



**NOTTINGHAM CITY COUNCIL**  
**SCHOOLS FORUM**

**Date:** Tuesday, 8 October 2019

**Time:** 1.45 pm

**Place:** LB 31-32 - Loxley House, Station Street, Nottingham, NG2 3NG

**Members are requested to attend the above meeting to transact the following business**

**Governance Officer/Clerk to the Forum: Phil Wye Direct Dial: 0115 876 4637**

**AGENDA**

**Pages**

- |          |   |               |
|----------|---|---------------|
| <b>1</b> | <b>APPOINTMENT OF THE CHAIR AND VICE CHAIR</b>  |               |
| <b>2</b> | <b>APOLOGIES FOR ABSENCE</b>  |               |
| <b>3</b> | <b>DECLARATIONS OF INTERESTS</b>  |               |
| <b>4</b> | <b>MINUTES</b><br>Minutes of the meeting held on 25 June 2019, for confirmation   | 3 - 6         |
| <b>5</b> | <b>MEMBERSHIP 2019/20</b><br>To note the membership for the 2019/20 Academic Year, and the appointment of Paul Burke as a new Secondary Academy representative member | 7 - 8         |
| <b>6</b> | <b>UPDATE ON NATIONAL FUNDING FOR SCHOOLS AND HIGH NEEDS PLACES</b><br>Verbal update  | Verbal Report |
| <b>7</b> | <b>CONSULTATION ON HIGH NEEDS PLACES 2020/21</b><br>Verbal update   | Verbal Report |
| <b>8</b> | <b>DE-DELEGATION OF FUNDING FOR HEALTH AND SAFETY BUILDING INSPECTIONS</b><br>Report of the Corporate Director for Children and Adults                                | 9 - 20        |
| <b>9</b> | <b>DE-DELEGATION OF FUNDING FOR TRADE UNION TIME OFF FOR SENIOR REPRESENTATIVES</b><br>Report of the Director of Human Resources and Transformation                   | 21 - 26       |

- 10 CENTRAL EXPENDITURE BUDGET 2020/21 – HISTORIC COMMITMENTS** 27 - 86  
Report of the Corporate Director for Children and Adults and the Chief Finance Officer
- Analysis of attainment data for Children in Care to follow.
- 11 CENTRAL EXPENDITURE BUDGET 2020/21 – ON GOING COMMITMENTS** 87 - 100  
Report of the Corporate Director for Children and Adults and the Chief Finance Officer
- 12 FUTURE MEETING DATES**
- Tuesday 3 December 2019 at 1:45pm
  - Tuesday 28 January 2020 at 1:45pm
  - Tuesday 25 February 2020 1:45pm
  - Tuesday 28 April 2020 1:45pm
  - Tuesday 23 June 2020 1:45pm

IF YOU NEED ANY ADVICE ON DECLARING AN INTEREST IN ANY ITEM ON THE AGENDA, PLEASE CONTACT THE GOVERNANCE OFFICER/CLERK TO THE FORUM SHOWN ABOVE, IF POSSIBLE BEFORE THE DAY OF THE MEETING

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**NOTTINGHAM CITY COUNCIL**

**SCHOOLS FORUM**

**MINUTES of the meeting held at Loxley House, Nottingham on 25 June 2019  
from 1.46 pm - 3.23 pm**

**Membership**

Present

Judith Kemplay (Chair)  
Derek Hobbs (Vice Chair)  
Meeta Dave  
Tim Jeffs  
Andy Jenkins  
Stephen McLaren  
Janet Molyneux  
Cath Rowell  
David Tungate  
Sheena Wheatley

Absent

Kerrie Henton  
David Holdsworth  
Sean Kelly  
Terry Smith  
Debbie Simon  
David Stewart  
James Strawbridge  
Mark Trimmingham  
Bob White

**Colleagues, partners and others in attendance:**

Kimberly Butler	- Behaviour Support Team Leader
John Dexter	- Director of Education
Jennifer Hardy	- Project Manager, Access and Inclusion
Julia Holmes	- Senior Commercial Business Partner
Jilly Horne	- Senior Educational Psychologist
Councillor Neghat Khan	- Portfolio Holder for Early Years, Education and Skills
Daniel Skurok	- Senior Performance Analyst
Kathryn Stevenson	- Senior Commercial Business Partner
Phil Wye	- Governance Officer

**25 APOLOGIES FOR ABSENCE**

Kerrie Henton  
David Holdsworth  
Sean Kelly  
Terry Smith  
James Strawbridge  
Mark Trimmingham  
Robert White

**26 DECLARATIONS OF INTEREST**

None.

**27 MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 15 January 2019 were confirmed as a correct record and signed by the Chair.

## **28 UPDATE ON INCLUSION PROJECTS**

Daniel Skurok began by delivering a presentation on exclusions in Nottingham City, highlighting the following:

- (a) Nottingham's permanent exclusion rate is twice as high as its region and England, and its fixed period exclusion rate is a third higher;
- (b) Nottingham's volume of permanent exclusions has dropped since 2016/17, however the outturn for 2018/19 is forecast to be the same as 2017/18;
- (c) the Timpson Review states that there is no optimum rate or number of exclusions, as exclusions must be considered in the context in which decisions are made;
- (d) excluded children have worse trajectories in the long term, with over one third going on to be NEET (not in education, training or employment) or to commit crimes;
- (e) 78% of permanent exclusions issued were to pupils who either had SEN, were classified as in need or were eligible for free school meals. Three quarters of those excluded are boys;
- (f) the level of permanent exclusion by school varies widely across the city, with a few secondary schools excluding the majority of pupils;
- (g) the data can be used to identify which pupils are at risk of being excluded, for example those that have received fixed period exclusions and those with poor attendance. With better management with schools the Council can better support schools in identifying pupils who may need extra support.

The following points were raised during the discussion which followed:

- (h) the Schools Forum Sub-Group will meet to look at the impact of Council services on reducing exclusion rates before the next meeting. Academy Trusts must work with the Council in a joined-up approach, including data sharing;
- (i) when looking at the schools that are high excluders, the number of pupils that they take through managed moves must also be considered;
- (j) reduction of exclusions is a top priority for the Portfolio Holder for Early Years, Education and Employment and will be monitored closely;
- (k) supported transition from primary to secondary education is important, as often the support is lost at this time and those at risk need to be identified.

Kimberly Butler, Behaviour Support Team Leader, delivered a presentation on Routes to Inclusion and the Intensive Support Team, highlighting the following:

- (l) Routes to Inclusion (R2i) was launched in October 2018, with waves 1 and 2 having commenced and working with 37 schools. Feedback has been very positive so far;
- (m) work has commenced with secondary schools, with pilot schools now chosen to work with from the Autumn term. A secondary school version of the toolkit will be developed;
- (n) a R2i Project Board has been established to look at commercialisation of the service;
- (o) the Intensive Support Team (IST) is for the small percentage of pupils who at risk of placement breakdown in spite of the R2i graduated response. Schools refer to the IST panel with evidence that the R2i process has been followed;
- (p) the IST is currently being piloted and its model and impact is being evaluated in order to demonstrate a reduction in the number of children at risk of permanent exclusion.

**RESOLVED to note the proposed use of £174,296 from the DSG reserve to fund the establishment and running costs of the Intensive Support Team for the first 12 months.**

**29 UPDATE ON THE CONSULTATION ON THE REVISED SCHEME FOR FINANCING SCHOOLS (FAIR FUNDING SCHEME) AND THE PROPOSED CHANGES TO THE SCHEME.**

Julia Holmes, Senior Commercial Business Partner, introduced the report updating on the findings of the consultation on the revised scheme for funding schools (Fair Funding Scheme) and to seek approval for the recommended changes to the scheme as required.

**RESOLVED for maintained schools to approve the changes made to the Scheme for financing schools as outlined in the report and its appendix.**

**30 2018/19 DEDICATED SCHOOLS GRANT OUTTURN REPORT**

Kathryn Stevenson, Senior Commercial Business Partner, introduced the report setting out the 2018/19 Dedicated Schools Grant (DSG) outturn position and the updated reserve balance.

It is recommended that the underspend on 2,3 and 4 year olds in the Early Years Block be ring-fenced in the Statutory School Reserve as a contingency for discrepancies in future years.

Nick Lee thanked Kathryn for her work on regaining recouped funds from the college merger.

**RESOLVED to**

(1) note that the 2018/19 financial outturn position of the DSG was an under spend of £0.955m (0.35%) against a final budget of £269.212m, as shown in the table below:

	<b>Budget as at 16 Jan 2018 £m</b>	<b>Final Budget £m</b>	<b>Actual Spend £m</b>	<b>(Under)/Over Spend £m</b>
Schools Block	205.723	205.747	205.431	(0.316)
Central School Services Block	7.084	7.084	6.987	(0.097)
Early Years Block	22.510	22.161	21.374	(0.787)
High Needs Block	31.752	34.220	34.465	(0.955)
<b>TOTAL SCHOOLS BUDGET</b>	<b>267.069</b>	<b>269.212</b>	<b>268.256</b>	<b>(0.955)</b>
Less funding not included in DSG allocation:				
ESFA Income	0.156	0.189		
DSG reserves	1.560	2.639		
<b>DSG ALLOCATION</b>	<b>265.353</b>	<b>266.330</b>		

(2) note that this under spend has been allocated back to the Statutory Schools Reserve resulting in a closing balance of £6.469m, as detailed below:

	<b>Actual £m</b>
Opening Balance as at 1 April 2018	8.500
Less: DSG reserve supporting 2018/19 budget	(2.693)
Less: 2018/19 Draw downs	(0.293)
Add: 2018/19 Under spend	0.955
<b>Closing Balance as at 31 March 2018</b>	<b>6.469</b>
Less: Future Commitments	5.780
<b>Uncommitted Balance as at 1 April 2019</b>	<b>0.689</b>

(3) note that the uncommitted balance on the SSR balance is £0.689m.

### 31 DATES OF FUTURE MEETINGS

RESOLVED to note the proposed dates for the 2019/20 academic year:

8 October 2019  
 3 December 2019  
 21 January 2020  
 25 February 2020  
 28 April 2020  
 23 June 2020

**Membership 2019-20 Academic Year**

School Members

Representing	Number of places	Elected representatives
Maintained Primary Headteachers or Governors	3*	Terry Smith (Greenfields) Judith Kemplay (Melbury) Andy Jenkins (Dovecote) Janet Molyneux (Rise Park)
Primary Academies (Headteachers or Governors)	4	Tim Jeffs (Djanogly Strelley) Vacancy James Strawbridge (Glaption) Meeta Dave (Radford)
Secondary Academies (Headteachers or Governors)	5	Paul Burke (Fernwood) David Tungate (Girls Academy) Derek Hobbs (Emmanuel) Cath Rowell (Bluecoat Aspley) Robert White (NUAST)
Maintained Special Schools (Headteacher or Governor)	1	David Stewart (Oak Field)
The Nottingham Nursery (Headteacher or Governor)	1	Steve McLaren
Pupil Referral Units (Headteacher or Governor)	1	Vacancy
Alternative Provision (AP) Academies	1	Kerrie Henton (Stone Soup)
Special Academies	1	Sean Kelly (Woodlands)

Non-School Members

Representing	Number of places	Elected representatives
Early Years Private, Voluntary, Independent	1	Debbie Simon, Academy Day Nursery
Trade Unions	1	Sheena Wheatley, NUT
16 -19	1	Vacancy

- Number will reduce to 3 as terms end or members resign/ change status following membership balance change.

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**SCHOOLS FORUM 8 OCTOBER 2019**

<b>Title of paper:</b>	De-delegation of Health and Safety Building Inspection funding 2020/21
<b>Director(s)/ Corporate Director(s):</b>	Alison Michalska, Corporate Director for Children and Adults
<b>Report author(s) and contact details:</b>	Trevor Bone, Property Maintenance Manager, Building Services Tel: (0115) 87 63142 e-mail: <a href="mailto:trevor.bone@nottinghamcity.gov.uk">trevor.bone@nottinghamcity.gov.uk</a>
<b>Other colleagues who have provided input:</b>	Julia Holmes, Senior Commercial Business Partner, Finance Tel: (0115) 87 63733 e-mail: <a href="mailto:julia.holmes@nottinghamcity.gov.uk">julia.holmes@nottinghamcity.gov.uk</a>
<b>Summary</b>	
<p>The purpose of this report is to update Schools Forum on the statutory and legislative health and safety responsibilities of the Local Authority in relation to maintenance and testing of maintained school properties and how the funding requested to be de-delegated is used to support this.</p> <p>Last financial year, maintained primary and secondary schools approved the use of the maintained schools and health and safety buildings maintenance reserve, and to de-delegate funding for the financial years 2019/20 and 2020/21 to fund the costs of maintained schools health and safety tests up until 2022/23.</p> <p>Whilst Schools Forum agreed in principle to the de-delegation in the financial year 2020/21, the Local Authority is required to seek approval on an annual basis in accordance with the Schools and Early Years Finance Regulations 2018 (No.2). To date, the Department of Education has confirmed that de-delegation will only be available until the financial year 2020/21.</p> <p>Noted below is the proposed recommendation for the funding of schools and health and safety buildings tests and inspections for the financial years 2020/21 to 2022/23.</p> <ol style="list-style-type: none"> <li>1. To approve the de-delegation of funding in 2020/21 at a rate of £6.61 to generate sufficient funds to cover the costs for the financial years 2020/21 to 2022/23, as agreed in principle at the Schools Forum meeting on 9 October 2018.</li> <li>2. Use the balance on the Schools Buildings, Health and Safety Reserve which currently has a balance of £0.228m.</li> </ol>	
<b>Recommendation(s):</b>	
<ol style="list-style-type: none"> <li>1. To <b>note</b> the statutory and legislative health and safety responsibilities of the Local Authority in relation to building maintenance of maintained primary and secondary schools, and the type of costs that the requested funding will be used to fund, detailed in paragraph 1.2.</li> </ol>	

2. For maintained mainstream primary schools to **approve** the de-delegation of Health and Safety Building Inspection funding in 2020/21 based on a rate of £6.61 per pupil. Total estimated funding requested to be de-delegated in 2020/21 for mainstream maintained primary schools is £73,000.

## 1. **REASONS FOR RECOMMENDATIONS**

- 1.1 The overall responsibility for health and safety lies with the employer. The Health and Safety Executive states that in England the Local Authority (LA) is the employer in community schools.

The Health and Safety at Work Etc. Act 1974 and subsequent legislation places a general duty on employers to ensure so far as is reasonably practicable the health, safety and welfare at work of all of their employees and non-employees.

To meet the statutory building health and safety responsibilities, Property Maintenance, situated within Building Services at the LA ensure that the Statutory and Legislative maintenance and testing regimes are undertaken within Nottingham City Council's portfolio of properties, which includes maintained schools, to ensure that all property health and safety issues are identified.

- 1.2 The funding requested to be de-delegated in this report in 2020/21 is to be used by:

- Property Maintenance to fund the tests and inspections in maintained primary schools. These tests and inspections include, but are not restricted to:
  - Air Conditioning Units
  - Asbestos surveys
  - Automatic doors and gates
  - Boilers
  - Electrical circuit testing
  - Emergency lighting
  - Fire alarms
  - Heat pumps
  - Legionella risk assessments
  - Lifts
  - Lightning protection
  - Pressure sets
  - Stage lighting

- 1.3 Approval of the de-delegation of Health and Safety inspections is required for maintained mainstream school sites to enable the LA to deliver its statutory obligation regarding the health and safety of these sites.

- 1.4 Approvals for de-delegations are annual regardless of the statutory nature.

- 1.5 Schools Forum on 9 October 2018 agreed in principle to de-delegate funding for the financial years 2019/20 and 2020/21 at a rate of £6.61 per pupil as well as use the schools health and safety buildings maintenance reserve to fund the cost of tests and inspections for the period up to 2022/23. When the report was taken to Schools forum on 9 October 2018 the balance on the Schools health and safety tests and inspections reserve was £0.229m. After the closure of the 2018/19 year end accounts the balance on the reserve was £0.228m, refer to 2.4 for a breakdown of the reserve.

## 2. **BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

2.1 In order to achieve a competent level of functionality the LA will consider the relevant legislation and documentation, which may include:

- Statutory legislation and regulation
- Industry regulation
- Approved Codes of Practice
- Guidance documentation
- Equipment manufacturer's instructions and recommendations
- Best practice

A policy has been produced by the Property Maintenance Team "Statutory Testing & Inspection of Fixed Installations in Nottingham City Council Properties – Policy statement & Testing Procedures (October 2013 v 1.2b)". This document confirms Nottingham City Council's responsibilities and intentions as Corporate Landlord in relation to tests and inspections carried out in Nottingham City properties, in line with corporate policies. The aim of the document is to give support and advice and ensure clarifications of property related health and safety responsibilities are understood. This document can be found in the Schools Safety Manual.

Property Maintenance Team have put in place a timetable for tests and inspections, which reflect a combination of statutory guidance and appropriate practice. The LA uses internal and external contractors to carry out the tests and inspections. The timetable for tests and inspections, undertaken in-house or by contractors, range from daily to up to every five years dependent on the particular test or inspection.

2.2 Note that the funding does not include the Property Maintenance advisory service on such remedial matters; this service is available via an Education Services Nottingham contract.

2.3 Where tests and inspections are required as part of a health and safety management system, such as asbestos, legionella or fire safety, separate policies relating to these items are included in the appendices B, C and D of the "Statutory Testing & Inspection of Fixed Installations in Nottingham City Council Properties – Policy statement & Testing Procedures (October 2013 v 1.2b)".

