



NOTTINGHAM CITY COUNCIL

Schools Forum

Date: Tuesday, 1 December 2020

Time: 1.45 pm

Place: Remote - To be held remotely via Zoom -
<https://www.youtube.com/user/NottCityCouncil>

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

<u>Agenda</u>	<u>Pages</u>
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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 remotely via Zoom on 13 October 2020 from 1.47 pm - 2.47 pm

Membership

Present

Judith Kemplay (Chair)	Maintained Primaries
Derek Hobbs (Vice Chair)	Secondary Academies
Paul Burke	Secondary Academies
Meeta Dave	Primary Academies
Kerrie Fox	Pupil Referral Units
Kerrie Henton	AP Academies & Free Schools
Tim Jeffs	Primary Academies
Patricia Lewis	Maintained Special Schools
Stephen McLaren	The Nottingham Nursery School
Janet Molyneux	Maintained Primaries
Lee Morgan	Special Academies
Cath Rowell	Secondary Academies
Debbie Simon	Early Years PVI
Terry Smith	Maintained Primaries
Sheena Wheatley	Trade Unions

Absent

Phil Briscoe	14-19 Education
James Strawbridge	Primary Academies
David Tungate	Secondary Academies
Bob White	Secondary Academies

Colleagues, partners and others in attendance:

Jackie Handley	- Insurance & Risk Manager
Elaine Harrison	- HR Consultant, Employee Relations
Julia Holmes	- Senior Commercial Business Partner
Nick Lee	- Director of Education Services
Patricia Lockhart	- Commercial Analyst
Kathryn Stevenson	- Senior Commercial Business Partner
Ceri Walters	- Head of Commercial Finance
Phil Wye	- Governance Officer

1 Election of Chair

Resolved to appoint Judith Kemplay as Chair of this Forum for the 2020-21 academic year

2 Election of Vice-Chair

Resolved to appoint Derek Hobbs as Vice-Chair of this Forum for the 2020-21 academic year

3 Membership

Resolved to note

- (1) the current membership of the Forum;**
- (2) the appointment of Kerrie Fox as a new member representing PRUs;**
- (3) the vacancy for a Primary Academy member.**

4 Apologies for Absence

David Tungate (Secondary Academies)
Bob White (Secondary Academies)

5 Declarations of Interest

None.

6 Minutes

The Forum confirmed the minutes of the meeting held on 21 January 2020 as a correct record.

7 2019/20 Dedicated Schools Grant - Outturn Report

Ceri Walters, Head of Commercial Finance, presented the report setting out the 2019/20 Dedicated Schools Grant (DSG) outturn position and the updated reserve balance, highlighting the following:

- (a) the 2019/20 outturn was an underspend of £1.264m compared to the budget set in January 2019. Underspends were in the Schools and Early Years blocks, with an overspend in the High Needs block;
- (b) underspend in the Schools Block was mostly from the Pupil Growth Contingency Fund, which will remain in the Statutory Schools Reserve (SSR). There has been a continuing underspend in the Early Years block for 3 years and consideration is now being given to the extent and timing of a potential further base rate increase;
- (c) the SSR balance as at 1 April 2019 was £6.469m, and after in year movements during 2019/20 the balance is £6.999m. Removing the commitments and ring fenced funding from this results in an un-earmarked balance of £2.224m. There is no statutory requirement for the levels of this reserve however its adequacy should align to any in year risks, which in Nottingham City would likely be High Needs and exclusions.

Resolved to

- (1) note that the 2019/20 financial outturn position of the DSG was an under spend of £1.264m (0.46% of the overall budget) against a final budget of £275.629m;**
- (2) note that this under spend has been allocated back to the Statutory Schools Reserve (SSR) resulting in a closing balance of £6.999m for 2019/20;**
- (3) note that the uncommitted balance on the SSR balance is £2.224m.**

8 De-delegation of funding for Trade Union time off for Senior Representatives for 2021/2022

Sheena Wheatley, National Education Union, presented the report outlining the proposed funding arrangements for trade union 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 2021 to 31 March 2022.

Resolved for

- (1) maintained schools to note the revised methodology for calculating the funding available for trade union facility time from the financial year 2021/22. Whereby, the per pupil rate and lump sum amount have been increased by 1.5% each financial year since 2016/17 to generate a revised rate per pupil and lump sum for 2021/22. This will ensure there is sufficient funding to cover the salaries of the trade union representatives in both maintained schools and academies and achieve a breakeven position in the financial year 2021/22. This will also enable the total time allocated to trade union representatives to be increased back to the level they were in the financial year 2016/17;**
- (2) maintained mainstream primary schools to approve the de-delegation of funding for senior trade union representatives at a rate of £1.49 per pupil and a lump sum of £1537.44 per school. These charges will generate a £0.145m projected income and is based upon the current 66 maintained schools and academies buying into the scheme;**
- (3) maintained mainstream primary schools to note that the total funding requested to be de-delegated by maintained mainstream primary schools is £0.061m. This is made up of £0.016m generated by pupil's numbers and £0.045m lump sum funding.**

