn calculates the schools individual indicative Schools block budget. Please see Appendix B.

Currently the Minimum Funding Guarantee (MFG) has been calculated at 0.5% so all schools will receive a 0.5% increase however in previous years it was set at 0.0%.

There can be significant variations between the indicative and actual formula funding allocations due to a variety of factors including

- Variation in Schools Block due to pupil numbers and final growth allocation
- Change in pupil nos between Oct 22 and Oct 23
- Variation in percentage of pupils attracting funding through other factors
- Final formula unit rates
- Estimated NNDR cost for 24/25
- PFI Shortfall
- Academy Growth
- MFG rate and impact for individual schools

#### 6.5 High Needs Block

The DfE advised the total national high needs funding will increase by a further £440m, or 4.3%, in 2024/25, following the £970m increase in 2023-24 and £1b increase in 2022/23. This brings the total high needs budget to £10.54 billion, an increase of over 60% since 2019/20. It should be noted that this increase should be measured from 2013/14 when there was a period when there was no increase to reflect the impact of the SEND Reforms and consequent changes in demand for support

For 2024/25, the indicative allocation for Enfield based on October 2022 data is £77.8m. The change in funding is an increase of £7.6m.



## 6.6 CSSB

The Central School Service Block indicative figures has decreased from last year's actual from £2.43m to £2.414 a small reduction of £0.016m, a smaller deduction than in previous years, however as expected, a year on year reduction to historical commitment. A full breakdown on the use of the CSSB will be completed in the December 23 report.

## 6.7 Early Years Block

The July23 the DSG announcement for 2024/25 did not include an update for the funding rates for the Early Years Block. This will be expected later in the term or as part of the final DSG Allocations for 2024/25 due in Dec23, following the outcome of the Early Years consultation. Current funding rates are as follows

- 2 year olds – £6.03 per hour
- 3 and 4 year olds – £5.93 per hour
- Disability Access Fund – £800 per eligible pupil

An initial Early Years Block allocation will be announced in December 23 as part of the DSG notification for 2024/25.

Updates will be shared at future meetings when more detailed information is available.

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Date of report Sept 2023

### **Appendices**

Appendix A – Allowable factors.

Appendix B - Indicative Schools block allocations.