2.4 Approval to de-delegate the schools health and safety building inspection budget has been given by both the primary and secondary phases representatives of Schools Forum each financial year since 2013/14. Any unspent balance at the end of the financial year is transferred to a Health and Safety buildings maintenance reserve. In reverse any in year overspend would be drawn down from the Health and Safety Building Maintenance Reserve. As at the 31 March 2019 the balance on the Health and Safety Building Maintenance Reserve was £0.228m.

**Table 1** shows the budget and expenditure on the schools health and safety building maintenance in the last six years since the funding was first de-delegated.

<b>Table 1: Breakdown of Schools Health and Safety Building Maintenance</b>				
<b>Year</b>	<b>Budget £m</b>	<b>Outturn £m</b>	<b>Variance £m</b>	<b>Explanation</b>
2013/14	0.273	0.231	0.042	The year-end under-spend was transferred to the Health and Safety Building Maintenance Reserve
2014/15	0.253	0.174	0.079	
2015/16	0.208	0.174	0.034	
2016/17	0.199	0.177	0.022	
2017/18	0.197	0.145	0.052	
2018/19	0.120	0.121	(0.001)	
<b>TOTAL</b>			<b>0.228</b>	

### **3. OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

- 3.1 If the health and safety inspections were undertaken by the school (i.e. the LA does not organise them on the schools' behalf) then according to health and safety legislation the LA would still retain the overall responsibility that they are undertaken. Therefore, the LA would need to monitor the schools to ensure that they are taking place. In the event that they do not take place in a timely fashion to the relevant standard, the LA has the legal responsibility to instruct the school to act and/or undertake the inspection and tests automatically and recharge the school. The LA may choose to add officer time to this recharge.

### **4. OUTCOMES/DELIVERABLES**

- 4.1. To de-delegate this funding will enable the LA to fulfil its statutory duties in relation to Health and Safety on maintained mainstream school sites.
- 4.2. Schools will receive an annual report in April/May including the schedule of tests for the academic year and names of the contractors who the LA have commissioned.

### **5. FINANCE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)**

- 5.1 As per "The national funding formula for schools and high needs 2019 to 2020 Policy document – July 2018" for the next two financial years (2019/20 and 2020/21) local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum.

Paragraph 5 & 6

**"We are pleased to see the significant progress across the system in moving towards the national funding formula in its first year.**

Page 12

**In light of this progress, and in order to continue to support a smooth transition,**

**we are confirming that local authorities will continue to determine local formulae in 2020-21”**

LAs will continue to be funded based on the new national funding formula. Included within this “soft approach” is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services.

- 5.2 Any decisions made to de-delegate in 2019 to 2020 related to that year only; new decisions will be required for any service to be de-delegated in 2020 to 2021 before the start of each financial year.
- 5.3 The current balance of the schools health and safety building maintenance reserve is £0.228m as stated 2.4.

If maintained primary schools approve to de-delegate funding to fund the cost of tests and inspections in the financial year 2020/21 at a rate per pupil of £6.61 per pupil and use the balance remaining in the schools health and safety building reserve this would ensure that there is sufficient funding to cover the costs of test and inspections for the financial years 2020/21 to 2022/23.

See **Appendix A** for a breakdown of how the forecast income and expenditure and the calculation of the rates per pupil. Building Services will provide a full financial breakdown for individual schools upon request.

Some of the contracts are due to be renewed for the financial years 2021/22 and 2022/23 therefore to be prudent a contingency has been included and is based on 4% of the forecast costs for 2021/22 and 2022/23.

- 5.4 It is a statutory requirement to minimize risks and to be financially prudent, the Health and Safety building reserve is set aside to mitigate any risks.

12 September 2019  
Julia Holmes  
Senior Commercial Business Partner

## **6 LEGAL AND PROCUREMENT COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)**

### **6.1 Legal Implications**

6.2 Primary responsibility for health and safety in relation to community schools and community special schools rests with the local authority that maintains those community schools and community special schools since it owns the land and buildings of the community schools and community special schools, and employs the staff of those schools. However, it should be noted that the governing bodies of community schools and community special schools have health and safety responsibilities arising from their control and use of the school premises and their management of the school staff.

6.3 The Schools Forum's powers here derive from the School and Early Years Finance (England) Regulations 2017 ("SEYFR"), made by the Secretary of State in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 16 February 2017.

6.4 Chapter 2 of Part 2 of the SEYFR is entitled "Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State" and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the Schools Forum may authorise *the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares – Primary Schools and Secondary Schools) of Schedule 2 [to the SEYFR] from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5) (SEYFR, regulation 12(1)(d))*. Part 6 of Schedule 2 to the SEYFR contains paragraph 45, which states:

*Expenditure on insurance in respect of liability arising in connection with schools and schools premises.*

6.5 Part 6 of Schedule 2 to the SEYFR contains paragraph 49, which states:-

*Expenditure on the schools' specific contingency.*

6.6 Therefore, provided the proposals fall within the above legislation, Nottingham City Schools Forum has the power to approve the recommendations in this report. In addition, by virtue of regulation 8 of the Schools Forums (England) Regulations 2012 only the representatives of the maintained primary schools and the maintained secondary schools have a vote on this in respect of maintained primary schools and maintained secondary schools respectively. Moreover, this power should be exercised lawfully. Provided the amounts sought through use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful.

## **7 HR ISSUES**

7.1 There are no people implications arising from this report.

## **8 EQUALITY IMPACT ASSESSMENT**

8.1 The equality impact has been assessed and due regard should be given to the equality implications identified in the EIA.

**9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

9.1 None

**10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

Nottingham City Council Policies:

- Statutory Testing & Inspection of Fixed Installations in Nottingham City Council Properties – Policy statement & Testing Procedures (October 2013 v 1.2b)

Legislation:

- The School and Early Years Finance (England) Regulations 2017
- The Health and Safety at Work etc. Act 1974 and associated legislation.

## APPENDIX A – EQUALITY IMPACT ASSESSMENT

### Name and brief description of proposal / policy / service being assessed

The purpose of this report is to ask Schools Forum representatives of maintained primary and maintained secondary schools to approve the de-delegation of the Building Maintenance funding in 2018/19

### Information used to analyse the effects on equality

	Could particularly benefit (X)	May adversely impact (X)	How different groups could be affected: Summary of impacts	Details of actions to reduce negative or increase positive impact (or why action not possible)
People from different ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Local Authority (LA) has a statutory duty regarding Health and Safety of maintained school sites. To ensure that the LA is able to carry out its statutory duty it has to on an annual basis request Schools Forum to approve the de-delegation of this funding.</p> <p>As the costs incurred by each school annually in relation to health and safety vary, this funding will be used to cover “peaks” and “troughs “ associated with the maintenance of maintained school sites. Any unspent balances at the end of the financial year will added back into the a sinking fund which has been set up to manage the peaks and troughs of expenditure. Likewise if there is an overspend the funding will be drawn down from the sinking fund.</p> <p>By implementing this proposal it will stop the likelihood of schools incurring budget pressures caused by having to fund health and safety maintenance costs in relation to their sites. If</p>	<p>The LA are recommending this proposal to reduce the likelihood of a negative impact on the pupils of maintained primary and secondary schools.</p>
Men, women (including maternity/pregnancy impact), transgender people	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers	<input type="checkbox"/>	<input type="checkbox"/>		
People from different faith groups	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people	<input type="checkbox"/>	<input type="checkbox"/>		
Older or younger people	<input type="checkbox"/>	<input type="checkbox"/>		
Other (e.g. marriage/civil partnership, looked after children, cohesion/good relations, vulnerable children/adults)	<input type="checkbox"/>	<input type="checkbox"/>		



schools had to fund this and the costs were higher than they had budgeted it may require them to move resources from the education of their pupils to cover health and safety maintenance costs of the site.

By retaining this funding centrally it will enable a consistent approach as to how money is spent pupils by resources not being taken away from the education of pupils in some schools and not in others.

There are no staffing issues generated by this decision.

**Outcome(s) of equality impact assessment:**

No major change needed X

Adjust the policy/proposal

Adverse impact but continue

Stop and remove the policy/proposal

**Arrangements for future monitoring of equality impact of this proposal / policy / service:**

**If this proposal is approved then no equality impact monitoring will need to be undertaken. However, if the proposal is not approved and the budget is delegated to maintained schools then the schools would be responsible and the LA would have no influence over the equality impact.**

Approved by: David Thompson Schools H&S Manager

Date sent to equality team for publishing:

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**De-delegation of Schools health and safety tests and inspections funding for the financial year 2020/21**

Proposal put forward to mainstream maintained schools on 9 October 2018. The options were to:

1. De-delegate funding in the financial year 2019/20 at a rate of £13.22 per pupil.
2. De-delegate funding in the financial years 2019/20 and 2020/21 at a rate of £6.61 per pupil.

<b><u>2019/20 De-delegation request</u></b>	<b>£</b>
BMD reserve balance at end of 2017/18	228,554
Projected underspend 2018/19	26,134
Less total cost for next 4 years	-404,434
Contingency (7% of projected cost in 2021/22 and 2022/23)	-14,700
Shortfall in funding	<b>-164,446</b>
Amount required to be de-delegated each year	-82,223
<b>Option 1 - Rate required for 2019/20 (based on October 2017 pupil numbers)</b>	<b>-£13.22</b>
<b>Option 2 - Rate required for 2019/20 and 2020/21 (based on October 2017 pupil numbers)</b>	<b>-£6.61</b>

For the financial year 2019/20 maintained mainstream schools approved in principle to de-delegate funding at a rate of £6.61 per pupil for the financial years 2019/20 and 2020/21

**De-delegation proposal for 2020/21**

<b><u>2020/21 De-delegation request</u></b>	<b>£</b>
BMD reserve balance at end of 2018/19	228,411
Projected under/overspend 2019/20	-13,693
Less total forecast cost for next 3 years	-280,624
Contingency (4% of projected cost in 2021/22 and 2022/23)	-7,493
Shortfall in funding	<b>-73,399</b>
Amount required to be de-delegated in 2020/21	-73,399
<b>Rate required for 2020/21 based on October 2018 pupil numbers (11,100)</b>	<b>-£6.61</b>

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**SCHOOLS FORUM - 8 October 2019**

<b>Title of paper:</b>	De-delegation of funding for Trade Union time off for senior representatives
<b>Director(s)/ Corporate Director(s):</b>	Richard Henderson, Director of HR and Customer Laura Pattman, Strategic Director of Finance
<b>Report author(s) and contact details:</b>	Ana Maru, Employee Relations Specialist Tel: 0115 876 3192 Email: <a href="mailto:ana.maru@nottinghamcity.gov.uk">ana.maru@nottinghamcity.gov.uk</a> Daljit Singh Nijran, Organisational HR Manager Tel: 0115 876 2833 Email: <a href="mailto:daljit.nijran@nottinghamcity.gov.uk">daljit.nijran@nottinghamcity.gov.uk</a>
<b>Other colleagues who have provided input:</b>	Julia Holmes, Senior Commercial Business Partner, Finance Tel: (0115) 87 63733 Email: <a href="mailto:julia.holmes@nottinghamcity.gov.uk">julia.holmes@nottinghamcity.gov.uk</a> Jon Ludford-Thomas, Senior Solicitor, Legal Services Tel: (0115) 87 64398 Email: <a href="mailto:Jon.Ludford-Thomas@nottinghamcity.gov.uk">Jon.Ludford-Thomas@nottinghamcity.gov.uk</a>
<b>Summary</b>	
The purpose of this report is to outline the proposed funding arrangements for trade union (TU) facility time for senior trade union representatives from schools to attend negotiation and consultation meetings and to represent their members in schools from 1 April 2020/21.	
<b>Recommendation(s):</b>	
<b>1</b>	For maintained mainstream primary schools, to approve the de-delegation of funding for senior trade union representatives at a rate of £1.04 per pupil and a lump sum of £1,054 per school. Total funding requested to be de-delegated by maintained mainstream primary schools is £0.042m. This is made up of £0.011m generated by pupil's numbers and £0.031m lump sum funding.

**1 REASONS FOR RECOMMENDATIONS**

- 1.1 Under the school funding arrangements, teachers and teaching support staff who are school employees and also engaged as Senior Trade Union Representatives are covered under these arrangements to cover their costs for facility time funding and this forms a part of the school formula. However, funding can also be retained centrally by Nottingham City Council on behalf of maintained mainstream primary and secondary schools if de-delegation is approved.
- 1.2 The decision made by Schools Forum in October 2018 to de-delegate from 1 April 2019 to March 2020 related to that year only, so new approval is required for the de delegation service to continue from 1 April 2020 to March 2021. Schools Forum members of maintained mainstream primary schools must decide whether this service should be provided for centrally and the decision will apply to all maintained mainstream primary schools in that phase. Funding for this service will then be removed from the formula before the school budgets are issued.
- 1.3 Schools Forum agreed in October 2013 that Academies could be approached to ascertain whether they would like to be part of the Local Authority's (LA) arrangements in relation to the funding of senior trade union representatives. All

academies who are currently buying into the trade union facility time arrangements have been informed that participation will continue as normal unless they notify us otherwise, however those Academies who are not currently buying into the arrangements have been asked to sign up no later than 27<sup>th</sup> September 2019.

- 1.4 Currently, 25 primary academies, 5 secondary academies, 2 special schools, 2 All thorough schools and 1 PRU school have agreed to participate in this arrangement.

## **2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

- 2.1 Time off for workplace representatives is currently funded by the schools in which they work, but there is central funding for senior TU representatives from the main unions that represent teachers and support staff in schools namely:

- National Association of School Masters and Union of Women Teachers **(NASUWT)**
- National Association of Head Teachers **(NAHT)**
- **UNISON**
- **GMB**
- National Education Union **(NEU)** from 1 September 2017 (Previously National Union of Teachers and Association of Teachers and Lecturers)

These senior representatives meet with officers of the LA to participate in the schools collective bargaining machinery, negotiating and engaging in consultation on terms and conditions of service and HR policies and procedures as well as representing their members on a range of employment matters. If this funding were not available, senior TU representatives would be asking for time off to attend meetings with the Council and this would have to be funded by the school in which they work as there is an entitlement under the Trade Union and Labour Relations (Consolidation) Act 1992 (TULR(C)A) for reasonable time off for trade union officials to represent their members.

- 2.2 Academies are in a similar position; some of their employees are senior TU reps and are asking for release to represent employees in maintained schools and other academies. The current funding method means that academies will be reimbursed for time spent away from school on TU duties.
- 2.3 There are benefits and economies of scale for maintained schools and academies from contributing to the LA's arrangements for trade union consultation. They do not have to duplicate effort when negotiating policies and procedures. Schools can then use such policies, if they buy back HR services, in the knowledge that the senior trade union representatives have been consulted and any issues resolved. Senior TU representatives are also more experienced in policies and procedures, when representing their members, which can be helpful.
- 2.4 Schools that do not contribute to the TU costs will have to have their own arrangements for negotiating and consulting trade unions on terms and conditions of service and will have to release TU representatives from their own school to undertake collective bargaining and to represent their employees.

## **OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

- 3.1 If this is not supported, the budget will be delegated and schools will have to make their own arrangements for negotiating and consulting with the trade unions on changes to HR policies and procedures which will lead to duplication of effort and inconsistencies across schools.
- 3.2 TU reps have a legal right to time off to participate in the collective bargaining arrangements of their employer and to represent their members. If the delegations are not agreed, individual schools would have to bear the cost of the time off for the senior TU reps nominated by their union to participate in these discussions. TUs may also decide that they each wish to appoint reps in individual schools and, therefore, schools may also have to pay additional costs for the training and CPD of each TU rep.

## **4 OUTCOMES/DELIVERABLES**

- 4.1 The money requested is based on actual salary of those employees who have time off therefore those schools including academies who have senior TU representatives with time off will receive the actual cost of the absence of that employee. The amount of time off per union is based on the per capita membership per union and the actual cost of the TU reps' salaries.

## **5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)**

- 5.1 As per "The national funding formula for schools and high needs 2019 to 2020 Policy document – July 2018" for the next two financial years (2019/20 and 2020/21) local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum.

Paragraphs 5 & 6

*"We are pleased to see the significant progress across the system in moving towards the national funding formula in its first year.*

*In light of this progress, and in order to continue to support a smooth transition, we are confirming that local authorities will continue to determine local formulae in 2020-21"*

*Local authorities will continue to be funded based on the new national funding formula. Included within this "soft approach" is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services".*

- 5.2 Any decisions made to de-delegate in 2019 to 2020 related to that year only; new decisions will be required for any service to be de-delegated in 2020 to 2021 before the start of each financial year.
- 5.3 As stated in para 4.1, the cost of trade union facility time is reimbursed to their place of employment. Based on the 2020/21 salary projections and forecast,

income from maintained schools and academies who buy into the service plus the underspend on the budget in 2018/19 (£0.044m) (based on the current rate of £1.04 per pupil and a lump sum of £1,054), this would generate sufficient funding to cover the costs of the salaries in the financial year 2020/21. The calculation of the salaries assumes a pay award of on average of 2%.

5.4 It is estimated that this combined approach should enable the facility time to be funded for 2020/21 to a breakeven position.

5.5 **Table 2** shows the forecast projection for 2020/21.

<b>Table 2: Forecast projection for the financial year 2020/21</b>		
Forecast income from maintained schools	-£0.041m	
Forecast income from academies	-£0.056m	
Brought forward balance from 2018/19	-0.044m	
Total forecast income		-£0.141m
Forecast expenditure		£0.141m
<b>Net Surplus/(Deficit)</b>		<b>£0.000m</b>

5.6 Last financial year the recharge was based upon a rate of £1.45 per pupil and a lump sum of £1,368. The rates have reduced in 2020/21 mainly due to the underspend of £0.044m in 2018/19 being brought forward and taken into account when calculating the rate for 2020/21. This underspend was notified to Schools Forum on the Outturn Report 2018/19 on 25 June 2019. If the brought forward balance had not been taken into account, then the rate per pupil would have been £1.52 and the lump sum £1,538 per school. This increase in cost is due to an increase in the allowances given to the trade unions. In 2018/19 the number of academies agreeing to be part of the agreement to buy back the service fell. In order not to pass this cost onto the remaining maintained schools and academies, the allowances were reduced to the trade unions. The trade unions were informed by the LA that if the number of schools partaking in the service increased then the LA would increase their allowance back to what it had been 2017/18. The trade unions have worked hard to get more academies/multi-academy trusts to buy-back into the service and this is why the costs have increased compared to 2019/20.