9 Update on the consultation with maintained schools on the revised Scheme for financing schools (Fair Funding Scheme) and the proposed changes

Ceri Walters, Head of Commercial Finance, presented the report updating the Forum on the findings of the consultation on the revised scheme for financing schools (Fair Funding Scheme) and seeking approval for the recommended changes to the scheme as required, highlighting the following:

- (a) the consultation document was circulated to all head teachers and chairs of governors of maintained schools on 18 September 2020, with a response period of 13 days;
- (b) two changes were proposed:
 - i. from 2021 to 2022 funding year each school must submit a 3-year budget forecast each year by 15 June each year;
 - ii. from 1 April 2020 Local Authority Maintained Schools (LAMS) are able to join the Risk Protection Arrangement (RPA).

Resolved for maintained schools to approve the changes made to the Scheme for financing schools.

10 Funding Update 2021/22

Ceri Walters, Head of Commercial Finance, gave a presentation and provided the following information:

- (a) on the 20 July 2020 the Minister of State for School Standards announced the provisional funding allocations for the financial year 2021/22, as well as additional funding schemes that are available to schools to recover costs associated with Covid-19 in the financial year 2020/21;
- (b) in 2021/22 the national increase in high needs funding will be £730m or 10% compared to 2020/21;
- (c) the funding factors used in the schools and high needs National Funding Formulae (NFF) in 2021/22 remain the same but there are some technical changes including the addition of funding from the teachers' pay grant and the teachers' pension employer contribution grant, and an update to the Income Deprivation Affection Children Index;
- (d) schools funding through the Schools NFF is increasing by 4% overall in 2021-22, excluding growth. Estimates for the schools block in 2021/22 are £222.406m, which is an increase of 1.97%. This will be distributed to schools via the NFF based on schools' and pupils' needs and characteristics. The funding floor will ensure that every school is allocated at least 2% more pupil led funding per pupil compared to 2020/21;
- (e) in the illustrative funding allocation for 2021/22 the Central Expenditure has been reduced by a further 20%, meaning that there is a funding gap of -£1.968m. Use of this for Local Authority services will therefore be more restricted;
- (f) for high needs funding, Nottingham City is receiving the maximum increase of 12% which equates to £5.377m, which should enable it to meet existing high needs pressures and significantly help address the strategic priorities outlined in the 2018/23 SEND strategy.

11 Consultation on High Needs Places

Kathryn Stevenson, Senior Commercial Business Partner, delivered a presentation to share with the Forum draft proposals for planned high needs places for the 2021/22 academic year, and highlighted the following:

- (a) the local authority identifies where a place number change may be required by taking into account current numbers, known leavers at the end of 2021, anticipated new admissions and limits to physical capacity;
- (b) planned place changes for September 2021 are an 8 place increase at Woodlands, an 8 place increase at Nethergate. No further increase is planned at Woodlands or Westbury and Rosehill and Oakfield's planned places already reflect physical capacity;
- (c) a total of £0.451m additional funding will be required for special schools for next financial year arising from place number changes.

12 High Level Needs Funding Review Update

Kathryn Stevenson, Senior Commercial Business Partner, delivered a presentation and highlighted the following:

- (a) The local authority is rolling out a new High Level Needs (HLN) application & allocation process to underpin HLN funding for the primary phase from April 2021. This is currently undergoing testing with a sample of schools, and then will be launched to all schools ready for use straight after half term. SENCO training and support will be provided;
- (b) HLN application grids for all pupils will be required from schools by the end of November. The full dataset of applications will then be analysed to ensure that the allocation model is generating robust outcomes;
- (c) schools can submit an application for any pupil whose additional support needs exceed £6,000. There will be more bands and access to higher levels of funding than previously for pupils with the most complex needs;
- (d) a presentation on the new HLN model outcomes and financial implications will be presented at the January meeting. The next stage will be to conduct an HLN review for secondary and early years phases for implementation the following April.

13 Update on Inclusion Projects

Nick Lee, Director of Education Services, presented the report updating the Forum on the decision to put in place a Routes to Inclusion (R2i) delivery team and an expanded Intensive Support Team (IST) for September 2020, highlighting the following:

- (a) the anticipated impact on young people's mental health and behaviour has been well documented throughout the Covid pandemic. The Council needs a fully staffed and operational response to support schools with young people and their

needs for the start of the new academic year;

- (b) in the context of the pandemic, the proposal is more critical than ever. With an expanded Intensive Support team (IST), more children can be supported when their school place is in crisis. The IST work with school staff, the child and the family plus external agencies and departments to prevent exclusion and allow the child to remain in mainstream school. The model was trialled in 2019/20 and was very successful;
- (c) delaying a decision pending further consultation with the Schools Forum Sub-Group was not feasible due to the expiry of temporary staff contracts in July 2020 and the need to secure the experienced staff;
- (d) it is anticipated that in the future these teams will become self-funded and will not required to be funded from the DSG reserve.