| <b>APPENDIX A</b>   |                               |   |   |   |  |   |
|---|-------------------------------|---|---|---|--|---|
| <b>2425 Schools block budget</b>  |                               |   |   |   |  |   |
| Moving towards a hard national funding formula                                |                               |   |   | Allocation  | <b>314,779,100</b>                       |   |
| Allowable factor and limits per factor  |                               |   |   |   |  |   |
| <b>Allowable UNIT RATES for each factor 2024-25 - for Formula Allocations</b> |                               |   |   |   | Model                                    |   |
| <b>Local authority name</b>   |                               | <b>Local authority number</b>   |   | 24/25   | 23-Jul                                   |   |
| Enfield   |                               | 308   |   |   |  |   |
| <b>Factor</b>   | <b>2023/24 APT Allocation</b> | <b>2024 to 2025 national funding formula (NFF) value including area cost adjustment (ACA)</b> | <b>2024 to 2025 authority proforma tool (APT) minimum value</b> | <b>2024 to 2025 authority proforma tool (APT) maximum value</b> | <b>Indicative 2024/25 APT Allocation</b> | <b>Variance between the 24/25 indicative and 2023/24 Actual</b> |
| Primary basic entitlement   | 3,654.15                      | £3,897.42   | £3,799.99   | £3,994.86   | 3,957.01                                 | 302.86  |
| KS3 basic entitlement   | 5,153.25                      | £5,495.61   | £5,358.22   | £5,633.00   | 5,519.22                                 | 365.97  |
| KS4 basic entitlement   | 5,808.03                      | £6,194.48   | £6,039.62   | £6,349.35   | 6,173.62                                 | 365.59  |
| Primary FSM   | 521.05                        | £530.92   | £517.65   | £544.20   | 521.05                                   | 0.00  |
| Secondary FSM   | 521.05                        | £530.92   | £517.65   | £544.20   | 521.05                                   | 0.00  |
| Primary FSM6  | 765.30                        | £899.32   | £876.84   | £921.80   | 876.84                                   | 111.54  |
| Secondary FSM6  | 1,118.10                      | £1,311.06   | £1,278.28   | £1,343.84   | 1,278.28                                 | 160.18  |
| Primary IDACI F   | 249.67                        | £254.63   | £248.26   | £260.99   | 249.67                                   | 0.00  |
| Primary IDACI E   | 303.95                        | £308.80   | £301.08   | £316.52   | 303.95                                   | 0.00  |
| Primary IDACI D   | 477.63                        | £487.58   | £475.39   | £499.77   | 477.63                                   | 0.00  |
| Primary IDACI C   | 521.05                        | £530.92   | £517.65   | £544.20   | 521.05                                   | 0.00  |
| Primary IDACI B   | 553.62                        | £563.43   | £549.34   | £577.52   | 553.62                                   | 0.00  |
| Primary IDACI A   | 727.31                        | £742.21   | £723.66   | £760.77   | 727.31                                   | 0.00  |
| Secondary IDACI F   | 363.65                        | £373.81   | £364.47   | £383.16   | 364.47                                   | 0.82  |
| Secondary IDACI E   | 483.06                        | £493.00   | £480.68   | £505.33   | 483.06                                   | 0.00  |
| Secondary IDACI D   | 673.03                        | £688.04   | £670.83   | £705.24   | 673.03                                   | 0.00  |
| Secondary IDACI C   | 738.16                        | £753.05   | £734.22   | £771.87   | 738.16                                   | 0.00  |
| Secondary IDACI B   | 792.44                        | £812.64   | £792.32   | £832.96   | 792.44                                   | 0.00  |
| Secondary IDACI A   | 1,009.54                      | £1,029.34   | £1,003.61   | £1,055.08   | 1,009.54                                 | 0.00  |
| Primary EAL3  | 629.61                        | £644.69   | £628.58   | £660.81   | 629.61                                   | 0.00  |
| Secondary EAL3  | 1,698.85                      | £1,739.05   | £1,695.57   | £1,782.53   | 1,698.85                                 | 0.00  |
| Primary LPA   | 1,253.79                      | £1,283.97   | £1,251.87   | £1,316.07   | 1,253.79                                 | 0.00  |
| Secondary LPA   | 1,899.68                      | £1,939.50   | £1,891.01   | £1,987.99   | 1,899.68                                 | 0.00  |
| Primary mobility  | 1,025.83                      | £1,051.01   | £1,024.74   | £1,077.29   | 1,025.83                                 | 0.00  |
| Secondary mobility  | 1,476.32                      | £1,511.51   | £1,473.72   | £1,549.30   | 1,476.32                                 | 0.00  |
| Primary lump sum  | 138,947.84                    | £147,033.66   | £143,357.82   | £150,709.51   | 143,357.82                               | 4,409.98  |
| Secondary lump sum  | 138,947.84                    | £147,033.66   | £143,357.82   | £150,709.51   | 143,357.82                               | 4,409.98  |
| Primary sparsity  | 7,452.39                      | £62,519.10  | £14,222.45  | £64,082.08  | 14,222.45                                | 6,770.06  |
| Secondary sparsity  | 10,849.71                     | £90,907.33  | £20,657.65  | £93,180.01  | 20,657.65                                | 9,807.94  |
| Middle-school sparsity  | 10,849.71                     | £90,907.33  | £20,657.65  | £93,180.01  | 20,657.65                                | 9,807.94  |
| All-through sparsity  | 10,849.71                     | £90,907.33  | £20,657.65  | £93,180.01  | 20,657.65                                | 9,807.94  |
| Split sites basic eligibility funding   |                               | £58,835.14  | £57,364.26  | £60,306.01  | 58,835.14                                | 58,835.14   |
| Split sites distance funding  |                               | £29,363.39  | £28,629.31  | £30,097.48  | 29,363.39                                | 29,363.39   |
| London Fringe   |                               | 1.0000  | 1.0000  | 1.0000  |  |   |
| Minimum funding guarantee set at  |                               | 0.50%   | Last year it was set at 0.00%                                   |   |  |   |