Julia Holmes  
Senior Commercial Business Partner  
27 September 2019

## **6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)**

6.1 The schools forum's powers here derive from the School and Early Years Finance (England) Regulations 2018 ("SEYFR"), made by the Secretary of State in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 5 February 2018.



- 6.2 Chapter 2 of Part 2 of the SEYFR is entitled “Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State” and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the schools forum may authorise *the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares-Primary and Secondary Schools) of Schedule 2 [of the SEYFR] from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5 (SEYFR, regulation 12(1)(d)).* Part 6 of Schedule 2 to the SEYFR contains paragraph 43, which states, amongst other things:-

*Expenditure on making payments to, or in providing a temporary replacement for, any person who is –*

- (a) carrying out trade union duties or undergoing training under sections 168 and 168A of the Trade Union and Labour Relations (Consolidation) Act 1992;*
- (b) taking part in trade union activities under section 170 of the Trade Union and Labour Relations (Consolidation) Act 1992;*

- 6.3 Therefore, provided the proposals fall within the above legislation, Nottingham City Schools Forum has the power to approve the recommendations in this report. This power should be exercised lawfully. Provided the amounts sought through use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful.

- 6.4 Moreover, it should be noted that any decision taken by the Schools Forum here does not obviate an employer's requirement to consult with staff via their trade union representatives. As employers of their own staff, Academies (and the governing bodies of voluntary aided schools) will still have substantive legal obligations to consult, even if their proposals align with those of Nottingham City Council in relation to the authority's own staff in maintained schools.

## **7 HR COLLEAGUE COMMENTS**

- 7.1 The relevant HR issues are included in the above report. The trade unions are supportive of this approach and have commented as follows:

*Good employment relations are key to minimising costs. To achieve this, both schools and the trade unions need effective and positive support for members and employers that can remain locally based. If schools/academies choose not to de-delegate funding then the costs will almost certainly exceed the amounts as recommended in this report. We believe the proposed formula to be affordable based on the current funding provided centrally. The investment is worth making to secure peace of mind regarding providing the time and resources outlined in statute so that the unions are able to represent members both individually and collectively in negotiations and consultation meetings with schools/academies.*

*For those of you who require further information regarding Facility Time, the TUC produced a report “The Facts about Facility Time for Union Reps” (2011) which is very informative and helpful (see link)  
<http://www.tuc.org.uk/tucfiles/108/TheFactsAboutFacilityTime.pdf>*

- 7.2 There is broad agreement across the teaching unions (NAHT/NEU/ASCL/NASUWT) that de-delegation should be supported and that they have jointly contacted schools and academies to express this view.
- 7.3 The existing 'pot' set up by the LA for academies to pay into has been supported by a number of academies who recognise the value of the expertise provided by TU officials via effective JCNC mechanisms.
- 7.4 The stated ambition for City schools to be less atomised is supported by having organisations that 'join them up' and the TU's represent just such a body.

## **8 EQUALITY IMPACT ASSESSMENT**

- 8.1 Has the equality impact of the proposals in this report been assessed?

No



An EIA is not required because:

These proposals have a very broad scope across many schools and academies and are focussed on financial matters. It is not possible to accurately assess how this directly impacts on individuals employed within schools.

## **9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

- 9.1 None

## **10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

- 10.1 Schools Forum report 9 October 2018: De-delegation of funding for Trade Union time off for senior representatives
- 10.2 The national funding formulae for schools and high needs 2019 to 2020 – July 2018
- 10.3 Schools revenue funding 2019 to 2020 Operational guide – July 2018

**SCHOOLS FORUM – 8 OCTOBER 2019**

<b>Title of paper:</b>	<b>CENTRAL EXPENDITURE BUDGET 2020/21 – Historic Commitments</b>
<b>Director(s)/ Corporate Director(s):</b>	Catherine Underwood, Corporate Director for Children and Adults Laura Pattman, Chief Finance Officer
<b>Report author(s) and contact details:</b>	Ceri Walters, Head of Commercial Finance 01158 764 128 <a href="mailto:ceri.walters@nottinghamcity.gov.uk">ceri.walters@nottinghamcity.gov.uk</a>
<b>Other colleagues who have provided input:</b>	Jon Ludford-Thomas Senior Solicitor 01158 764 398 <a href="mailto:jon.ludford-thomas@nottinghamcity.gov.uk">jon.ludford-thomas@nottinghamcity.gov.uk</a> Lynn Robinson HR Business Partner 01158 764 3605 <a href="mailto:lynn.robinson@nottinghamcity.gov.uk">lynn.robinson@nottinghamcity.gov.uk</a>
<b>Summary</b>	
<p>This report sets out the recommendations of the Schools Forum Sub Group (SFSG) on specific items of expenditure for inclusion in the 2020/21 budget setting process. The SFSG met on the 25 September 2019 and were content to accept the proposals put forward by the Local Authority (LA) on the funding of historic commitments for the financial year 2020/21.</p> <p>This process is in accordance with the terms of reference of the SFSG which was presented to Schools Forum (SF) on 22 June 2017, as per <b>Appendix A</b> to ensure that SF can undertake the investigative work required to approve elements of the budget and that the LA can achieve the Central Government deadlines.</p> <p>The supporting documentation is included in <b>Appendix B to F</b>.</p> <p>This report has been prepared in accordance with the financial regulations issued by the Department of Education (DfE) for the financial year 2019/20 and the Schools revenue and funding 2020/21 - operational guidance – September 2019 from the Education, &amp; Skills Funding Agency (ESFA) and forms part of the Dedicated School Grant (DSG) budget.</p> <p>At present the current Schools revenue and funding 2020/21 - operational guidance – September 2019 only gives a high level indication of the DfE's plans for the funding of schools in the financial year 2020/21, detailed guidance is due to be released in October 2019.</p> <p>Should the 2020/21 settlement for historic commitments be less than anticipated the LA in the Schools Budget report 2020/21 will present revised funding allocations to SF on 21 January 2020.</p>	
<b>Recommendation(s):</b>	
<b>1</b>	Approve in principle the historic commitments set out in <b>Table 3</b> totalling £6.570m, noting the additional historical detail set out in <b>Appendix B</b> .
<b>2</b>	Note that the SFSG were in agreement to recommend to SF the approval of the historic commitments as set out in section 1.

<b>3</b>	Note that if historic commitments are less than anticipated the funding of these commitments will be amended in the SF budget report dated 21 January 2020.
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## **1 REASONS FOR RECOMMENDATIONS**

- 1.1 To enable the development of the Schools DSG budget.
- 1.2 To ensure the LA achieves the DfE statutory deadline of the 29 February 2020 for indicative budgets to be issued to Schools.
- 1.3 At present the DfE have not released detailed technical guidance on the DSG for the financial year 2020/21. However, the ESFA have released the Schools revenue funding operational guidance in September 2019 which states:

### *Paragraph 231*

*“The government has not yet confirmed the level of funding for the CSSB in 2020 to 2021. We will however, publish provisional NFF allocations for the CSSB in October, alongside allocations for the schools and high needs blocks. At the same time, we will publish technical documents setting out the formula for ongoing responsibilities element of the block. As stated previously, we expect to reduce the historic commitments element of the block from 2020/21 and detail of our approach will follow in due course. We will update this guide where appropriate as further detail is announced.*

### *Paragraph 232*

*We are not proposing any changes to the regulations, which require authorities to have the approval of the schools forum for such expenditures.”*

Therefore, in order not to hold up the budget setting process for 2020/21 the LA is following the Schools revenue funding 2020 to 2021 operational guide released in September 2019 and the Schools & Early Years Financial Regulations 2018 (No.2) where SF approval is required for individual historic commitments in the Central Schools Services Block (CSSB) and the SEN Transport budget.

- 1.4 On 25 September 2019 SFSG undertook a rigorous review of the historic commitments in the CSSB. The SFSG analysed and discussed the supporting evidence provided by LA officers for each historical commitment and were content with the evidence provided and the responses to the questions they raised.

As a result of this the SFSG were in agreement to recommend the approval of the historic commitments proposed for the financial year 2020/21. See Appendices C to F for copies of the supporting evidence.

- 1.5 The process and detail of these reviews is contained within the attached appendices demonstrating a financial overview of the service, how the funding is allocated to the service and areas of delivery.
- 1.6 To assist in the understanding of the “big picture” of how all the LA budgets are inter-linked and how the DSG supports the work of the LA an overview is to be emailed out before the SF meeting.

## 2 **BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

2.1 The purpose of this paper is to gain the appropriate approvals for central expenditure – historic commitments in order to progress the budget process.

2.2 The budget setting process aligns to the Operational Guidance issued by the ESFA in December 2018; this is set out in **Table 1** below:

<b>TABLE 1: CENTRAL EXPENDITURE APPROVALS</b>	
<b>Approval required</b>	<b>Centrally retained service</b>
Schools forum approval is not required (although they should be consulted)	<ul style="list-style-type: none"> <li>• High needs block provision</li> <li>• Central licences negotiated by the Secretary of State</li> </ul>
Schools forum approval is required on a line-by-line basis.	<ul style="list-style-type: none"> <li>• Funding to enable all schools to meet the infant class size requirement</li> <li>• Back-pay for equal pay claims</li> <li>• Remission of boarding fees at maintained schools and academies</li> <li>• Places in independent schools for non-SEN pupils</li> <li>• Services previously funded by the retained rate of the ESG</li> </ul>
Schools forum approval is required on a line-by-line basis. No limit on new commitments or increases in expenditure from 2018/19 to apply to Admissions and Servicing Schools Forum.	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Servicing of Schools Forum</li> </ul>
Schools Forum approval is required	<ul style="list-style-type: none"> <li>• Central early years block provision</li> <li>• Any movement of funding out of the schools block</li> <li>• Any deficit from the previous funding period that is being brought forward and is to be funded from the new financial year's schools budget (this should be specifically agreed at the time the budget is set, using the latest outturn position)</li> <li>• Any brought forward deficit on de-delegated services which is to be met by the overall schools budget</li> </ul>
Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period and no new commitments can be entered into since April 2013.	<p><b>Historic Commitments</b></p> <ul style="list-style-type: none"> <li>✓ Capital expenditure funded from revenue</li> <li>✓ Contribution to combined budgets</li> <li>✓ Existing termination of employment costs</li> <li>✓ Prudential borrowing costs</li> <li>✓ SEN transport where the Schools Forum agreed prior to April 2013 a contribution from the schools budget (this is treated as</li> </ul>

	part of the high needs block but requires Schools Forum approval as a historic commitment.
Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools.	<ul style="list-style-type: none"> <li>• Funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy</li> <li>• Funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years</li> </ul>

The ✓ denotes those services included in **Table 2**.

2.3 The diagram below sets out how this approval influences the overall budget setting process for the DSG and Schools budgets.

Where approvals are being undertaken for 2020/21, including those at this meeting, the values have been included in this diagram for demonstration purposes only.

For the budget items still being developed the 2019/20 approved values have been included, again for demonstration purposes.

Elements	Central Schools Services Block	Schools Block	Early Years Block	High Needs Block	Total
Educational Settings		£209.563m in 2019/20	£21.132m in 2019/20	£29.635m in 2019/20	TBC
Pupil Growth		£1.326m in 2019/20			TBC
Historic Commitments	£5.570m in 2020/21			£1.000m in 2020/21	£6.570m
Ongoing Commitments	£1.475m in 2020/21		£0.954 in 2019/20	£4.602m in 2019/20	TBC
De-delegated		£0.344m in 2019/20			TBC
Block Total	£7.045m	TBC	TBC		TBC
2020/21 Indicative Budget Issued	TBC	TBC	TBC	TBC	TBC

### **3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

3.1 No other options are available as the recommendations align to the financial regulations issued by the DfE in relation to the allocation of DSG.

### **4 OUTCOMES/DELIVERABLES**

4.1 To obtain an agreed 2020/21 Schools Budget, enabling updated schools budgets to be issued to schools within the statutory deadline of the 29 February 2020.

### **5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)**

5.1 The Central School Services Block (CSSB) is made up of two categories of funding:

- Historic commitments and
- Ongoing commitments

Noted in **Table 2** are the budgets which are funded from the CSSB.

<b>Table 2 : Central Schools Services Block Budgets</b>	
<b>Commitment</b>	<b>Classification</b>
CERA	Historic commitment
Prudential borrowing	Historic commitment
Termination of employment costs	Historic commitment
Contribution to combined budgets	Historic commitment
Admissions	Ongoing commitment
Copyright licences	Ongoing commitment
Schools Forum	Ongoing commitment
Retained Duties (Former ESG)	Ongoing commitment

5.2 This report assumes that Historic commitments are funded at the same level as in 2020/21. However, should the settlement for historic commitments be less than anticipated the LA in the Schools Forum Budget 2020/21 report will present revised funding allocations at the Schools Forum meeting on 21 January 2020.

5.3 LA's are funded for ongoing commitments based a national formula which distributes funding according to a per-pupil factor and funding according to a deprivation factor. Both elements are then adjusted for area costs.

5.4 The items seeking approval in this report are for Historic commitments in the financial year 2020/21 and the detail supporting the values are shown in **Table 3**.

Approval is being sought from SF on 8 October 2019 for the Ongoing commitments in a separate report.



**TABLE 3: CENTRAL EXPENDITURE - APPROVALS REQUIRED**

Service Description	2020/21 £m	Narrative
<b>HISTORIC COMMITMENTS – CENTRAL SCHOOLS SERVICES BLOCK</b>		
<b>1. Contribution to combined budgets</b>	2.887	<p>£0.981m - Family support</p> <p>See <b>Appendix C</b></p>
		<p>£1.327m – Integrated placements</p> <p>See <b>Appendix D</b></p>
		<p>£0.109m – Safeguarding Training</p> <p>See <b>Appendix E</b></p>
		<p>£0.470m – Virtual School</p> <p>See <b>Appendix F</b></p>
<b>2. Termination of Employment Costs</b>	1.608	<p>This budget is used to pay for ongoing pension and redundancy from historic restructures pre 1st April 2013.</p> <p>This information has been submitted to the DfE as part of the baseline assessment and current commitments are £1.637m. It is anticipated that these costs will reduce over time.</p>

<b>3. Prudential Borrowing</b>	0.274	<table border="1"> <thead> <tr> <th><b>Scheme</b></th> <th><b>Loan Value £m</b></th> <th><b>2019/20 £m</b></th> <th><b>2020/21 £m</b></th> <th><b>2021/22 £m</b></th> <th><b>2022/23 £m</b></th> <th><b>2023/24 to 2052/53 £m</b></th> </tr> </thead> <tbody> <tr> <td>Education BSF</td> <td>0.400</td> <td>0.028</td> <td>0.027</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>BSF 06/07</td> <td>1.149</td> <td>0.086</td> <td>0.082</td> <td>0.078</td> <td>-</td> <td>-</td> </tr> <tr> <td>BSF Academies</td> <td>0.026</td> <td>0.002</td> <td>0.002</td> <td>0.002</td> <td>0.002</td> <td>-</td> </tr> <tr> <td>Southwark Primary</td> <td>0.294</td> <td>0.023</td> <td>0.022</td> <td>0.021</td> <td>0.020</td> <td>-</td> </tr> <tr> <td>BSF - In lieu of Revenue Costs Transfer</td> <td>0.900</td> <td>0.069</td> <td>0.067</td> <td>0.064</td> <td>0.061</td> <td>-</td> </tr> <tr> <td>Emanuel School</td> <td>0.265</td> <td>0.020</td> <td>0.020</td> <td>0.019</td> <td>0.018</td> <td>-</td> </tr> <tr> <td>Nottingham Academy</td> <td>1.078</td> <td>0.054</td> <td>0.054</td> <td>0.054</td> <td>0.054</td> <td>0.054</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>4.113</b></td> <td><b>0.283</b></td> <td><b>0.274</b></td> <td><b>0.238</b></td> <td><b>0.155</b></td> <td><b>0.054</b></td> </tr> </tbody> </table>	<b>Scheme</b>	<b>Loan Value £m</b>	<b>2019/20 £m</b>	<b>2020/21 £m</b>	<b>2021/22 £m</b>	<b>2022/23 £m</b>	<b>2023/24 to 2052/53 £m</b>	Education BSF	0.400	0.028	0.027	-	-	-	BSF 06/07	1.149	0.086	0.082	0.078	-	-	BSF Academies	0.026	0.002	0.002	0.002	0.002	-	Southwark Primary	0.294	0.023	0.022	0.021	0.020	-	BSF - In lieu of Revenue Costs Transfer	0.900	0.069	0.067	0.064	0.061	-	Emanuel School	0.265	0.020	0.020	0.019	0.018	-	Nottingham Academy	1.078	0.054	0.054	0.054	0.054	0.054	<b>TOTAL</b>	<b>4.113</b>	<b>0.283</b>	<b>0.274</b>	<b>0.238</b>	<b>0.155</b>	<b>0.054</b>	
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		<p>This funding is used to meet the borrowing commitments around the initial set up costs of the Building Schools For the Future programme and Nottingham Academy.</p>																																																																
<b>4. Capital Expenditure from Revenue Accounts</b>	0.801	<p>This expenditure supports Private Finance Initiative repayments that have to be allocated and any associated capital improvements ensuring that all buildings continue to meet the legal requirements and its associated costs. Any slippage in this spend is carried forward to future years and is based on the original build programme.</p>																																																																
<b>SUB-TOTAL</b>	<b>5.570</b>																																																																	

<b>HISTORIC COMMITMENTS – HIGH NEEDS BLOCK</b>		
<b>1. SEN Transport</b>	1.000	SEN transport where the Schools Forum agreed prior to April 2013 a contribution from the schools budget (this is treated as part of the high needs block but requires Schools Forum approval as a historic commitment.
<b>SUB-TOTAL</b>	<b>1.000</b>	
<b>GRAND TOTAL FOR HISTORIC COMMITMENTS</b>	<b>6.570</b>	

5.5 **Appendix C** shows the values of these items compared to previous year's budgets and actuals.