Resolved to

- (1) note the use of £0.472m from the DSG reserve to fund a R2i delivery team for two academic years from September 2020;**
- (2) note the use of £0.090m from the DSG reserve to fund the expansion of the Intensive Support Team (IST) for the period September 2020 to March 2021.**

14 Future meeting dates

Resolved to note that the Forum is scheduled meet at 1.45pm on the following Tuesdays, either remotely or at Loxley House:

- **1st December 2020**
- **19th January 2021**
- **23rd February 2021**
- **27th April 2021**
- **22nd June 2021**

SCHOOLS FORUM – 1 DECEMBER 2020

Title of paper:	Proposed pupil growth allocation for 2021/22
Director(s)/ Corporate Director(s):	Nick Lee, Director of Education Services Catherine Underwood, Corporate Director for People
Report author(s) and contact details:	Lucy Juby, Project Manager, Education Services lucy.juby@nottinghamcity.gov.uk 0115 8765041
Other colleagues who have provided input:	Julia Holmes, Senior Commercial Business Partner, Children & Adults julia.holmes@nottinghamcity.gov.uk 0115 8763733 Dionne Screamton, Senior Solicitor, Legal Services Dionne.screamton@nottinghamcity.gov.uk
Summary	
<p>As part of the budget setting process for the financial year (FY) 2021/22, this report outlines the proposed requirements of the Pupil Growth Contingency Fund (PGCF) for 2021/22 and seeks Schools Forum's approval to allocate £1.282m for this purpose. The funding will be used to fund pupil growth in both maintained schools and academies.</p> <p>As part of the budget setting process for 2021/22, the School Funding team must inform the Education and Skills Funding Agency (ESFA) by 21 January 2021 on the level of funding allocated for pupil growth for academies for the period April 2021 to August 2021, from the pupil growth contingency fund.</p> <p>Growth Funds are an established mechanism nationally, to support expanding schools. The Department for Education (DfE) Schools Forums: Operational and good practice guidance document from May 2020 identifies central spend on and the criteria for pupil growth as one of the functions Forum are responsible for deciding on (Page 5).</p>	
Recommendation(s):	
1	To approve the allocation of £1.282m to support pupil growth in 2021/22. Appendix 1 outlines the current commitments and projected requirements for pupil growth in 2021/22 based on the current PGCF criteria.
2	To note: (a) the requirement to allocate funding to academies for the period April 2021 to August 2021 as guided by the ESFA; but which will be reimbursed to the LA's Dedicated Schools Grant (DSG). (b) the amount to be allocated (and reimbursed) is £0.458m; (c) the total amount of academies individual school budget shares will be netted off against the pupil growth given out for this period and the Authority's Dedicated Schools Grant for 2021/22 will be adjusted accordingly.
3	To approve the allocation of any unallocated DSG funding in the Schools Block which cannot be passed onto schools due the national funding formula guidelines in 2021/22 to the pupil growth contingency fund should there be a surplus balance.

1 REASONS FOR RECOMMENDATIONS

- 1.1 The pupil growth contingency fund continues to provide funding to schools and academies who have admitted additional pupils to meet the growing need for school places. The level of pupil growth in Nottingham has been substantial. The Council invested £42m in its primary school expansion programme from 2009-2018, creating over 5000 additional school places over the period of expansion, once all year groups are full.
- 1.2 The City's significant pupil growth started to impact on the secondary sector from 2017; therefore, an appropriate funding model was implemented to support this. In April 2018, Schools Forum approved the criteria and methodology under which funding can be allocated to secondary schools (as detailed in **Appendix 2**). Then on 15 January 2019, Schools Forum approved to alter the funding criteria for primary school pupil growth, so that teachers are funded at a salary of a M6 teacher rather than an M3 teacher, so that it mirrors the same salary given to secondary schools (**see Appendix 3**). Both criteria are currently update annually to reflect the pay increases.
- 1.3 The local authority retains a statutory duty to ensure all children within the city are able to access a suitable school place. A centrally held pupil growth fund allows the LA to manage the process of supporting schools to meet basic need. Collaborative and strategic coordination and cooperation between all Nottingham City learning settings has, and continues to be required, to meet the secondary sufficiency needs.
- 1.4 Financial support for schools that are providing significant additional capacity to meet this need is essential to avoid schools being at a financial disadvantage until the increased pupil numbers are reflected in their budgets. This will encourage the efficient deployment and allocation of resources as a school grows, while protecting the growth fund against long-term, non-sustainable funding commitments.
- 1.5 For maintained schools, there is usually a funding lag period of 7 months, between September and March, if schools have to provide additional staff for an extra class of pupils, but the increased number on roll are not reflected in their budget until the following April. The PGCF is used to support schools to address this funding lag.
- 1.6 Academies' FY runs from September to August, therefore, academies receive a full 12 months of PGCF. This is paid in two separate payments: 7/12ths of the annual amount is paid in September (to cover the period Sept – March). The other 5/12ths is paid in April (to cover the period April to August). This additional 5/12ths element for academies is then reimbursed to the LA's Dedicated School's Grant by the ESFA.
- 1.7 When a school expands (if the need for additional capacity is agreed with Council and the attached criteria is met), they may receive funding for every year that they admit additional pupils, until the school is full, which is normally 7 years for a primary and 5 years for a secondary school. If a school expands by a one-off bulge year, they will receive funding for that year only.
- 1.8 The forecast expenditure for 2021/22 has been costed on the basis of existing remaining primary growth commitments and the current and anticipated level of growth at the secondary phase. This figure includes both existing/known