| Appendix B  |                                     |                                      |                                     |                                      |  |                         |  |                  |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|--|-------------------------|--|------------------|
| Indicative School Formula Modelling 2024/25 - Summary |                                     |                                      |                                     |                                      |  |                         |  |                  |
|   |                                     |                                      |                                     | Indic 24/25                          | Indic 23/24  | Variance                |  |                  |
| Schools Block incl est growth alloc                   |                                     |                                      |                                     | 316,360,905                          | 300,524,305  | 15,836,599              |  |                  |
| 0.5% to HNB   |                                     |                                      |                                     | 1,581,805                            | 1,502,622  | 79,183                  |  |                  |
| Growth Fund   |                                     |                                      |                                     | TBC                                  | 0  |                         | Excl. Growth   |                  |
| Via Formula   |                                     |                                      |                                     | 314,779,100                          | 299,021,684  | 15,757,416              |  |                  |
| School  | 23/24 Indicative Formula Allocation | 23/24 Pupil Nos for Model (Oct 2021) | 24/25 Indicative Formula Allocation | 24/25 Pupil Nos for Model (Oct 2022) | Variance between 24/25 indicative and 23/24 Actual | 24/25 Funding Per Pupil | Variance Number of children between 24/25 indicative and 23/24 | % Vari Per Pupil |
| <b>School</b>   | <b>299,551,741</b>                  | <b>49,322</b>                        | <b>314,779,100</b>                  | <b>48,791</b>                        | <b>15,227,359</b>                                  | <b>6,452</b>            | <b>(531)</b>   | <b>-1.09%</b>    |
| Alma Primary School                                   | 2,317,789                           | 400                                  | 2,483,132                           | 406                                  | 165,344  | 6,116                   | 6  | 1.48%            |
| Ark John Keats Academy                                | 10,141,533                          | 1,563                                | 10,551,499                          | 1534                                 | 409,966  | 6,878                   | (29)   | -1.89%           |
| Aylward Academy                                       | 8,705,174                           | 1,164                                | 9,203,563                           | 1172                                 | 498,389  | 7,853                   | 8  | 0.68%            |
| Bishop Stopford's School                              | 4,887,223                           | 625                                  | 5,113,729                           | 612                                  | 226,506  | 8,356                   | (13)   | -2.12%           |
| Bowes Primary School                                  | 2,530,756                           | 535                                  | 2,562,988                           | 504                                  | 32,232   | 5,085                   | (31)   | -6.15%           |
| Brettenham Primary School                             | 2,304,252                           | 413                                  | 2,311,436                           | 393                                  | 7,184  | 5,882                   | (20)   | -5.09%           |
| Brimsdon Primary School                               | 2,918,051                           | 503                                  | 3,152,607                           | 508                                  | 234,556  | 6,206                   | 5  | 0.98%            |
| Broomfield School                                     | 5,594,122                           | 732                                  | 5,520,797                           | 686                                  | (73,325)   | 8,048                   | (46)   | -6.71%           |
| Bush Hill Park Primary School                         | 2,349,743                           | 415                                  | 2,418,945                           | 401                                  | 69,202   | 6,032                   | (14)   | -3.49%           |
| Capel Manor Primary School                            | 2,170,061                           | 378                                  | 2,318,780                           | 376                                  | 148,719  | 6,167                   | (2)  | -0.53%           |
| Carterhatch Infant School                             | 1,558,323                           | 257                                  | 1,694,272                           | 258                                  | 135,949  | 6,567                   | 1  | 0.39%            |
| Carterhatch Junior School                             | 1,873,013                           | 329                                  | 2,050,006                           | 336                                  | 176,993  | 6,101                   | 7  | 2.08%            |
| Chace Community School                                | 6,557,895                           | 888                                  | 6,890,871                           | 876                                  | 332,976  | 7,866                   | (12)   | -1.37%           |
| Chase Side Primary School                             | 2,026,264                           | 393                                  | 2,023,443                           | 361                                  | (2,821)  | 5,605                   | (32)   | -8.86%           |
| Chesterfield Primary School                           | 3,139,159                           | 546                                  | 3,233,951                           | 528                                  | 94,792   | 6,125                   | (18)   | -3.41%           |
| Churchfield Primary School                            | 2,938,760                           | 529                                  | 3,064,174                           | 515                                  | 125,414  | 5,950                   | (14)   | -2.72%           |