5.6 Any items not approved through this report will:

- a) Not necessarily create a full year saving in 2020/21 due to the implementation time required to initiate a service reduction (service redesign/consultation/approval/notice/redundancy costs etc).
- b) Will result in a loss of future funding for historical commitments, the amount of which cannot be quantified at present as we have not yet received the detailed technical guidance as stated in 1.3. However, the guidance in the Central school services block national funding formula - Technical note – August 2018 states:

Paragraph 2

*“LAs will receive funding for historic commitments at the same levels as 2018-19, where these commitments remain the same.”*

Schools revenue funding 2019 to 2020 - Operational guide July 2018 states:

Paragraph 149

*“Our expectation remains that expenditure from DSG will reduce over time as contracts and other commitments reach their end points and we will continue to monitor this expenditure year-on-year. We will seek explanations of expenditure recorded on section 251 returns where this is not reducing as expected.”*

Paragraph 150

*“From 2020 to 2021, we expect to start to reduce the historic commitments element of the CSSB where local authorities' expenditure has not reduced. We do not believe it is fair to maintain indefinitely significant differences in funding between local authorities which reflect historic decisions.”*

## **6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)**

- 6.1.1 The current law in force in this area is the School and Early Years Finance (England) (No.2) Regulations 2018. However, these regulations apply for the financial year beginning on 1 April 2019 and such regulations are usually updated annually. Therefore, if implemented, it will be necessary to review these proposals if and when new regulations have been made by the Secretary of State and have come into force.

Jon Ludford-Thomas, Senior Solicitor

Email: [jon.ludford-thomas@nottinghamcity.gov.uk](mailto:jon.ludford-thomas@nottinghamcity.gov.uk)

Tel: 01158 764 398

## **7 HR COLLEAGUE COMMENTS**

- 7.1 In the event that Schools Forum DO NOT support/agree the continuation of any proposed funding arrangements as part of this and future Reports on funding allocation, this may result in significant workforce implications that would need to be detailed in separate School Forum, Chief Officer, and/or other governance reports. This could include potential employment / contractual obligations, costs and risks to the authority, taking into account appropriate timelines. Schools Forum and Local Authority Officers need to consider potential consultation, and approval routes, where workforce implications, risks and costs should be set out and planned. This would include any legal responsibilities, and obligations to consultation, both publically or internally with the workforce.

Lynn Robinson, HR Business Lead  
Email: [lynn.robinson@nottinghamcity.gov.uk](mailto:lynn.robinson@nottinghamcity.gov.uk)  
Tel: 0115 8763605

## **8 EQUALITY IMPACT ASSESSMENT**

- 8.1 Has the equality impact of the proposals in this report been assessed?

No   
An EIA is not required because the report does not propose any new services.

Yes

## **9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

9.1

## **10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

- 10.1 DfE - Schools and Early Years Financial Regulations 2018 (No.2).
- 10.2 ESFA – Schools revenue funding 2019 to 2020 - Operational guide December 2018
- 10.3 ESFA – Schools revenue funding 2020 to 2021 - Operational guide September 2019
- 10.4 DfE - Central school services block national funding formula – Technical note – August 2018
- 10.5 DfE – Schools Forum – Operational and good practice guide – September 2018
- 10.6 ESFA - Central school services block national funding formula - Technical note – August 2018

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## SCHOOLS FORUM - 22 JUNE 2017

<b>Title of paper:</b>	<b>SCHOOLS FORUM SUB GROUP – TERMS OF REFERENCE &amp; FUTURE WORK PROGRAMME</b>
<b>Director(s)/ Corporate Director(s):</b>	Alison Michalska, Corporate Director for Children and Adults
<b>Report author(s) and contact details:</b>	Ceri Walters, Head of Commercial Finance 01158 764 128 <a href="mailto:ceri.walters@nottinghamcity.gov.uk">ceri.walters@nottinghamcity.gov.uk</a>
<b>Other colleagues who have provided input:</b>	Sarah Molyneux Solicitor and Legal Service Manager 01158 764 335 <a href="mailto:sarah.molyneux@nottinghamcity.gov.uk">sarah.molyneux@nottinghamcity.gov.uk</a> Lynn Robinson HR Business Partner 01158 764 3605 <a href="mailto:lynne.robinson@nottinghamcity.gov.uk">lynne.robinson@nottinghamcity.gov.uk</a>
<b>Summary</b>	
At the Schools Forum (SF) meeting on 23 February 2017 it was agreed that the Terms of Reference for a Schools Forum Sub Group (SFSG) would be established to formalise the requirements and membership of this group and a timetable of budget activity be presented for consideration by the Sub Group.	
This report sets out those requirements and membership.	
<b>Recommendation(s):</b>	
<b>1</b>	To approve the SFSG's Terms of Reference as set out in <b>Appendix A</b> .
<b>2</b>	To approve the membership of the SFSG for financial year 2017/18 detailed in paragraph 2.2.
<b>3</b>	To agree at least <b>one further member of SF</b> from the secondary sector for the SFSG.
<b>4</b>	To note the work programme in <b>Appendix B</b> for 2017/18 which has required 2 SFSG meetings in accordance with other activities to ensure a robust budget setting process.

### **1. REASONS FOR RECOMMENDATIONS**

- 1.1 The recommendation will support the establishment and use of the SFSG on a more formal basis, undertaking the financial reviews required to support the development of school budgets. This group have no formal powers and are set up as a consultative group of the SF.

### **2. BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

- 2.1 During the last few years a number of financial issues have arisen which have required a more detailed discussion with SF e.g. the implementation of the National Funding Formula, and the use of the SFSG in these instances has enabled:

- a detailed analysis/discussion of these issues to be undertaken;
- the ability to undertake detailed consultation regarding budget issues;
- a more detailed understanding of the budget to be gained by SF members and
- recommendations to be presented back to SF that have been agreed with their representatives. This prevents SF from having to undertake lengthy detailed operational discussions ensuring that SF time is focused at more strategic educational issues.

2.2 Based on the discussions at SF the 2017/18 SF members assigned to the SFSG will be:

- Sian Hampton – Head - Secondary sector and Chair of SFSG
- Judith Kemplay – Head - Primary Sector
- James Strawbridge – Governor Primary sector
- Janet Molyneux – Business Manager – Primary sector

The group will also include Local Authority Finance Officers and, where appropriate, either other officers or Head Teachers.

### **3. OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

3.1 Not establishing a SFSG would prevent the detailed discussions required on certain budget issues to be undertaken.

### **4. OUTCOMES/DELIVERABLES**

4.1 To ensure that SF have the assurance that challenge and understanding of decisions being taken at SF has been achieved.

### **5. FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)**

5.1 The formal establishment of the SFSG will enable detailed budget discussions to be undertaken with members of SF. This reduced group size will facilitate more robust discussions ensuring the budgets set support value for money.

5.2 **Appendix B** sets out a number of areas requiring SFSG focus for the financial year 2017/18 in the context of other internal and external deadlines/activities and the required dates of those meetings.

5.3 These discussions will ensure budget construction is developed in accordance with the latest Schools and Early Years Financial Regulations.

### **6. RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS AND CRIME AND DISORDER ACT IMPLICATIONS)**

6.1 There are no legal implications arising from the content of this report.

### **7. HR ISSUES**

7.1 None

### **8. EQUALITY IMPACT ASSESSMENT**

8.1 An EIA is not needed as the report does not contain new or changing policies or proposals or financial decisions

### **9. LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

9.1 None

### **10. PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**



10.1 Schools Forum – Central Expenditure Budget 2016/17 – 8 December 2016

10.2 Schools Forum – Central Expenditure Budget 2016/17 – 19 January 2017

10.3 DfE - Schools and Early Years Financial Regulations 2017.

**Schools Forum Sub Group (SFSG)  
Terms of Reference**

**1 The role of the (SFSG) is:**

- 1.1 To act as a consultative group on all financial matters relating to schools and any wider education issues referred to it by the Schools Forum (SF).

Financial matters include areas such as the school funding formula, benchmarking analysis, review of use of reserves and any other financial issues that may require consultation with the group on behalf of SF.

**2 Appointment of SFSG:**

- 2.1 The membership of SFSG will align to financial years and the budget cycle. The membership and Chair of the group will be agreed by SF and members can remain on the SFSG for consecutive terms.

- 2.1 The membership of the group will not exceed 6 and the representatives will need to cover Primary Maintained (if applicable), Primary Academy, Secondary Maintained (if applicable) and Secondary Academy.

- 2.2 Chair of Schools Forum will be Chair of the SFSG.

**3 Meetings**

- 3.1 Finance officers will arrange, attend and set the agendas in consultation with the Chair of SFSG. There will be meetings where the Finance Officers request the attendance of other Local Authority officers and Head Teachers which are deemed appropriate to facilitate discussions. This will be after consultation with the Chair of the SFSG.

- 3.2 The agenda and supporting papers will be issued at least 3 working days before the meeting. The purpose and outcomes required from the meeting will be made clear on the agenda to enable the meeting to be as efficient and effective as possible.

- 3.3 Members are required to accommodate the meetings to ensure a balanced discussion is undertaken. No substitutes will be required and meeting dates will be issued with at least 4 academic weeks notice however, there may be exceptional circumstances where this timeline is not achievable.

- 3.4 In a majority of cases the meetings will be no more than 2 hours.

Meeting Date		Requirement
22 June 2017	SF	<ul style="list-style-type: none"> <li>• 2016/17 Outturn Report/Reserves update</li> <li>• Discussion on pupil growth principles for secondary schools. This is to obtain Schools Forums views on what they think secondary schools should be funded once the increase in pupils feeds through to secondary schools. A paper will then be brought to Schools Forum on 9 November 2017 amending the pupil growth criteria to include funding for secondary school expansions.</li> </ul>
W/C 10 <sup>th</sup> July 2017	Sub Group	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Sub-group meeting laying out the proposed changes to the formula and ask for the sub-groups opinions on the proposals.</li> </ul>
11 <sup>th</sup> September 2017	Sub Group	<ul style="list-style-type: none"> <li>• Outcome of formula SG meeting.</li> <li>• ESG replacement funding – to include managers of services.</li> <li>• Central expenditure funding – to include managers of services.</li> </ul>
15 September 2017	Gov	<ul style="list-style-type: none"> <li>• Consultation document must be completed</li> </ul>
18 September 2017	Deadline	<ul style="list-style-type: none"> <li>• Notify schools on Scene of the consultation and ask for responses by 13 October 2017</li> </ul>
9 November 2017	SF	<ul style="list-style-type: none"> <li>• De-delegation requests</li> <li>• ESG funding requests</li> <li>• Revision of the pupil growth criteria</li> <li>• Consult with Schools Forum on high needs places</li> </ul>
7 December 2017	SF	<ul style="list-style-type: none"> <li>• Proposed Formula changes 2018/19 report</li> <li>• Pupil Growth Contingency Fund request for 2018/19</li> <li>• Central Expenditure requests</li> </ul>
18 January 2018	SF	<ul style="list-style-type: none"> <li>• Schools Budget Report 2018/19</li> </ul>

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**Analysis of Historic Commitments 2017/18 to 2020/21**

HISTORIC COMMITMENTS	2017/18					2018/19				2019/20				2020/21
	Budget Approved by Schools Forum/ Included in School Budget Report £m	Budget Latest £m	Outturn £m	Variance - Over/ (Under) budget £m	Reason for Variance	Budget Approved by Schools Forum/ Included in School Budget Report £m	Budget Latest £m	Outturn £m	Variance - Over/ (Under) budget £m	Budget Approved by Schools Forum/ Included in School Budget Report £m	Budget Latest £m	Forecast £m	Variance - Over/ (Under) budget £m	Proposed Budget
Termination of Employment Costs	1.609	1.609	1.609	0.000		1.609	1.609	1.609	(0.000)	1.609	1.609	1.609	0.000	1.608
Capital Expenditure from Revenue Accounts	0.881	0.842	0.790	-0.052		0.840	0.840	0.790	(0.050)	0.801	0.801	0.801	0.000	0.801
Prudential borrowing costs	0.302	0.302	0.302	0.000		0.293	0.293	0.293	0.000	0.283	0.283	0.283	0.000	0.274
Combined Services - Family Support	0.981	0.981	0.981	0.000		0.981	0.981	0.981	0.000	0.981	0.981	0.981	0.000	0.981
Combined Services - Integrated placements	1.327	1.327	1.327	0.000		1.327	1.327	1.327	0.000	1.327	1.327	1.327	0.000	1.327
Combined Services - Serving Vulnerable Groups - Looked After Children	0.470	0.470	0.398	(0.072)	Pupil Premium Plus Grant used instead of DSG due to funding remaining at the end of the financial year.	0.470	0.470	0.443	(0.027)	0.470	0.470	0.470	0.000	0.470
Combined Services - Safeguarding Training	0.109	0.109	0.083	(0.026)	Staffing underspend and other supplies	0.109	0.109	0.089	(0.020)	0.109	0.109	0.109	0.000	0.109
SEN Transport	1.000	1.000	1.000	0.000			1.000	1.000	0.000	1.000	1.000	1.000	0.000	1.000
<b>TOTAL</b>	<b>6.679</b>	<b>6.640</b>	<b>6.490</b>	<b>-0.150</b>		<b>5.628</b>	<b>6.629</b>	<b>6.532</b>	<b>-0.097</b>	<b>6.579</b>	<b>6.579</b>	<b>6.579</b>	<b>0.000</b>	<b>6.570</b>

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# Schools Forum – Central Expenditure Contribution

## Impact Statement

### September 2019

Schools Forum contribution underpins early help, preventative and targeted support and intervention for families in Nottingham City.

58% (22,248) of pupils in the City (matched from most recent school census) have been known to Children’s Services in the last 5 years.

- 3,622 of those children are registered with our Children’s Centres/Play & Youth services in the last 5 years
- 1,934 have AT LEAST one recorded attendance at a Children’s Centre or Play & Youth session in the last 5 years
- 4,998 have had at least one episode as an Early Help case (case managed in Early Help or Targeted Family Support Teams) in the last 5 years
- 8,069 have been subject to a referral to social care in the last 5 years.

### Overview of the Services: Family Support

<p><b>Total Budget:</b>  <small>NB: this is budget not actual spend. Some services are needs-led and may be over-spending to meet the needs of service users (any overspends are picked up by the LA) Also, figures quoted cover direct costs only and do not include any overhead/support costs incurred by other Council departments e.g. HR/Finance.</small></p>	<p>Early Help - £6.434m                  Targeted - £4.465m                  Social Care - £8.253m (For info only – all costs are met by the local authority)  <b>TOTAL - £19.152m</b></p>
<p><b>CEG Contribution:</b></p>	<p>£0.981m (5% of budget, excluding other contributions)</p>
<p><b>Other Contributions:</b></p>	<p>£0.830m Youth Justice Board                  £1.441m Public Health                  £0.404m Priority Families</p>
<p><b>Number of Children Supported:</b></p>	<p>Circa 20,550 per annum</p>

### Funding Allocation:

Area	Intervention	Reach
<p>Case Management – Priority Families / Child Only</p>	<p>Family Support Clinics to triage concerns and provide brief intervention and sign-posting to appropriate services.</p> <p>Case Management of Targeted Family Support (whole family or child only). This includes:</p> <ul style="list-style-type: none"> <li>- Engagement (gaining consent)</li> <li>- Assessment of needs</li> <li>- Development of a tailored plan</li> <li>- Regular safeguarding visits and direct work with families</li> <li>- Brokering support from other partners to meet identified needs</li> <li>- Escalation to Children’s Social Care (CSC)</li> <li>- Supporting sustainable escalation</li> </ul>	<p>Early Help case-holding circa 2,500 (per year)</p> <p>In addition to case-holding, TFST have also been implementing the Targeted Family Support around School offer during 2018/19. See update attached.</p>

	<p>from CSC</p> <p>In Targeted Family Support cases are open for 6 months on average. In Early Help cases are open for 3 months on average.</p>	
Parenting Programme Delivery	<p>Delivery of Triple P Parenting, Non-Violent Restraint, Teen ADHD Programme, Caring for Kids, Stronger Families (delivered in partnership with WAIS). These are delivered by two services – Early Help Services and an established Parenting Team in Targeted Services.</p>	<p>Early Help Parenting Delivery – see below.</p> <p>Parenting Team - 31 group programmes delivered across the city to 197 parent participants. See courses run below.</p>

Family Network Meetings	<p>See Case Study attached.</p> <p>Family of 5 children, all children aged 5-15yrs on CP under the category of neglect. Mother has poor mental health and currently not leaving the family home. Children are not meeting milestones due to poor school attendance and lateness. FNM was requested to identify support for mum around the home and to take the children to and from school and to be taken to appointments. The network were able to come together to write a plan of support and a rota of who would be available to take the children to school daily. This has now been in place since start of September 2019 and is currently working well. Plans are reviewed 3mths from the date of the Family network meeting.</p>	<p>Brokered on a case-by-case basis.</p> <p>Apr 19 – Sept 19 completed FNM = 49</p> <p>Number of children supported = 95</p>	
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Children's Centres & Play and Youth Services	<p>CCs deliver open access and targeted services for families with a child aged 0-5 years (also work with siblings). Outreach for particularly vulnerable parents (targeted groups are CiN, SEND, DV, Teenage Parents and Workless Households).</p> <p>Play &amp; Youth Services deliver open access and targeted play &amp; youth sessions. Youth service delivers themed projects on key PSHE areas to build self-esteem and confidence. Examples are CSE, bullying, DV and positive relationships.</p>	<p>Total number of Children's Centre sessions April 2018 – March 2019 = 5,452 sessions were delivered</p> <p>Total number of Children's Centre attendances April 2018 – March 2019 = 95,098 attendances</p> <p>Total number of Play Youth sessions April 2018 – March 2019 = 1916 sessions were delivered</p> <p>Total number of Play Youth attendances April 2018 – March 2019 = 27848 attendances</p>
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## **Intended Outcomes:**

- Improved resilience in families by reducing financial vulnerability, reducing worklessness and increasing work readiness.
- Improved attendance at school and behaviour in the classroom leading to a reduction in exclusions
- Reduction in trilogy of risk factors – substance misuse, parental mental health and domestic violence.
- Improved parenting skill and competence
- Early intervention and prevention – reduction in the number of families requiring more specialist intervention or children being accommodated.
- Reductions in behavioural issues, youth offending and broader impact on communities.
- Improved personal, social and emotional wellbeing of children and young people.
- Improved school readiness and earlier identification of additional needs.