| De Bohun Primary School                               | 1,823,938                           | 327                                  | 1,963,505                           | 339                                  | 139,567  | 5,792                   | 12   | 3.54%            |
| Delta Primary School (Bowes)                          | 819,861                             | 127                                  | 957,456                             | 141.00                               | 137,595  | 6,790                   | 14   | 9.93%            |
| Eastfield Primary School                              | 2,406,492                           | 414                                  | 2,608,473                           | 423                                  | 201,981  | 6,167                   | 9  | 2.13%            |
| Edmonton County School                                | 11,254,454                          | 1,598                                | 11,758,807                          | 1584                                 | 504,354  | 7,423                   | (14)   | -0.88%           |
| Eldon Primary School                                  | 4,522,653                           | 811                                  | 4,691,707                           | 796                                  | 169,054  | 5,894                   | (15)   | -1.88%           |
| Enfield County School                                 | 6,469,608                           | 899                                  | 6,753,342                           | 894.00                               | 283,734  | 7,554                   | (5)  | -0.56%           |
| Enfield Grammar School                                | 6,055,183                           | 871                                  | 6,292,615                           | 866                                  | 237,432  | 7,266                   | (5)  | -0.58%           |
| Enfield Heights Academy                               | 1,171,371                           | 199                                  | 1,267,411                           | 199                                  | 96,039   | 6,369                   | 0  | 0.00%            |
| Eversley Primary School                               | 2,817,497                           | 629                                  | 3,009,983                           | 632                                  | 192,486  | 4,763                   | 3  | 0.47%            |
| Firs Farm Primary School                              | 3,003,224                           | 602                                  | 3,233,740                           | 605                                  | 230,516  | 5,345                   | 3  | 0.50%            |
| Fleecefield Primary School                            | 2,244,847                           | 377                                  | 2,258,538                           | 356                                  | 13,691   | 6,344                   | (21)   | -5.90%           |
| Forty Hill CofE Primary School                        | 1,096,016                           | 209                                  | 1,111,752                           | 202                                  | 15,736   | 5,504                   | (7)  | -3.47%           |
| Freezywater St George's CofE                          | 1,129,333                           | 208                                  | 1,238,893                           | 210.00                               | 109,560  | 5,899                   | 2  | 0.95%            |
| Galliard Primary School                               | 3,243,120                           | 597                                  | 3,489,185                           | 597                                  | 246,065  | 5,845                   | 0  | 0.00%            |
| Garfield Primary School                               | 1,863,609                           | 317                                  | 1,893,480                           | 295                                  | 29,871   | 6,419                   | (22)   | -7.46%           |
| George Spicer Primary School                          | 4,281,861                           | 830                                  | 4,569,137                           | 839                                  | 287,277  | 5,446                   | 9  | 1.07%            |
| Grange Park Primary School                            | 3,434,951                           | 770                                  | 3,604,536                           | 758                                  | 169,586  | 4,755                   | (12)   | -1.58%           |
| Hadley Wood Primary School                            | 1,058,985                           | 210                                  | 1,096,330                           | 209                                  | 37,345   | 5,246                   | (1)  | -0.48%           |
| Hazelbury Primary School                              | 5,094,195                           | 936                                  | 5,425,968                           | 942                                  | 331,773  | 5,760                   | 6  | 0.64%            |
| Hazelwood Infant School                               | 1,410,932                           | 266                                  | 1,647,517                           | 294                                  | 236,585  | 5,604                   | 28   | 9.52%            |
| Hazelwood Junior School                               | 1,664,179                           | 342                                  | 1,816,053                           | 347                                  | 151,874  | 5,234                   | 5  | 1.44%            |
| Heron Hall Academy                                    | 8,089,698                           | 1,096                                | 8,713,424                           | 1114                                 | 623,726  | 7,822                   | 18   | 1.58%            |
| Highfield Primary School                              | 3,080,137                           | 629                                  | 3,235,704                           | 634                                  | 155,567  | 5,104                   | 5  | 0.79%            |
| Highlands School                                      | 8,596,086                           | 1,230                                | 9,092,345                           | 1216                                 | 496,259  | 7,477                   | (14)   | -1.15%           |
| Honilands Primary School                              | 2,438,702                           | 419                                  | 2,357,159                           | 379                                  | (81,543)   | 6,219                   | (40)   | -10.55%          |

|                                | 23/24<br>Indicative<br>Formula<br>Allocation | 23/24 Pupil<br>Nos for<br>Model (Oct<br>2021) | 24/25<br>Indicative<br>Formula<br>Allocation | 24/25 Pupil<br>Nos for Model<br>(Oct 2022) | Variance<br>between 24/2<br>5 indicative<br>and 23/24<br>Actual | 24/25<br>Funding Per<br>Pupil | Variance<br>Number of<br>children<br>between<br>24/25<br>indicative<br>and 23/24 | % Vari<br>Per Pupil |
|--------------------------------|--|---|--|--|---|-------------------------------|--|---------------------|
| <b>School</b>                  | <b>299,551,741</b>                           | <b>49,322</b>                                 | <b>314,779,100</b>                           | <b>48,791</b>                              | <b>15,227,359</b>   | <b>6,452</b>                  | <b>(531)</b>   | <b>-1.09%</b>       |
| Houndsfield Primary School     | 2,739,119                                    | 462   | 2,850,928                                    | 445  | 111,810   | 6,407                         | (17)   | -3.82%              |
| Keys Meadow School             | 2,097,349                                    | 368   | 2,139,889                                    | 359.00                                     | 42,540  | 5,961                         | (9)  | -2.51%              |
| Kingfisher Hall Primary Acade  | 2,114,558                                    | 393   | 2,318,079                                    | 399  | 203,521   | 5,810                         | 6  | 1.50%               |
| Kingsmead School               | 9,044,031                                    | 1,291   | 9,639,027                                    | 1308                                       | 594,996   | 7,369                         | 17   | 1.30%               |
| Latymer All Saints CofE Prima  | 2,876,867                                    | 526   | 3,108,245                                    | 526  | 231,378   | 5,909                         | 0  | 0.00%               |
| Lavender Primary School        | 1,989,680                                    | 413   | 2,181,071                                    | 423  | 191,391   | 5,156                         | 10   | 2.36%               |
| Lea Valley High School         | 6,769,450                                    | 751   | 6,754,868                                    | 677.00                                     | (14,582)  | 9,978                         | (74)   | -10.93%             |
| Meridian Angel Primary Scho    | 1,045,359                                    | 167   | 1,028,196                                    | 152  | (17,163)  | 6,764                         | (15)   | -9.87%              |
| Merryhills Primary School      | 2,840,924                                    | 628   | 2,986,145                                    | 623  | 145,220   | 4,793                         | (5)  | -0.80%              |
| AIM North London               | 4,845,356                                    | 591   | 4,973,026                                    | 584.00                                     | 127,670   | 8,515                         | (7)  | -1.20%              |
| Oakthorpe Primary School       | 2,671,655                                    | 511   | 2,692,890                                    | 485  | 21,235  | 5,552                         | (26)   | -5.36%              |
| Oasis Academy Enfield          | 5,393,975                                    | 675   | 5,759,632                                    | 687  | 365,657   | 8,384                         | 12   | 1.75%               |
| Oasis Academy Hadley           | 9,094,376                                    | 1,285   | 9,520,548                                    | 1281                                       | 426,172   | 7,432                         | (4)  | -0.31%              |
| One Degree Academy             | 1,455,437                                    | 237   | 1,749,760                                    | 278  | 294,322   | 6,294                         | 41   | 14.69%              |
| Our Lady of Lourdes Catholic   | 1,017,822                                    | 196   | 1,107,085                                    | 195  | 89,263  | 5,677                         | (1)  | -0.51%              |
| Prince of Wales Primary Scho   | 3,161,598                                    | 549   | 3,359,947                                    | 543  | 198,350   | 6,188                         | (6)  | -1.10%              |
| Raglan Infant School           | 1,828,135                                    | 362   | 1,907,872                                    | 362  | 79,737  | 5,270                         | 0  | 0.00%               |
| Raynham Primary School         | 3,482,677                                    | 617   | 3,509,819                                    | 583  | 27,142  | 6,020                         | (34)   | -5.83%              |
| Southbury Primary School       | 2,083,178                                    | 368   | 2,277,466                                    | 379  | 194,287   | 6,009                         | 11   | 2.90%               |
| Southgate School               | 7,980,111                                    | 1,242   | 8,261,826                                    | 1219                                       | 281,715   | 6,778                         | (23)   | -1.89%              |
| St Andrew's CofE Primary Scho  | 1,909,962                                    | 411   | 2,048,609                                    | 407  | 138,648   | 5,033                         | (4)  | -0.98%              |
| St Andrew's Southgate Primar   | 1,032,121                                    | 206   | 1,059,818                                    | 199  | 27,697  | 5,326                         | (7)  | -3.52%              |