## **Impact**

### **Priority Families**

Below is a summary of some key outcomes data in relation to the impact of our intervention for families.

- Worked with 6415 (versus 3591 in 2018/19) families in Phase 2 of the Priority Families Programme. Average length of intervention is 6 months and have to evidence that outcome is sustained for up to 3 terms (depending on the need identified).
- The majority of Nottingham's Priority Families are supported by Nottingham City Council's Early Help and Targeted Services.
- Claimed for significant and sustained progress or continuous employment for 2833 (versus 1651 in 18/19) families since 2015.
- To date we have 87% 'conversion rate' from attachment to significant and sustained outcomes.

**2153**

families supported to achieve significant and sustained improvement against all of the needs identified at the start of intervention (15th highest number nationally - data as per 31/12/2018)

**680**

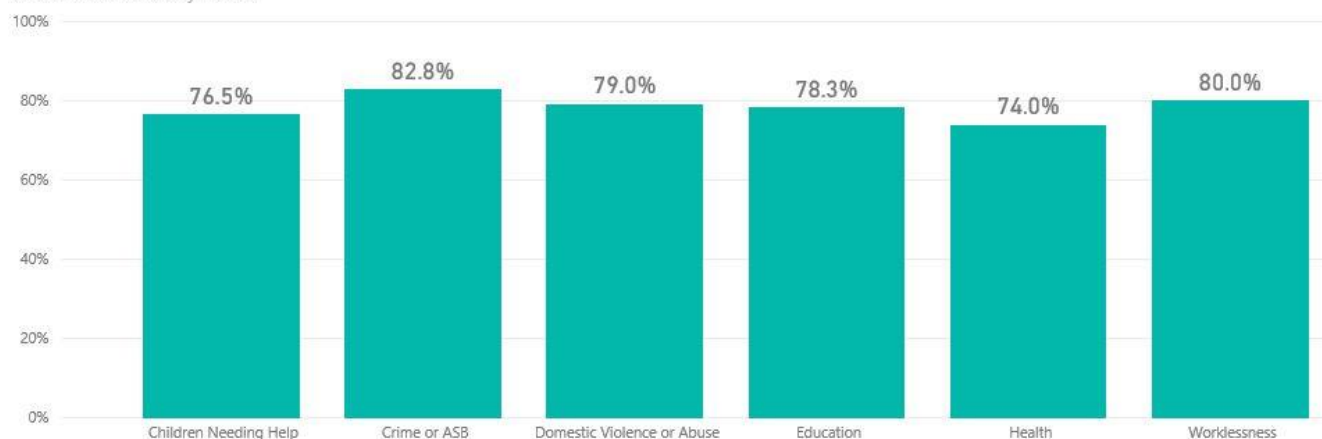
families supported to achieve continuous employment (2nd highest number nationally, 12th highest proportion of total claims at 29% - data as per 31/12/2018)

Of the 2833 claims:

As of 13.09.19, 72.9% of cases have not subsequently been referred to Children's Integrated Services within 12 months of closure.

Domain	Families(Distinct)	Individuals(Distinct)	Successful Outcome #	Identified Issues	Successful Outcome %
Children Needing Help	2758	14986	65466	85569	76.5 %
Crime or ASB	749	4837	11814	14268	82.8 %
Domestic Violence or Abuse	1793	10050	33277	42115	79.0 %
Education	1494	9269	19998	25549	78.3 %
Health	2060	11387	33263	44945	74.0 %
Worklessness	2344	13339	29901	37354	80.0 %
<b>Total</b>	<b>2810</b>	<b>15250</b>	<b>193719</b>	<b>249800</b>	<b>77.5 %</b>

Successful Outcome % by Domain



In relation to specific education outcomes: (NB: successful outcomes will differ for the needs identified below e.g. for 2.1 this would be considered successful if the child maintained attendance over 90% of 3 consecutive terms after the end of intervention)

Domain	Criteria	Description of need identified at the start of intervention	Successful Outcome %
Education	2.1	A child who is persistently absent 10% from school for an average across the last 3 consecutive terms.	81.70%
Education	2.2	A child at primary school who has had at least 5 school days of fixed term exclusion in the last 3 consecutive terms.	78.50%
Education	2.2	A child of any age who has had at least 10 days of fixed term exclusion in the last 3 consecutive terms.	83.80%
Education	2.2	A child who has received at least 3 fixed term exclusions in the last 3 consecutive school terms.	68.80%
Education	2.3	A child who has been permanently excluded from school in the last 3 consecutive school terms.	71.20%
Education	2.4	A child who is in alternative provision for behavioural problems.	77.80%
Education	2.5	A child who is neither registered with a school, nor being educated in an alternative setting.	72.60%
Education	2.6	A child referred by education professionals as having attendance problems of equivalent concern to indicators above because he or she is not receiving a suitable full time education.	73.20%

# Targeted Family Support around Schools - Progress

14<sup>th</sup> August 2019

## CONSULTATION

<b>DATE</b>	<b>WHO</b>
1st August 2018	Education meeting - Nick Lee, Pat Whitby, Sam Danyluk, CI, SJB
16th August 2018	Fiona Gray re TAS offer from IES & R2i
11th September 2018	Meeting with Peter McConnochie re Secondary Schools
9th October 2018	Secondary Schools Deputies Meeting consultation
11th October 2018	Priority Families seminar – TM & SR presenting
16th January 2019	NST Primary Head Teachers & ADSLs consultation
5th February 2019	Head Teachers briefing Nick Lee presented TFS Around School Offer
13 <sup>th</sup> June 2019	Head Teachers briefing – update
6 <sup>th</sup> August 2019	Meeting around R2i, Inclusion model and exclusion

## PROGRESS - PERIOD as of 5<sup>th</sup> August 2019

- 66% of schools have received an initial school visit that has taken place or is planned, 12% of school meetings are in progress
- Primary 52%, Secondary 12%, Special School 2%

<b>Team</b>	<b>Offer sent to schools and school response</b>	<b>Visit to school undertaken</b>	<b>Visit arrangements in progress</b>	<b>School response - No</b>
Team 1	4	24	0	8
Team 2	4	13	5	5
Team 3	12	9	4	9
Team 4	18	20	3	4

Total	38	66	12	22
		78		

## **OUTCOMES**

A set agenda will be presented for a consistent approach to meetings with schools including:

- GDPR statement & information sharing
- Children & young people (CYP) on the school pupil at risk register
- CYP where concerns are emerging based on a set of indicators and early help can provide support or signpost

Outcomes for the children and young people discussed, will be monitored through the meetings and work with schools.

## **NEXT STEPS**

- We are working with Education colleagues to access the list of young people who are at risk of exclusion to ensure that discussions about these young people are prioritised in this model moving forwards.
- Autumn term continue to deliver the universal offer of the model to all schools and to push out initial meetings with schools with a view to moving to reviewing the take up from schools and targeting provision
- January 2019 review data and evidence for universal offer delivered looking at impact, has it helped, has it made a difference
- Spring term focus activity to deliver a proportionate model as described in the Targeted Family Support around School Offer, considering high exclusion rates and high referral rates.

## **Parenting Programme Outcomes**

### **Early Help Service**

**September 2018 – August 2019**

#### **Peep**

The Peep programme is an early parenting programme; enabling parents to be learn about their child's development, understand their behaviours and how to enhance their child's development through every day opportunities.

Early Help Teams within Children's Integrated Services deliver the following Peep sessions:

- New Peek into Peep session
- Peep Watch Me Grow
- Peep Inbetweens
- Peep Getting Ready for Nursery

These sessions are evidenced based and follow the topic strands and areas of learning identified by the Peep Learning Together Programme.

Some teams are using the 'Peek into Peep' session to deliver a taster session and increase take up of the existing programmes. It is also being used in the school holiday provision gain to give a taster session to families.

Each team is currently delivering a minimum of two sessions each term depending on the need and request of each community. Targeted families and those with an identified need have attended these sessions. Some families and referred by Health and Social Care partners. Referrals have included support for maternal mental health, attachment, social isolation, putting routines into place, and understanding the importance of interaction with baby.

<b>September – December 2018</b>	<b>January – March 2019</b>	<b>April – July 2019</b>	<b>Total</b>
91 children along with their parent / carer completed a Peep programme	91 children along with their parent / carer completed a Peep programme.	61 children along with their parent / carer completed a Peep programme	243 children and their parents completed a Peep Programme

- 100% of families that completed an evaluation of the session rated the sessions as good or very good.
- 80% of the overall total of attendees completed the end of programme Peep review.
- 100% of families agreed that they and their child had benefitted from attending the sessions.
- 75% of families attending said they wanted to continue or go on to the next Peep group.

#### **Triple P**

The Positive Parenting Programme (Triple P) is part of Early Help's core offer to provide preventative and early intervention for children and their families, this programme is part of the parenting intervention offer within Nottingham City.

Early help currently offer Triple P group programme for parents of children aged 2 – 8 years. This sits alongside the Parenting Team who offer Triple P for parents of children aged over 8 years.

The course is;

- Evidence-based
- A preventative, early intervention approach
- It places parents as the experts - self regulatory approach
- Flexible system of parenting and family support, via five intervention levels of increasing intensity
- Multidisciplinary focus
- Improve parenting support in the city
- Improve parenting skill & capacity in the city
- Improve outcomes and life chances for children

<b>Q3 2018 (Oct-Dec)</b>	<b>Q4 2018 (Jan-March)</b>	<b>Q1 2019 (April-June)</b>	<b>Total</b>
45 parents completed a Triple P programme	52 parents completed a Triple P programme	43 parents completed a Triple P programme	140 parents completed a Triple P programme

### **Freedom Programme**

The Freedom programme is an evidenced based programme for survivors of domestic abuse. It supports them to identify and understand the behaviours of an abusive partner, with the aim of reducing further abusive relationships impacting on their children. The course content includes:

- The Dominator
- The Bully (Intimidation)
- The Bad Father (uses the children to control Partner)
- The Headworker (Coercive control)
- The Effects on Children
- The Jailer (Isolation)
- The Sexual Controller
- The King of the Castle
- The Liar
- The Persuader/Early Warning Signs

<b>January –March 2019</b>	<b>April – July 2019</b>	<b>Total</b>
10 women attended the course, 6 of whom completed the whole course – (there were 14 children in these 6 families).	14 women attended the course, 9 of whom completed the whole course – (there were 26 children in these 9 families).	24 women started a course, 15 of whom completed the whole course – impacting the lives of 40 children.

Couldnt thank Tracy and Claire enough  
for talking through these programmes. Making  
me understand and gain the confidence  
in myself to know how to be  
treated, and respected.

I now feel I can conquer the world  
with their help. Forever going to  
be thankful.

Opened  
my eyes  
really glad I did  
this course, and  
may it continue  
for other women  
Brilliant Course  
Thank  
You

**PARENTING TEAM**  
**Group Programmes – September 2018 – August 2019**

	Course	Start date	Venue	Attended
<b>Triple P Teen</b>				
1	TPT	21/09/2018	Meadows	4
2	TPT	25/09/2018	Broxtowe	9
3	TPT	07/11/2018	Southglade	3
4	TPT	09/11/2018	St Anns Valley	11
5	TPT	20/11/2018	Mary Potter	7
6	TPT	01/01/2019	NCVS	6
7	TPT	07/01/2019	Bulwell Riverside	6
8	TPT	06/02/2019	Clifton YPC	6
9	TPT	19/03/2019	Broxtowe	8
10	TPT	24/04/2019	Bulwell Riverside	2
11	TPT	02/05/2019	Meadows	6
12	TPT	18/06/2019	St Anns Valley	8
13	TPT	27/06/2019	NCVS	7
<b>Dad's Group</b>				
14	Dad's	08/10/2018	Loxley	9
15	Dad's	01/02/2019	Loxley	13
16	Dad's	13/05/2019	Loxley	17
<b>NVR</b>				
17	NVR	05/09/2018	Aspley CC	5
18	NVR	04/10/2018	Southgalde	5
19	NVR	09/01/2019	Bulwell Riverside	5
20	NVR	01/03/2019	St Anns Valley	13
21	NVR	25/04/2019	Broxtowe	13
<b>ADHD</b>				
22	ADHD	10/09/2018	Bulwell Riverside	2



23	ADHD	23/11/2018	Broxtowe CC	3
24	ADHD	24/01/2019	St Anns Valley	5
25	ADHD	30/04/2019	Mary Potter	4
26	ADHD	01/07/2019	Mary Potter	7
<b>Keeping Your Child Safe (PACE – CSE workshop)</b>				
27	PACE	15/10/2018	Mary Potter	3
28	PACE	08/03/2019	St Anns	3
29	PACE	29/04/2019	St Anns	4
30	PACE	05/06/2019	Clifton YPC	1
31	PACE	26/07/2019	Mary Potter	2
			Totals	197

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**Schools Forum – Central Expenditure Contribution**

**Impact Statement**

**September 2019**

Schools Forum contribution underpins placement for children in care (CiC). Current numbers of CiC are 626 (as of 09.09.19).

**Overview of the Services: CiC Placements**

<b>Total Budget:</b> <small>NB: this is budget not actual spend. Some services are needs-led and may be over-spending to meet the needs of service users (any overspends are picked up by the LA) Also, figures quoted cover direct costs only and do not include any overhead/support costs incurred by other Council departments e.g. HR/Finance.</small>	£35.041m
<b>CEG Contribution:</b>	£1.327m (3.8% of budget, excluding other contributions)
<b>Other Contributions:</b>	£1.377m UASC Grant £2.000 Health Contribution
<b>Number of Children Supported:</b>	626 (as at 9 <sup>th</sup> September 2017)

**Funding Allocation:**

<b>Area</b>	<b>Intervention/Support</b>	<b>Reach</b>
Placements (Internal and External)	<p>Internal Placements – Foster Care or Internal Residential Provision</p> <p>External Placements – External Residential or Independent Fostering Association.</p> <p>All carers are commissioned to support the educational outcomes for children in their care including but not limited to:</p> <ul style="list-style-type: none"> <li>• Encouraging and enabling children and young people to achieve their academic potential and promote study and learning, in line with national guidance</li> <li>• Working in line with individual care plans, education health care plans, personal education plans, pathway plan and attend and contribute at all reviews</li> <li>• Supporting the education provision of the child, including all home to school transport, encouragement and clear expectations in relation to attendance</li> <li>• Supporting with homework assignments and extra-curricular activities</li> <li>• Providing school books and educational</li> </ul>	<p>626 (9<sup>th</sup> September 2019) versus 609 (4<sup>th</sup> September 2018)</p>

	<p>equipment where required, to supplement learning, for example through home tuition</p> <ul style="list-style-type: none"> <li>• Supporting and funding day school outings and visits and overnight trips</li> <li>• Attendance at Personal Education Plan (PEP) meetings</li> <li>• Attendance at parents evening, sports days, etc</li> <li>• Providing all school uniforms and clothing, including and specialist or replacement clothing requirements, e.g. unusual sizes or for children or young people with disabilities</li> <li>• Providing all individual educational resources and sports or hobby equipment, within reason, to support the child or young person develop their talents and life chances</li> <li>• Providing access to a computer in the home that is principally for education and homework.</li> <li>• Providing equipment for a disabled child or young person</li> <li>• Maintain all health checks and appointments (dental, opticians, statutory LAC health reviews), which may ultimately reduce the instances of absence due to sickness</li> <li>• Collect and return absconding child or young person to care placement</li> <li>• Take all reasonable steps to avoid the criminalisation of the child and young person</li> <li>• Provide appropriate specialist resources to meet the needs of specialist placements. This may include evidence based therapeutic input, DfE registered education or care for young people with complex medical needs. These resources are in addition to existing mainstream or specialist NHS and Placing Authority funded Services already available to young people, which are free at point of delivery.</li> </ul>	
Edge of Care Interventions	<p>We currently fund three interventions to provide intensive 24/7 support for families who have children on the edge of care. These services are Multi Systemic Therapy (MST), Multi Systemic Therapy Child Abuse and Neglect (MST-CAN) and a new programme, PAUSE, to support Mums who have had multiple children removed from their care. These services work with our complex edge of care cohort to provide holistic, therapeutic support to build resilience in families and address issues that are impacting negatively on children and young people. These services cost a total of £1.02m.</p> <p>See case studies attached to see how they improve educational outcomes for children and young people.</p>	Capacity to work 75 families per year (multiple children)

## **Intended Outcomes:**

- Provide a safe and stable home environment that is able to meet the child/young person's holistic needs so that they can play an active and positive part in their community (school, neighbourhood etc.)
- Keep children with their families wherever possible or if accommodated to provide placement stability and increase the number of children placed within 20 miles of Nottingham City to reduce pupil mobility.
- Provide a parenting experience that encourages positive behaviour, attendance at school and that builds on a child/young person's aspirations.
- Avoid persistent absenteeism, exclusions or poor behaviour that means that children are at risk of exclusion in a mainstream school setting.
- Ensure that children access health services (dentists, GPs etc.) to reduce the likelihood of absence from schools.
- Improve the social and emotional wellbeing of children in care to support their self-confidence and self-esteem.
- Contribute to the child/young person's attainment, achievement and progress at school/college.

## **Impact**

Children in care are often negatively impacted by their experiences in their families before being accommodated. There is a wealth of national research that evidences that these historical experiences will impact on the outcomes for that child/young person for the rest of their lives. Whilst care provides a safe and stable environment and often mitigates the impact of these experiences (particularly where children have been in care from a young age or for a significant amount of time) the outcomes of this cohort are generally worse than their peers.

- The attendance rate has remained relatively static this year, from 94.5% in 2018-19 to 94.6% in the previous academic year.
- There was one permanent exclusions for a CiC in 2018/19 and 122 incidents of fixed term exclusion, down from 132 incidents in the previous academic year.

See attached data re: educational attainment for CiC.

In relation to broader outcomes (also detailed below):

- The % of care leavers in education, training and employment is above the last available statistical neighbours comparator.
- The % of CiC who offend has continued to reduce year on year and is significantly lower than statistical neighbours.
- The majority of eligible CiC have had their development checks, health assessments, dental checks and immunisations.

- The average score for strengths and difficulties questionnaires (SDQs) is reducing over time, which suggests that the mental health and wellbeing of this cohort is improving.

Measure	2017	2018	2019	2018 SNG average
<b>Children Looked After</b>				
CLA As At 31st March	622	618	629	803
Total CLA in year	824	830	838	1,072
CLA rate per 10,000 child population	93	91	92.6	94
Of which are UASC	33	31	41	38
% of CLA that are UASC	5.3%	5.0%	6.5%	4.8%
Admissions	235	212	224	315
Discharges	216	217	216	279
<b>Care Leavers</b>				
Suitable Accommodation, 19 - 21 year olds	85.4%	86.2%	89.2%	84.0%
Suitable Accommodation, 17 -18 year olds	92.1%	88.2%	90.5%	87.0%
Suitable Accommodation (All ages)	86.9%	87.4%	89.6%	N/A
EET, 19 - 21 year olds	67.3%	57.3%	55.6%	52.0%
EET, 17-18 year olds	81.0%	66.7%	64.6%	67.0%
EET (All ages)	70.4%	60.0%	57.6%	N/A
<b>OC2</b>				
Offending	4.8%	5.5%	2.7%	4.3%
Development checks	100.0 %	100.0 %	100.0 %	85.1%
Immunisation	95.2%	97.4%	96.2%	88.2%

Health Assessments	88.2%	88.7%	93.9%	89.1%
Dental checks	86.8%	92.8%	93.0%	87.7%
Substance Misuse	4.5%	7.0%	4.0%	3.1%
Number of CLA for 12 months at 31st March	440	459	445	574.7
SDQ - % Complete	73.0%	81.0%	78.6%	82.6%
SDQ - Average Score	14.6	15.3	15.1	14.1
SDQ - Normal	41.9%	46.6%	43.3%	51.9%
SDQ - Borderline	16.6%	10.7%	10.8%	11.8%
SDQ - Concern	41.5%	42.7%	45.8%	36.3%
<b>Reviews</b>				
Proportion of reviews in-time (Monthly Report)	92.9%	95.9%	95.9%	N/A
NI66 Childs reviews all within timescales. (% of CLA which should have been reviewed during year that were reviewed on time during the year, excl V4 and PFA)	83.0%	83.2%	87.3%	N/A
Proportion participated at review (Monthly Report)	92.9%	92.3%	89.9%	N/A
PAF C69 Child Participated in all reviews	86.8%	88.0%	84.3%	N/A
<b>Placements</b>				
NI63 Long Term Placement Stability	76.3%	73.5%	68.7%	69.0%
NI62 Placement changes	7.8%	9.4%	10.2%	N/A
The % of CLA at 31 March placed Less than 20 miles from where they used to live	78.7%	78.8%	75.5%	74.2%

## **MST Good New Story: 2018-2019**

### **Recovery Following Stabbing**

X was referred to MST in 2018 via the edge of care panel. Concerns were raised after X was refusing to attend school, having been stabbed outside the school gates by a group of young people known to be gang affiliated. X had become physically and verbally aggressive at home towards family members, often smashing up the house and throwing objects. X would leave the house in a rage in the middle of the night- leaving parents feeling frightened for his safety. X would not always recall leaving the housing or recall what triggered his rages.

Following the stabbing X had become withdrawn from social groups. X attended court to give evidence and the young person responsible for his stabbing received a custodial sentence. The young person's associates made threats to harm X following court and X felt in fear of his life.

During MST intervention, X's mother talked through her own trauma at witnessing her son having a knife removed from his body. Her most painful memory was arriving at school and the ambulance crew informing her that although he was breathing, when they remove the knife, he could decline rapidly. X's mother's trauma was further compounded due to her brother being murdered following a stabbing incident. The combination of both traumatic events had left X's mother feeling overwhelmed and struggling to regulate her own emotional states and consequently found it hard to help her son regulate and recover from his trauma.

Within MST we focused on the following interventions to help the family recover;

#### **Trauma focused physical aggression safety plan for the family**

This safety plan identified strategies the family could use to help de-escalate conflict and prevent physical harm towards each other. The plan aimed to help each family member recognise trauma triggers, signs and symptoms of trauma related bodily states and reactions. In addition the plan looked at how each person could re-regulate when becoming hyper-aroused.

#### **Trauma focused CBT**

This intervention focused on providing the family with psycho-education on trauma to help them understand and make sense of their day to day reactions and interactions following the traumatic event. Within this intervention we developed further understanding of trauma triggers – sequencing conflicts and helping the family to reflect on sequences to identify their



underlying thoughts, feelings and to evaluate how this shaped their interactions and behaviours. X was able to talk through his fears about returning back to school and was able to express how this life event had changed him. Mum had also started her own counselling to further support her emotional needs.

### **In vivo Exposure.**

We developed an in vivo hierarchy – this involves listing all the situations, places and people X avoided after he was stabbed. The function of avoidance is often to avoid triggering any memories or emotions connected to the trauma. Although, avoidance strategies initially help the person feel safe, avoidance normally leads to people feeling restricted and daily functioning interrupted – for example, X not attending school.

Within in vivo we identified 10 situations and places X avoided and listed them in order of 1-10 in relation to the amount of anxiety they provoked. We slowly worked our way through the list and over the course of treatment exposed X to each place and situation with the support of the therapist. The intention of this intervention is to help X master each situation until he no longer feels anxious about that situation or place. This intervention's biggest success was X returning back to school and developing friendships again!

### **Restorative Justice**

The final intervention was done in collaboration with the YX. Together the MST therapist and Youth Justice Worker worked with X family and the family *and* young person who stabbed X to enable both families to come together in a restorative justice session (*this took a lot of risk assessing and preparation*). X was able to let the young person who stabbed him know what impact this had on his life, he was understandably emotional and incredibly brave to have faced the young person who harmed him. That young person was able to take responsibility and communicated his remorse. Both Mothers were able to support each other and both showed empathy for the other mother's situation. Both boys agreed to not follow through with any retributions and X walked away feeling he could breathe again, not having to look over his shoulder, not having to wait until next time.

X described feeling like he could live his life again, was attending school and had a girlfriend and friends again. X is firmly on the road to recovery 😊

## **Case Study**

### **Edge of Care Hub**

#### **Child 1, aged 7**

Child 1 had been out of school for several months when the case was allocated to Edge of Care Hub (EoCH). The family presented with multiple complex issues including DV and poor parental mental health.

The support focused on supporting the child to return to school but on a reduced timetable.

Child 1 was encouraged to take part in EoCH Soft Toy Project. This entailed the Family Support Worker (FSW) writing a letter to the child and their parent inviting them to take part. Once they had agreed the FSW sent a letter from the soft toy asking if they could come to stay for a week. A story book that related to the toy and matched some of the issues the child faced came with the toy. As did a disposable camera and a diary.

Child 1 responded very well to the intervention, and after a week of looking after the toy she took it in to school for Show and Tell. She showed the diary and pictures, and read the story to the class.

Child 1 reported that it was the first time she felt good in the classroom and that for the first time the attention she received was positive.

**2018/19**

**Schools Forum – Central Expenditure Contribution**

**Impact Statement**

Schools Forum contribution to ‘Safeguarding Training’ is the education element of partnership funding to the Nottingham City Safeguarding Children Board (NCSCP) and other partnership safeguarding interventions.

**Background**

Working Together 2018 requires each Local Authority to establish a Local Safeguarding Children Partnership (LSCP) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCPs. LSCPs should be Independent and Working Together 2018 requires that they have an Independent Chair or be able to show Independent scrutiny.

“All LSCP member organisations have an obligation to provide LSCBs with reliable resources (including finance) that enable the LSCP to be strong and effective. Members should share the financial responsibility for the LSCP in such a way that a disproportionate burden does not fall on a small number of partner agencies” - Chapter 3 (paragraph 19) of Working Together 2018.

**Overview of the Services: Nottingham City Safeguarding Children’s Partnership (NCSCP)**

<b>Total Budget:</b>	£390,582( funded by the LA, CCG and Police)
<b>Additional funding from DSG Contribution:</b>	£109,000
<b>Other Contributions:</b>	Training Income - £17,000 (from all profit-making partners, including academies)

**Funding Allocation:**

Chapter 3 of **Working Together to Safeguard Children 2018** sets out the objectives of LSCPs, which are:

- (a) The three safeguarding partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents (see chapter 4).
- (b) The purpose of these local arrangements is to support and enable local organisations and agencies to work together in a system where:
  - children are safeguarded and their welfare promoted
  - partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children
  - organisations and agencies challenge appropriately and hold one another

to account effectively

- there is early identification and analysis of new safeguarding issues and emerging threats
- learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice
- information is shared effectively to facilitate more accurate and timely decision making for children and families to ensure the effectiveness of what is done by each such person or body for those purposes.

### **Schools, colleges and other educational providers**

Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare. Their co-operation and buy-in to the new arrangements will be vital for success. All schools, colleges and other educational providers have duties in relation to safeguarding children and promoting their welfare. The statutory guidance 'Keeping Children Safe in Education' should be read alongside this guidance. The safeguarding partners should make arrangements to allow all schools (including multi academy trusts), colleges and other educational providers, in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that local safeguarding partners will name schools, colleges and other educational providers as relevant agencies and will reach their own conclusions on how best locally to achieve the active engagement of individual institutions in a meaningful way. Once designated as a relevant agency, schools and colleges, and other educational providers, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

<b>Function</b>	<b>Local Delivery</b>	<b>Impact</b>
Developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority.	<p>NCSCP has a full suite of inter-agency safeguarding procedures and practice guidance available for use across the partnership. These are reviewed regularly to ensure that guidance to professionals is up to date, reflects changes in national policy or legislation, and reflects emerging safeguarding issues or themes identified in our local learning. This ensures that agencies using the Procedures can be confident that their safeguarding practice is in line with national expectations and best practice. These procedures are published and are available <a href="#">here</a></p> <p>The NCSCP also works to develop and approves Nottingham City's threshold document – The Family Support Pathway – which provides the partnership with a clear framework in relation to the needs of children in the City and when to make a referral. The most recent version having been updated in early 2019.</p>	<p>100 % increase in access to the NCSCB website which continues to build on the previous year's 150% increase.-</p> <p>The NCSCP now has a Twitter account that is building its reach well. This provides key safeguarding information and other resources.</p>

	<p>A further example of the work of the NCSCP in this area was that the Safeguarding Partnership consults each year with staff about how best to enable them to access safeguarding policies and procedures. Work is underway to change our approach to work in this area</p>	
<p>Producing and delivery of safeguarding in Education training programme</p>	<p>The Schools and Education Officer oversees the delivery of the Safeguarding in Education training programme. The courses are available to all education providers including academies, alternative education providers and the further education sector. The training is delivered by the ADSL's with the materials being maintained by 3 of the ADSL's to ensure consistency in materials and training delivery. The school that the ADSL is from is reimbursed £220 for each session delivered.</p> <p>The course programme is administered through Education Partnerships at a cost of £9,000 a year as there is no administration capacity within the Safeguarding Partnership team for this. DSL1 and 2 are the most popular courses.</p> <p>The ADSL's have also delivered 26 in house courses to schools, including their own.</p> <p>The maintained sector are able to access this training programme at no cost.</p> <p>The ADSL'S also deliver a training programme to the maintained schools who are members of NST at a cost of £220 per course as per the NST/local authority service level agreement.</p>	<p>In 2018-19 247 delegates attended courses from the non-maintained sector and 38 from the maintained sector.</p> <p>To date the income from the Safeguarding in Education Programme is £17,100.</p>
<p>Communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so</p>	<p>NCSCP is proactive in raising awareness about safeguarding issues in the City. They triangulate the learning from serious case reviews, Multi-Agency audit activity and other sources of intelligence to develop materials that promote knowledge and understanding. These are published and are available <a href="#">here</a></p> <p>The NCSCB have recently developed the "Missing Appointments Matters" animation as a following up to the Internationally successful 'Rethinking Did Not Attend to Was Not Brought'</p>	

	<p>animation. They promote free e-learning to partners that includes:</p> <ul style="list-style-type: none"> <li>• Prevent</li> <li>• Female Genital Mutilation</li> <li>• Child Sexual Exploitation</li> <li>• Forced Marriage</li> <li>• Children’s Attachment</li> <li>• Information Sharing</li> <li>• Child Criminal Exploitation</li> <li>• ACES</li> </ul> <p>The NCSCP also supports the accredited Designated Safeguarding Leads (DSL) Network. The DSL Network goes from strength with this being co-ordinated and hosted by John Matravers Strategic Lead for Safeguarding Partnerships, alongside Pete McConnochie Head of Access to Learning and Pat Whitby, Education Partnerships and Intervention Manager. Format for the network includes updates both local and national, key note speakers linked to a specific safeguarding subjects and opportunities for networking both individually and within the DSL cluster groups.</p> <p><b>Designated Safeguarding Leads network</b></p> <p>Three half-day meetings during the 2018-2019 academic year, one each school term. The meetings include a policy update with national and local summaries. A reflection sheet linked to each agenda is available for colleagues to complete and share with teams in their school/setting. One hundred and twenty delegates attend each event. Colleagues can access related presentations and document via a dedicated webpage. Delegates at the May meeting rated the National and Local update 93% Good/Excellent.</p> <p>There are three meetings planned for the academic year 2019-2020 with the first meeting being a whole day conference with a national recognised Safeguarding Consultant delivering the keynote and a ‘Supervision for School based DSLs’ workshop.</p> <p><b>Advanced Designated Leads in Schools (ADSL)</b></p>	<p>There have been 12 DSL Network events since Nov 2015 when the DSL Network started. Over 120 delegates attend each termly event from all education provision.</p>
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	<p>ADSLs are validated, experienced practitioners who meet eligibility criteria including; - number of years' experience, leadership experience and demonstrable evidence based good practice.</p> <p>During the academic year 2018-2019 thirteen ADSLs supported Designated Safeguarding Leads and school/academy leaders by:-</p> <ul style="list-style-type: none"> <li>• Offering advice and guidance on policy and procedure.</li> <li>• Supported newly appointed DSLs during induction.</li> <li>• Acted as a forum for communication</li> <li>• Supported the functioning of the DSL Network.</li> <li>• Developed and share evidence based good practice. (3 ADSL network meetings attended by 90% of ADSLs)</li> <li>• Supported school DSLs in localities.</li> <li>• Support training and development.</li> <li>• Undertook audit activity (28 in school audits completed as part of a rolling programme)</li> </ul> <p>This support will continue from September 2019 with eleven ADSLs.</p> <p>The NCSCP also delivers our annual Every Colleague Matters, Excellence in Safeguarding week. The fourth event of its type will take place in 2020.</p>	
<p>Monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve</p>	<p>The NCSCB facilitates a themed Multi-Agency audit programme. In 2018-19 the themes were:</p> <ul style="list-style-type: none"> <li>• Adoption breakdown</li> <li>• Early Help</li> <li>• Children and families Direct</li> <li>• High Risk Teenagers</li> </ul> <p>An ADSL has worked as a Safeguarding in Education Consultant with the NCSCP since the Schools and Education Officer left the service in January 2019. The ADSL has conducted the education element of the Multi-Agency audit and supported the dissemination of learning from audits back into schools. A case file audit tool for schools has been developed</p>	<p>13 education audits have been completed to contribute to Multi-Agency themed audits. The audit of these was either undertaken by the Safeguarding in Education Consultant or an ADSL.</p> <p>The auditor is</p>

	<p>and implemented by the Quality Assurance Group. This gives greater consistency in the auditing of education files and provides a useful reference point for schools.</p> <p>The ADSL's have continued to support schools by conducting safeguarding audits to inform their self-evaluation and improvement planning. This can also include intensive support, advice and guidance for schools that require it. This role also plays a key part in the allegations management process and the response to critical incidents.</p>	<p>required to participate in the Multi-Agency analysis of the case, which is a minimum of a half day discussion per themed audit.</p> <p>28 schools audits have been completed as part of a rolling programme.</p>
Participating in the planning of services for children in the area of the authority.	The NCSCP continue to coordinate surveys and other engagement activity across the partnership, which informs developments in local practice.	The DSL network contributes significantly in this area.
Undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned	<p>The NCSCP are responsible for the coordination of individual learning reviews and serious case reviews to ensure that partners learn from serious events and to inform developments in safeguarding practice in the City.</p> <p>The NCSCP continue to use a 'cascade model' whereby each of the Safeguarding Partners nominate people from their agency to attend two learning events. The premise of the cascade model was that nominees would participate in workshops to share learning and develop an understanding of the practice issues highlighted in the SCR and then disseminate the learning back in agency.</p> <p>Practitioners shared numerous examples and stories of how they had used the learning to change their practice. This included a particularly powerful example from a Designated Safeguarding Lead in a school about the impact of the learning leading directly to a young person disclosing abuse that she had never previously talked about.</p> <p>The workshop model has received consistently positive feedback with 98%+</p>	<p>2 SCR 's conducted in 2019/19</p> <p>4 rapid reviews since April 2018. This is a new requirement under WT 2018. The learning has already been disseminated.</p> <p>Learning disseminated through DSL networks and NCSCP newsletter.</p>



	of participants rating the workshop model as either 'excellent' or 'good' which clearly demonstrates that attendees welcomed this model as a way to share learning and explore practice issues	
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In addition to the above functions of the NCSCP this contribution also enables Nottingham City Council to continue to deliver a high standard of support to schools and other partners from the Designated Officer (D.O).