| St Anne's Catholic High Schoo  | 6,170,721                                    | 888   | 6,471,362                                    | 895  | 300,642   | 7,231                         | 7  | 0.78%               |
| St Edmunds Catholic Primary    | 2,211,109                                    | 401   | 2,364,593                                    | 396.00                                     | 153,484   | 5,971                         | (5)  | -1.26%              |
| St George's Catholic Primary s | 2,696,757                                    | 596   | 2,725,991                                    | 556  | 29,234  | 4,903                         | (40)   | -7.19%              |
| St Ignatius College            | 5,976,079                                    | 860   | 6,386,096                                    | 867  | 410,017   | 7,366                         | 7  | 0.81%               |
| St James CofE Primary School   | 1,001,594                                    | 167   | 1,129,123                                    | 174  | 127,530   | 6,489                         | 7  | 4.02%               |
| St John and St James CofE Prin | 1,567,545                                    | 266   | 1,667,587                                    | 267  | 100,042   | 6,246                         | 1  | 0.37%               |
| St John's CofE Primary School  | 610,115                                      | 91  | 659,958                                      | 96   | 49,842  | 6,875                         | 5  | 5.21%               |
| St Mary's Catholic Primary Sc  | 1,863,875                                    | 346   | 1,967,975                                    | 338  | 104,100   | 5,822                         | (8)  | -2.37%              |
| St Matthew's CofE Primary Sch  | 1,167,698                                    | 204   | 1,178,998                                    | 194  | 11,300  | 6,077                         | (10)   | -5.15%              |
| St Michael at Bowes CofE Juni  | 1,572,595                                    | 293   | 1,611,555                                    | 281  | 38,959  | 5,735                         | (12)   | -4.27%              |
| St Michael's CofE Primary Sch  | 1,938,625                                    | 407   | 2,088,676                                    | 411  | 150,051   | 5,082                         | 4  | 0.97%               |
| St Monica's RC Primary Schoo   | 1,868,001                                    | 419   | 1,965,430                                    | 414  | 97,429  | 4,747                         | (5)  | -1.21%              |
| St Paul's CofE Primary School  | 1,857,063                                    | 420   | 1,952,753                                    | 418  | 95,690  | 4,672                         | (2)  | -0.48%              |
| Starks Field Primary School    | 1,548,044                                    | 220   | 1,647,115                                    | 216  | 99,071  | 7,626                         | (4)  | -1.85%              |
| Suffolks Primary School        | 1,501,876                                    | 241   | 1,454,359                                    | 217  | (47,517)  | 6,702                         | (24)   | -11.06%             |
| The Latymer School             | 5,719,698                                    | 959   | 6,038,198                                    | 955  | 318,500   | 6,323                         | (4)  | -0.42%              |
| The Raglan Junior School       | 2,295,895                                    | 479   | 2,419,147                                    | 476  | 123,251   | 5,082                         | (3)  | -0.63%              |
| Tottenham Infant School        | 1,431,297                                    | 222   | 1,616,425                                    | 228  | 185,128   | 7,090                         | 6  | 2.63%               |
| Walker Primary School          | 1,887,324                                    | 420   | 1,974,296                                    | 420  | 86,972  | 4,701                         | 0  | 0.00%               |
| West Grove Primary School      | 1,862,375                                    | 353   | 2,053,089                                    | 364.00                                     | 190,714   | 5,640                         | 11   | 3.02%               |
| Wilbury Primary School         | 4,260,303                                    | 771   | 4,409,511                                    | 743  | 149,207   | 5,935                         | (28)   | -3.77%              |
| Winchmore School               | 8,032,446                                    | 1,198   | 8,408,752                                    | 1188                                       | 376,305   | 7,078                         | (10)   | -0.84%              |
| Wolfson Hillel Primary Schoo   | 1,830,671                                    | 408   | 1,897,804                                    | 406  | 67,133  | 4,674                         | (2)  | -0.49%              |
| Woodpecker Hall Primary Aca    | 4,193,943                                    | 784   | 3,959,880                                    | 688  | (234,063)   | 5,756                         | (96)   | -13.95%             |
| Worcesters Primary School      | 3,062,418                                    | 602   | 3,298,207                                    | 597  | 235,789   | 5,525                         | (5)  | -0.84%              |
| Wren Academy Enfield           | 2,866,884                                    | 474   | 3,516,219                                    | 550  | 649,334   | 6,393                         | 76   | 13.76%              |