In our inter-agency safeguarding procedures we have maintained the following criteria for a case to be discussed with the D.O

- Behaved in a way that indicates he / she is unsuitable to work with children

This is an additional criteria that may appear to be minor but it actually has significant implications in that it enables agencies to discuss wider range of concerns with the LADO. This would include for example concerns regarding conduct or professional boundary issues where the issue of harm is not immediately obvious. In our experience this type of concern is often more difficult to resolve.

Referrals to the LADO increased by 17% in 2018 - 2019 to 351 referral compared to 299 the last time we reported. Of these referrals 171 were from the education sector 48.7%.

Allegations from the education sector resulted in 42 Strategy Meetings being convened.

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## APPENDIX F

### **Schools Forum funding to Nottingham City Virtual School**

#### **September 2019**

#### 1. **Context**

- 1.1. The Children and Families Act 2014 required all local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated. That person, the Virtual School Head (VSH) must be an officer employed by the authority or another local authority in England.
- 1.2. The Children and Social Work Act 2017 expands the remit of VSHs to include the promotion of educational achievement of adopted children in England and children subject to Special Guardianship Orders.

#### 2. **Nottingham City Virtual School**

##### 2.1. The Nottingham City Virtual School staffing consists of:

- Virtual School Head- Accountable for the management, activities and development of the Virtual School. This post is funded by the Dedicated Schools Grant.
- 1 FTE Achievement Consultant- provide advice, support and training to key stakeholders, specifically Designated teachers, social workers and teachers, in respect to the education of children care. Has responsibility for an allocation of children in care cases; monitoring and supporting their educational experience and outcomes. Attends and contributes to PEP meetings, re-integration meetings and exclusion meeting to offer advice and support. This post is funded through the Dedicated Schools Grant.
- 4.5 FTE Education Support Officers (ESO)- provide advice, support and training to key stakeholders, specifically carers, adoptive parents and social workers, in respect to the education of children care. Has responsibility for an allocation of children in care cases; monitoring and supporting their educational experience and outcomes. Attends and

contributes to PEP meetings, re-integration meetings and exclusion meeting to offer advice and support. These posts are funded through the Dedicated Schools Grant.

- .5 FTE Education Support Officer- provides advice, support and training, attends and contributes to PEP meetings, re-integration meetings and exclusion meetings to offer advice and support, specifically in respect to previously looked after children. This post is not funded through the Dedicated Schools Grant but is funded through the additional grant provided to Virtual Schools by the Department for Education to support the additional duties in respect to previously looked after children.
- 2 FTE administrators- carrying out all the administrative tasks associated with the Virtual School; administration of Pupil Premium Plus and EPG funding, data inputting and cleansing. These posts are funded through the Dedicated Schools Grant.
- 1 FTE data lead- developing and maintaining the information management systems for the Virtual School to enable effective reporting and tracking of the authorities' children in care. This post is funded through the Dedicated Schools Grant.
- The 4.5 FTE Education Support Officers are allocated the 423(approx.) children in care of statutory school age between them, this equates to a case allocation of approximately 94 cases per ESO. As part of the case holding arrangements, the Education Support Officers are required to monitor attendance and attainment of each child allocated to them and monitor the completion and quality of Personal Education Plans.
- Education Support Officers also attend PEP meetings, education strategy meetings, looked after reviews, transition meetings and exclusion meetings where required. However, due to the large volume of cases allocated to each of the ESOs, attendance at every meeting and direct involvement with every case is not possible. Direct involvement is prioritised for pupils where there is significant educational concern, for example, those with no school place, those at risk of exclusion, school refusers and those with significant behavioural and learning need. The outcomes of other children in care, where there are no significant concerns, are monitored virtually.

### 3. **Staffing update**

Jasmin Howell, Head of Nottingham City Virtual School.

Date: September 2019

- 3.1. As part of the restructure of the Nottingham City Education Service, which will be finalised by the end of September 2019, the FTE Achievement Consultant post will be deleted and replaced with a Team Manager post, at a lower pay scale. The new Team Manager post will provide much need management support capacity to the Head of the Virtual School.
  
- 3.2. The Achievement Consultant post currently oversees a significant number of children in care cases, some of which are quite complex. The Team Manager post, created from the deletion of the Achievement Consultant post, cannot hold the same volume of cases previously held by the Achievement Consultant, due to the management responsibilities required of the new role. Consequently, an additional part-time ESO post will be created to pick up the less complex cases previously held by the Achievement Consultant.

4. **Expenditure 2018-19:**

Virtual School income and expenditure 2018-19				
Detail	£m	£m	£m	Description
<b><u>Income</u></b>				
DSG Income		-0.470		
Local Authority Contribution		-0.017		
<b>Total Income</b>			<b>-0.487</b>	
<b>Staff costs</b>			<b>0.346</b>	
<b>Non-pay costs</b>				
Staff Travel, CPD and Conferences	0.004			
National Association for Virtual School Heads Subscription	0.001			
Office equipment, stationary and IT.	0.001			
Support costs				
Welfare Call	0.031			Commissioned to obtain attendance and attainment data for all our CiC.
Letter Box plus postage and package	0.020			
Designated Teacher Training, network and support costs	0.003			
Children intervention funding	0.085			Tuition and AP costs
<b>Total non-pay costs</b>			<b>0.145</b>	
<b>Total expenditure</b>			<b>0.491</b>	
<b>Recouped from PPP</b>			<b>-0.031</b>	
<b>Net surplus</b>			<b>-0.027</b>	

5. **Projected expenditure 2019-20:**

Virtual School projected income and expenditure 2019-20				
Detail	£m	£m	£m	Description
<b><u>Income</u></b>				
DSG Income		-0.470		
Local Authority Contribution		-0.017		
<b>Total Income</b>			<b>-0.487</b>	
<b>Staff costs</b>				
Fte Head of Virtual School				In post: Responsible and accountable officer
Fte Team Manager				New post created through deletion of the Achievement Consultant post.
Fte Education Support Officer				In post: Case holds, provides advice to schools and other professionals re: education of CiC. Provides training to carers and social workers.
Fte Education Support Officer				In post: As above
Fte Education Support Officer				In post: As above
Fte Education Support Officer				In post: As above.
Pte Education Support Officer				In post: As above
Pte Education Support Officer				In post: As above
Pte Education Support Officer (PLAC)				Funded through additional PLAC grant provided by DfE. Nil cost to DSG-recouped from PPP
Fte Administrator				In post: Administrates PPP and oversees the collection of attendance and attainment information
Fte Administrator				In post: Maintains the Virtual School role, administrates and maintains the VS training Programme and coordinates the Dolly Parton Scheme.

Jasmin Howell, Head of Nottingham City Virtual School.  
Date: September 2019

Fte Data Officer				In post: currently works part-time (22 hours per work), however post required full-time. Responsible for obtaining, cleansing and reporting on all educational outcomes for children in care. Responsible for developing and maintaining the Virtual School information management systems.
<b>Total staff costs</b>			0.436	
<b>Non-pay costs</b>				
Staff Travel, CPD and Conferences	0.004			
National Association for Virtual School Heads Subscription	0.001			
Office equipment, stationary and IT.	0.001			
Support costs				
Welfare Call	0.000			Cost being funded through PPP in the 2019-20 financial year.
Letter Box plus postage and package	0.000			Letter Box not continuing in the 2019-20 year. Free Dolly Parton Scheme being used.
Designated Teacher Training, network and support costs	0.003			
Children intervention funding	0.072			Tuition and AP costs- any further expenditure funded through PPP.
<b>Total non-pay costs</b>			0.81	
<b>Total expenditure</b>				<b>0.517</b>
<b>Recoup PLAC funding from DfE</b>				<b>- 0.030</b>
<b>Net Position</b>				<b>0.487</b>



6. **Intended expenditure 2020-21**

Virtual School projected income and expenditure 2020-21				
Detail	£m	£m	£m	Description
<b><u>Income</u></b>				
DSG Income		-0.470		
Local Authority Contribution		-0.017		
<b>Total Income</b>			<b>-0.487</b>	
<b>Staffing costs</b>			<b>0.436</b>	
<b>Non-pay costs</b>				
Staff Travel, CPD and Conferences	0.004			
National Association for Virtual School Heads Subscription	0.001			
Office equipment, stationary and IT.	0.001			
Designated Teacher Training, network and support costs	0.003			
Children intervention funding	0.082			
<b>Total non-pay costs</b>			<b>0.081</b>	
<b>Total expenditure</b>			<b>0.517</b>	
<b>Recoup PLAC funding from DfE</b>			<b>-0.030</b>	
<b>Net Position</b>			<b>0.487</b>	Tuition and AP costs- any further expenditure funded through PPP.

6.1. The DSG grant is used to fund staffing, operational costs and interventions to support the education of children in care.

7. **Pupil Premium Plus Funding**

- 7.1. The Pupil Premium Plus grant is funding provided by the Department for Education to the Virtual School to manage, and must be used for the benefit of the looked after child's educational needs.
- 7.2. The Virtual School receives an allocation of £2300 per child looked after for at least one day, as recorded in the previous March children looked-after data return.
- 7.3. The Virtual School manages the Pupil Premium Plus through an application process; schools are required to apply for the funding using an online form sent out each term. Funding is requested and provided termly up to the £2300 allocation; schools can apply for £700 in the summer term and £800 in the Autumn and Spring Term. Currently the Virtual School do not top slice any of the Pupil Premium Plus Funding; schools can apply for the entire £2300 allocation over the three terms.
- 7.4. If schools require funding over and above the termly allocation to support the cost of educational interventions that exceed the £2300 per year, the Virtual School have an Additional Funding Request process to support this, however, additional funds is subject to the amount of funding remaining.
- 7.5. Improvements in the way in which Pupil Premium Plus is allocated and managed is required; the current process is time consuming, as it relies on the Virtual School Head reviewing and approving each application for funding, which can cause delay in the funding being allocated. Furthermore, the current process for allocating funding is not aligned to the PEP process, yet schools use of the funds should match the needs identified in a child's Personal Education Plan. The Virtual School Head will therefore be looking to change the allocation process in the 2020-21 financial year, which will be supported by the introduction of the new electronic PEP, as detailed in section 8 of this report.

7.6. The table below provides detail of the Pupil Premium Plus expenditure in the 2018-19 financial year:

Annual Pupil Premium Plus budget for financial year 2018/19	£.0998m
<b>Breakdown of Expenditure</b>	<b>Amount £m</b>
Pupil Premium applications (includes summer, autumn and spring terms requests, plus applications extra funding)	0.717
Attendance at Alternative Providers - costs met by Virtual School	0.024
Nottingham City Education Psychology Service support	0.003
Nimbl Project	0.013
Attachment Training- Virtual School Team and some attach leads	0.009
Virtual School Head Teacher Post Graduate Course and expenses	0.002
Welfare Call Ltd	0.031
Big It Up Awards Virtual School's contribution	0.010
Education Progress Grant – Sept 18 requests	0.005
Other educational support to children in care (laptops, therapeutic education provision and education resources)	0.116
Fair Access- contribution to support education provision	0.007
Contribution to Special Educational Needs Team and Placement Team for the cost of education provision.	0.061
<b>Total</b>	<b>0.998</b>

## 8. Commissioning of an electronic PEP

8.1. The Nottingham City Virtual School currently uses a paper based Personal Education Plan (PEP) for its children in care, and carries out PEP reporting manually through SIMs, a school based information management system adopted for use by the Virtual School to track, monitor and report on the educational outcomes of individual children in care.

8.2. A review of the current system for completion of PEPs and feedback from the latest Ofsted inspection proposed the need for a more robust and efficient system for PEP completion. Furthermore, work carried out by the Head of the Virtual School over the last 18 months scoping information management systems and developing/improving existing systems demonstrated clearly to effectively and efficiently fulfil its duties the Nottingham

Jasmin Howell, Head of Nottingham City Virtual School.

Date: September 2019

City Virtual School requires a purpose built information management system, which includes an electronic PEP.

- 8.3. Two leading providers have developed a bespoke information management and PEP system specific for Virtual Schools- Welfare Call and eGov. Nationally over 110 other Virtual Schools use either the Welfare Call or eGov Information Management and ePEP system.
- 8.4. Welfare Call are already commissioned by the Virtual School to collect, hold and report on attendance and attainment data, having already gone through a full tender and procurement process; this provider was therefore approached to provide the additional ePEP portal service.
- 8.5. The Head of the Virtual School, in consultation with social care colleagues therefore made the decision to discontinue with the current paper-based PEP and move to an electronic PEP to support a more thorough and efficient way of completing, monitoring, quality assuring and reporting of PEP compliance for children in care.
- 8.6. The costs for commissioning the Welfare Call Virtual School Information Management and ePEP system will be met through Pupil Premium Plus, made possible through the Conditions of the Grant.

## 9. **Rationale and benefits of an electronic PEP**

- 9.1. Key benefits of commissioning a purpose built Virtual School information management and ePEP system include:
  - Ability to collect, track, hold and report on educational outcomes for individual children and groups of children in one system, irrespective of where they are being educated.
  - Reporting of educational outcomes automated through the portal, so less time consuming and resource heavy for the Virtual School team.
  - Ability to align Pupil Premium Plus Spend with the PEP- enabling funding allocated to be targeted at improving educational outcomes for individual children in care.

- Schools, social workers, carers, children and the Virtual School can access the portal to complete their specific tasks and have dedicated areas within the portal to do so.
- Enables better oversight and tracking of educational outcomes by the Virtual School Head, without having to attend meetings.
- Ability to quality assure and report on PEP quality more effectively and timely.
- Ownership placed firmly with the relevant persons to ensure the PEP is completed accurately and fully.
- Ability to transport information from the Virtual School information Management System and ePEP to other local authority systems (e.g Capita One and Liquid Logic)

#### 10. **Progress and next steps for the implementation of the electronic PEP**

10.1. The Virtual School has designed the ePEP portal and has sent this over the commissioned provider, Welfare Call, to build.

10.2. Feedback from social care colleagues and Education Support Officers went into the initial design of the ePEP portal and the design of other authority's ePEP have also been considered in designing the Nottingham City ePEP.

Time frames:

- September 21<sup>st</sup> 2019: sign-off the contract for the ePEP portal.
- September 28<sup>th</sup> 2019: Initial ePEP portal design complete.
- September 30<sup>th</sup> – October 12<sup>th</sup>: testing of the new ePEP portal
- October 14<sup>th</sup> – October 26<sup>th</sup>- report building and tests in ePEP portal.
- Week commencing 28<sup>th</sup> October ePEP roll out.

#### 11. **Children in care attainment outcomes**

11.1. The Department for Education released verified attainment data for children in care as part of the Statistical First Release in March 2019. An analysis report detailing the attainment of Nottingham City children in care over the last three years is enclosed with this report.

Report end.

**SCHOOLS FORUM – 8 OCTOBER 2019**

<b>Title of paper:</b>	<b>CENTRAL EXPENDITURE BUDGET 2020/21 – On Going Commitments</b>
<b>Director(s)/ Corporate Director(s):</b>	Catherine Underwood, Corporate Director for Children and Adults Laura Pattman, Chief Finance Officer
<b>Report author(s) and contact details:</b>	Ceri Walters, Head of Commercial Finance 01158 764 128 <a href="mailto:ceri.walters@nottinghamcity.gov.uk">ceri.walters@nottinghamcity.gov.uk</a>
<b>Other colleagues who have provided input:</b>	Jon Ludford-Thomas Senior Solicitor 01158 764 398 <a href="mailto:jon.ludford-thomas@nottinghamcity.gov.uk">jon.ludford-thomas@nottinghamcity.gov.uk</a> Lynn Robinson HR Business Partner 01158 764 3605 <a href="mailto:lynn.robinson@nottinghamcity.gov.uk">lynn.robinson@nottinghamcity.gov.uk</a>
<b>Summary</b>	
<p>This report sets out the recommendations of the Schools Forum Sub Group (SFSG) on specific items of expenditure for inclusion in the 2020/21 budget setting process. The SFSG met on the 25 September 2019 and <u>were content to accept the proposals put forward by the Local Authority (LA) on the funding of “Ongoing commitments” for the financial year 2020/21.</u></p> <p>The central expenditure for “Historic Commitments” proposals are included in a separate report to Schools Forum (SF) on 8 October 2019.</p> <p>This report has been prepared in accordance with the financial regulations issued by the Department of Education (DfE) for the financial year 2019/20 and the Schools revenue and funding 2020/21 - operational guidance – September 2019 from the Education, &amp; Skills Funding Agency (ESFA) and forms part of the Dedicated School Grant (DSG) budget.</p> <p>At present the current Schools revenue and funding 2020/21 - operational guidance – September 2019 only gives a high level indication of the DfE’s plans for the funding of schools in the financial year 2020/21, detailed guidance is due to be released in October 2019. Any unexpected changes in the guidance will be reflected on the final allocation to the blocks.</p> <p>The regulations and guidance state that it is the requirement of SF to approve the elements of the Central Expenditure block within the DSG.</p> <p>Should the 2020/21 settlement for ongoing commitments be less than anticipated the LA, in the Schools Budget report 2020/21, will present revised funding allocations to SF on 21 January 2020.</p>	
<b>Recommendation(s):</b>	
<b>1</b>	Approve the ongoing commitments budgets set out in <b>Table 3</b> totalling £1.475m, noting the additional historical detail set out in <b>Appendix A</b> .
<b>2</b>	Note that the SFSG were in agreement to recommend to SF the approval of the on-going commitments.