## London Borough of Enfield

Schools Forum

Meeting Date 4 October 2023

**Subject:** Workplan  
**Cabinet Member:** Cllr Abdullahi  
**Report Number:** 9

Item: 6

### Recommendation

To note the workplan.

| <u>Meetings</u> |   | <u>Officer</u>                               |
|-----------------|---|--|
| July 2023       | CANCELLED   |  |
| October 2023    | Early Years – New Framework<br>Childrens’ Centre – Annual Report<br>Schools Budget – Outturn (2022/23)<br>School Balances (2020/21) & Budget Review (2022/23)<br>Mainstream Schools Top up Funding: Response to Consultation:<br>School Funding Arrangements (2024/25)<br>Schools Budget: 2024/25 – Update<br>Audit – Annual Update | CK<br>AL<br>CM<br>SB<br>SB<br>SB<br>CM<br>LB |
| December 2023   | Annual reports: BSS & SWIRREL 2022-23<br>Schools Budget: 2023/24 – Monitoring<br>School Funding Arrangements (2024/25)<br>Schools Budget: 2024/25: Update<br>Central Services Budgets & De-delegation   | MC / NE-J<br>CM<br>SB<br>LM<br>SB            |
| January 2024    | Schools Budget: 2023/24 – Monitoring<br>Schools Budget: 2024/25: Update<br>Hearing and Visual Impairment Services – Annual report<br>High Needs Strategy – Update<br>Annual reports: ECASS, E-TIPPS, EASA   | CM<br>CM<br>CF<br>SB<br>Var                  |
| March 2024      | Schools Budget: 2024/25: Update<br>High Needs Places: 2024/25<br>Annual Reports: West Lea Annual Report 2022-23, Orchardside<br>Scheme for Financing - Revisions  | CM<br>SB<br>Var<br>SB                        |
| July 2024       | Schools Budget – Outturn (2023/24)<br>School Balances (2023/24) & Budget Review (2024/25)<br>Annual report: Outreach Services<br>Annual Audit – Update  | CM<br>SB<br>Var<br>LB                        |

### Dates of Meetings

| Date             | Time           | Venue           | Comment |
|------------------|----------------|-----------------|---------|
| 05 July 2023     | 5:30 - 7:30 PM | CANCELLED       |         |
| 04 October 2023  | 5:30 - 7:30 PM | Virtual meeting |         |
| 06 December 2023 | 5:30 - 7:30 PM | Virtual meeting |         |
| 17 January 2024  | 5:30 - 7:30 PM | TBC             |         |
| 06 March 2024    | 5:30 - 7:30 PM | TBC             |         |
| 03 July 2024     | 5:30 - 7:30 PM | TBC             |         |
| 02 October 2024  | 5:30 - 7:30 PM | TBC             |         |
| 04 December 2024 | 5:30 - 7:30 PM | TBC             |         |
| 05 March 2024    | 5:30 - 7:30 PM | TBC             |         |

**Report Author:** Sangeeta Brown, Education Resources Manager  
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**Date of report** 25 September 2023

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