<b>3</b>	Note that the cost of Copyright Licences totalling £0.215m <u>does not</u> require approval as the licences are managed and procured by central government.
<b>4</b>	Note that where values are based on estimated pupil numbers, this report has used the latest October 2018 census however; once the October 2019 census and final allocations are issued from the DfE these figures will be updated and represented in the final budget report.

## **1 REASONS FOR RECOMMENDATIONS**

- 1.1 To enable the development of the Schools DSG budget.
- 1.2 To ensure the LA achieves the DfE statutory deadline of the 29 February 2020 for indicative budgets to be issued to Schools.
- 1.3 Under the Schools & Early Years Financial Regulations 2018 (No. 2) and the Schools Forum Operational Guidance issued in September 2018, SF approval is required for individual central expenditure items in the Central Schools Services Block (CSSB).
- 1.4 The proposed central expenditure for historic commitments are being presented to SF on 8 October 2019.

## **2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

- 2.1 The purpose of this paper is to gain the appropriate approvals for central expenditure – ongoing commitments in order to progress the budget process.
- 2.2 The budget setting process aligns to the Operational Guidance issued by the ESFA in September 2019; this is set out in **Table 1** below:

<b>TABLE 1: CENTRAL EXPENDITURE APPROVALS</b>	
<b>Approval required</b>	<b>Centrally retained service</b>
Schools forum approval is not required (although they should be consulted)	<ul style="list-style-type: none"> <li>• High needs block provision</li> <li>✓ Central licences negotiated by the Secretary of State</li> </ul>
Schools forum approval is required on a line-by-line basis.	<ul style="list-style-type: none"> <li>• Funding to enable all schools to meet the infant class size requirement</li> <li>• Back-pay for equal pay claims</li> <li>• Remission of boarding fees at maintained schools and academies</li> <li>• Places in independent schools for non-SEN pupils</li> <li>✓ Services previously funded by the retained rate of the ESG</li> </ul>
Schools forum approval is required on a line-by-line basis. No limit on new commitments or increases in expenditure from 2018/19 to apply to Admissions and Servicing Schools Forum.	<ul style="list-style-type: none"> <li>✓ Admissions</li> <li>✓ Servicing of Schools Forum</li> </ul>



<p>Schools Forum approval is required</p>	<ul style="list-style-type: none"> <li>• Central early years block provision</li> <li>• Any movement of funding out of the schools block</li> <li>• Any deficit from the previous funding period that is being brought forward and is to be funded from the new financial year's schools budget (this should be specifically agreed at the time the budget is set, using the latest outturn position)</li> <li>• Any brought forward deficit on de-delegated services which is to be met by the overall schools budget</li> </ul>
<p>Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period and no new commitments can be entered into since April 2013.</p>	<p><b>Historic Commitments</b></p> <ul style="list-style-type: none"> <li>• Capital expenditure funded from revenue</li> <li>• Contribution to combined budgets</li> <li>• Existing termination of employment costs</li> <li>• Prudential borrowing costs</li> <li>• SEN transport where the Schools Forum agreed prior to April 2013 a contribution from the schools budget (this is treated as part of the high needs block but requires Schools Forum approval as a historic commitment.</li> </ul>
<p>Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools.</p>	<ul style="list-style-type: none"> <li>• Funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy</li> <li>• Funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years</li> </ul>

The ✓ denotes those services included in **Table 3**.

2.3 The diagram below sets out how this approval influences the overall budget setting process for the DSG and Schools budgets.

Where approvals are being undertaken for 2020/21, including those at this meeting, the values have been included in this diagram for demonstration purposes only.

For the budget items still being developed the 2019/20 approved values have been included, again for demonstration purposes.

Elements	Central Schools Services Block	Schools Block	Early Years Block	High Needs Block	Total
Educational Settings		£209.563m in 2019/20	£21.132m in 2019/20	£29.635m in 2019/20	TBC
Pupil Growth		£1.326m in 2019/20			TBC
Historic Commitments	£5.570m in 2020/21			£1.000m in 2020/21	£6.570m
Ongoing Commitments	£1.475m in 2020/21		£0.954 in 2019/20	£4.602m in 2019/20	TBC
De-delegated		£0.344m in 2019/20			TBC
Block Total	£7.045m	TBC	TBC		TBC
2020/21 Indicative Budget Issued	TBC	TBC	TBC	TBC	TBC

### **3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

3.1 No other options are available as the recommendations align to the financial regulations issued by the DfE in relation to the allocation of DSG.

### **4 OUTCOMES/DELIVERABLES**

4.1 To obtain an agreed 2020/21 Schools Budget, enabling updated schools budgets to be issued to schools within the statutory deadline of the 29 February 2020.

### **5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)**

5.1 The CSSB is made up of two categories of funding:

- Historic commitments and
- Ongoing commitments (contained within this report)

Noted in **Table 2** are the budgets which are funded from the CSSB.

<b>Table 2 : Central Schools Services Block Budgets</b>	
<b>Commitment</b>	<b>Classification</b>
CERA	Historic commitment
Prudential borrowing	Historic commitment
Termination of employment costs	Historic commitment
Contribution to combined budgets	Historic commitment
Admissions	Ongoing commitment
Copyright licences	Ongoing commitment
Schools Forum	Ongoing commitment
Retained Duties (Former ESG)	Ongoing commitment

5.2 At present the ESFA has not provided detailed guidance on how LA's are to be funded for historic and ongoing commitments. The Schools revenue funding operational guidance released in September 2019 released by the ESFA states:

#### ***Paragraph 231***

*“The government has not yet confirmed the level of funding for the CSSB in 2020 to 2021. We will however, publish provisional NFF allocations for the CSSB in October, alongside allocations for the schools and high needs blocks. At the same time, we will publish technical documents setting out the formula for ongoing responsibilities element of the block. As stated previously, we expect to reduce the historic commitments element of the block from 2020/21 and detail of our approach will follow in due course. We will update this guide where appropriate as further detail is announced.*”

#### ***Paragraph 232***

*We are not proposing any changes to the regulations, which require authorities to have the approval of the schools forum for such expenditures.”*

Therefore, in order not to hold up the budget setting process for 2020/21 the LA is following the Schools revenue funding 2020 to 2021 operational guide released in September 2019 and the Schools & Early Years Financial Regulations 2018 (No.2) where SF approval is required for individual ongoing commitments in the CSSB.

- 5.3 In 2019/20 LA's were funded for ongoing commitments based a national formula which distributed 90% of funding according to a per-pupil factor and 10% of funding according to a deprivation factor. Both elements were adjusted for area costs. The 2019/20 rate per pupil for Nottingham City was £36.04 per pupil.

This was a reduction of £0.005m compared to the financial year 2018/19. Had the LA not had an increase in pupils the real term loss would have been £0.037m.

It is assumed that this rate will be reduce by 2.5% in 2020/21.

Therefore, we estimate that in 2020/21 the rate will be £35.14 per pupil. By increasing the pupil numbers by the same amount as in the increase in pupils between 2018/19 and 2019/20 this would generate funding of £1.475m in 2020/21.

This would be an actual reduction of £0.005m compared to the previous financial year 2019/20 and a **real term reduction of £0.074m for 2019/20 and 2020/21 to be managed within a LA that has significant financial challenges** in year and in the medium term.

- 5.4 The final allocation for ongoing commitments will be confirmed in December 2019 once the ongoing commitments funding has been updated to reflect the pupils on the Autumn Term 2019 school census. The provisional allocation to be released in October 2019 will be based upon the Autumn Term 2018 school census.
- 5.5 The items seeking approval in this report are for ongoing commitments only for the financial year 2020/21; the detail supporting the values are shown in **Table 3.**

As stated in 1.3 approval is being sought from SFon 8 October 2019 for the historic commitments in a separate report.

**Table 3: CENTRAL EXPENDITURE – ONGOING COMMITMENTS 2020/21**

	2020/21 £m	Narrative
<b>APPROVAL REQUIRED</b>		
<b>1.Schools Admissions</b>	0.585	<p>A statutory provision of coordinated admission scheme for first entry to school at primary and secondary phase. The team:</p> <ul style="list-style-type: none"> <li>• Processes all in year admissions (2019/20 was 44,556 pupils) processing for all maintained schools and provide a provision of traded service (£0.146m) for own admissions authorities. This equates to £16 per capita for 2018/19.</li> <li>• Provides scrutiny of application of Admissions Code and management of compliance relating to all aspects of school admissions legislation.</li> </ul> <p>In addition to staffing, the cost of this service includes printing, advertising, communications and marketing, postal services and training courses on legislation and requirements of the service.</p>
<b>2.Servicing of Schools Forum</b>	0.035	<p>The servicing of schools forum; this cost relates to:</p> <ul style="list-style-type: none"> <li>• The activities undertaken by Constitutional Services to ensure that Schools Forum complies with legislation in its function and membership.</li> <li>• Professional advice required to enable Schools Forum to make informed decisions.</li> <li>• Attendance at meetings – chairs briefings, Schools Forum, Sub Groups, fact finding meetings.</li> </ul> <p>These costs equate to 0.71 FTE on average supporting the above services.</p>
<b>3.Statutory retained duties</b>	0.640	<p>These duties were previously funded from the Education Services Grant (ESG). From 2017/18 this grant formed part of the DSG and as such now requires approval through this process. This relates to the statutory duties held by the local Authority for all pupils.</p> <p>These figures will be updated when the latest census has been issued with the cost per pupil.</p>

ESG RETAINED ANALYSIS		
		Total Cost £m
1	Director of children's services and personal staff for director	0.074
2	Planning for the education service as a whole	0.028
3	Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education	0.027
4	Administration of grants	In 6
5	Authorisation and monitoring of expenditure not met from schools' budget shares	In 6
6	Formulation and review of local authority schools funding formula	0.151
7	Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools.	0.011
8	Consultation costs relating to non-staffing issues	0.015
9	Plans involving collaboration with other LA services or public/voluntary bodies	In 1 & 6
10	Standing Advisory Committees for Religious Education (SACREs)	0.004
11	Provision of information to or at the request of the Crown other than relating specifically to maintained schools.	In 6
	<b><u>Education Welfare</u></b>	
12	Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils	0.135
13	School attendance	In 12
14	Responsibilities regarding the employment of children	In 12
	<b><u>Asset management</u></b>	
15	Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions.	0.071
16	General landlord duties for all buildings owned by the local authority, including those leased to academies.	0.056
17	Services set out in the table above will also include overheads relating to these services: <ul style="list-style-type: none"> <li>• Ensuring payments are made in respect of taxation, national insurance and superannuation contributions.</li> <li>• Recruitment, training, continuing professional development, performance management and personnel management of staff.</li> </ul>	0.069

		<ul style="list-style-type: none"> <li>• Investigations of employees or potential employees, with or without remuneration.</li> <li>• Investigation and resolution of complaints.</li> <li>• Legal services related to education functions.</li> </ul>												
		<b>TOTAL</b>	<b>0.640</b>											
<b>TOTAL</b>	<b>TBC</b>													
<b>CONSULTATION ONLY</b>														
<b>4. Copyright Licences</b>	0.215	<p>The Department for Education have been negotiating copyright licences for schools since 2013/14, prior to this; schools were responsible for purchasing their own licences. Schools Forum <u>is not</u> required to approve this.</p> <table border="1"> <thead> <tr> <th><b>Licences</b></th> </tr> </thead> <tbody> <tr> <td>CLA licence</td> </tr> <tr> <td>School Printed Music Licence</td> </tr> <tr> <td>The Newspaper Licensing Agency Schools Licence</td> </tr> <tr> <td>Educational Recording Agency licence</td> </tr> <tr> <td>Public Video Screening Licence</td> </tr> <tr> <td>Motion Picture Licensing Company licence</td> </tr> <tr> <td>Performing Rights Society licence</td> </tr> <tr> <td>Phonographic Performance licence</td> </tr> <tr> <td>Mechanical Copyright Protection Society licence</td> </tr> <tr> <td>Christian Copyright Licensing International licence</td> </tr> </tbody> </table>		<b>Licences</b>	CLA licence	School Printed Music Licence	The Newspaper Licensing Agency Schools Licence	Educational Recording Agency licence	Public Video Screening Licence	Motion Picture Licensing Company licence	Performing Rights Society licence	Phonographic Performance licence	Mechanical Copyright Protection Society licence	Christian Copyright Licensing International licence
<b>Licences</b>														
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Performing Rights Society licence														
Phonographic Performance licence														
Mechanical Copyright Protection Society licence														
Christian Copyright Licensing International licence														

- 5.6 **Appendix A** shows the values of these items compared to previous years budgets and actuals.
- 5.7 Any items not approved through this report or on other central expenditure reports will:
- a) Create a financial issue for the DSG as the costs arise because of school business and
  - b) For those services that are being delivered by the LA, there may not be a full saving in 2019/20 due to the impact on services, the need to then consult with stakeholders and enter into a consultation process.

For those services aligned to the statutory duty of the LA and set out in the regulations and unapproved items would require further consultation before implementation.

## **6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)**

- 6.1.1 The current law in force in this area is the School and Early Years Finance (England) (No.2) Regulations 2018. However, these regulations apply for the financial year beginning on 1 April 2019 and such regulations are usually updated annually. Therefore, if implemented, it will be necessary to review these proposals if and when new regulations have been made by the Secretary of State and have come into force.

Jon Ludford-Thomas, Senior Solicitor  
Email: [jon.ludford-thomas@nottinghamcity.gov.uk](mailto:jon.ludford-thomas@nottinghamcity.gov.uk)  
Tel: 01158 764 398

## **7 HR COLLEAGUE COMMENTS**

- 7.1 In the event that Schools Forum DO NOT support/agree the continuation of any proposed funding arrangements as part of this and future Reports on funding allocation, this may result in significant workforce implications that would need to be detailed in separate School Forum, Chief Officer, and/or other governance reports. This could include potential employment / contractual obligations, costs and risks to the authority, taking into account appropriate timelines. Schools Forum and Local Authority Officers need to consider potential consultation, and approval routes, where workforce implications, risks and costs should be set out and planned. This would include any legal responsibilities, and obligations to consultation, both publically or internally with the workforce.

Lynn Robinson, HR Business Lead  
Email: [lynn.robinson@nottinghamcity.gov.uk](mailto:lynn.robinson@nottinghamcity.gov.uk)  
Tel: 0115 8763605

## **8 EQUALITY IMPACT ASSESSMENT**

- 8.1 Has the equality impact of the proposals in this report been assessed?



No   
An EIA is not required because this report does not propose a new service.

Yes

**9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

9.1 N/A

**10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

10.1 DfE - Schools and Early Years Financial Regulations 2018 (No.2).

10.2 ESFA – Schools revenue funding 2019 to 2020 - Operational guide December 2018

10.3 ESFA – Schools revenue funding 2020 to 2021 - Operational guide September 2019

10.4 DfE - Central school services block national funding formula – Technical note – August 2018

10.5 DfE – Schools Forum – Operational and good practice guide – September 2018

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APPENDIX A

**Analysis of Ongoing Commitments 2017/18 to 2020/21**

	2017/18					2018/19				2019/20				2020/21
	Budget Approved by Schools Forum/ Included in School Budget Report £m	Budget Latest £m	Outturn £m	Variance - Over/ (Under) budget £m	Reason for Variance	Budget Approved by Schools Forum/ Included in School Budget Report £m	Budget Latest £m	Outturn £m	Variance - Over/ (Under) budget £m	Budget Approved by Schools Forum/ Included in School Budget Report £m	Budget Latest £m	Forecast £m	Variance - Over/ (Under) budget £m	Budget £m
School Admissions	0.585	0.585	0.552	(0.033)	Staff vacancies	0.585	0.585	0.585	0.000	0.585	0.585	0.585	0.000	0.585
Servicing of schools forums	0.030	0.030	0.031	0.001		0.032	0.032	0.033	-0.001	0.032	0.032	0.032	0.000	0.036
Copyright Licences	0.178	0.197	0.185	(0.012)		0.190	0.192	0.192	0.000	0.205	0.205	0.205	0.000	0.215
Retained Education Services	0.640	0.640	0.640	0.000		0.618	0.646	0.646	0.000	0.646	0.678	0.678	0.000	0.640
<b>TOTAL</b>	<b>1.433</b>	<b>1.452</b>	<b>1.407</b>	<b>-0.045</b>		<b>1.425</b>	<b>1.455</b>	<b>1.456</b>	<b>-0.001</b>	<b>1.468</b>	<b>1.500</b>	<b>1.500</b>	<b>0.000</b>	<b>1.475</b>

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