commitments for secondary growth, as well as an estimated figure based on predicted additional capacity needs for the September 2021 academic year. This could increase further as pupil numbers also rise in neighbouring schools in the County and due to the scale of housing development in the City.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 For 2021/22, the level of funding for pupil growth requested from Schools Forum is £1.282m. **Table 1** below demonstrates how the fund is projected to be allocated. A full breakdown of known and projected expenditure by school is shown in **Appendix 1** attached.

Table 1: Forecast expenditure 2021/22	
Agreed expansions / PAN increases / bulge classes	£0.719m
Additional funding for academies to fund full FY	£0.458m
Contingency	£0.105m
TOTAL	£1.282m

The **Table 2** below shows the level of funding approved in recent years.

Table 2: Approved Funding	
2020/21	£1.394m
2019/20	£1.324m
2018/19	£1.148m
2017/18	£1.052m
2016/17	£1.318m
2015/16	£1.047m
2014/15	£1.523m

- 2.2 For 2021/22, the known requirements that are already committed or projected for the pupil growth fund total £1.177m.
- 2.3 A further £0.105m has been set aside to allow for contingency, to support any other schools accommodating additional pupils (if it meets the funding criteria attached).
- 2.4 Ensuring that the supply of school places meets demand is, and remains, a statutory duty of Local Authorities, even though LAs are no longer able to open new schools. As commissioners of education working with a range of providers, Nottingham City is striving to meet school place needs in a way that promotes parental choice, diversity and enabling access to good or outstanding schools close to home.
- 2.5 Since the considerable increase in secondary demand since 2017, some additional capacity has already been implemented, with expansions creating 8 extra forms of entry across Trinity School, NUASt and Fernwood Academy. This is in addition to the extra capacity which has also been negotiated at other academies as detailed in Appendix 1, through a combination of increased PANs and bulge years.
- 2.6 Pupil forecasting shows there is further need for places, with the Year 7 demand projected to peak in 2022-24, and overall capacity pressure set to peak in 2025/26 as

the larger cohorts move through. The expectation is that most or all of this remaining need will be met by the opening of the new Bluecoat Trent Academy 11-16 secondary school, which is supported by the Council. The Archway Learning Trust has been approved as a sponsor by the Secretary of State for Education to open the new school in September 2021.

- 2.7 The Bluecoat Trent Academy will service the geographical areas of North, Central and West of Nottingham City, where the demand is currently greatest. When it opens in September 2021, the new school will initially admit pupils in Year 7 only, then adding an additional Year 7 each academic year until all year groups are full.
- 2.8 As the new school will open in September 2021, the ESFA guidance states that it must be funded using estimated pupil numbers from September 2021 in the local funding formula, not via the pupil growth fund. The funding allocated to the free school via the local funding formula will be recoupable from the LA by the ESFA from the first year of opening. An update on the impact of this on the Schools Block will be included in the Schools Budget 2021/22 report.
- 2.9 As an LA, we aim to provide parental choice and to maximise the number of pupils securing their preferred school. For September 2020 secondary school admissions, in the face of increasing demand, 84% of pupils were offered their first or second choice secondary school. However, with the rising number of applications and the increasing pressure on capacity in existing secondaries, this has reduced from 92% in 2016. The Local Authority's ambition strives to ensure that all pupils in Nottingham attend a good school, close to home. More secondary places are required across the city to achieve this goal, in addition to the extra capacity already in place.
- 2.10 The full breakdown and updates to Pupil Growth Contingency Fund spend will continue to be reported to Schools Forum as a regular agenda item.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 None.

4 OUTCOMES/DELIVERABLES

- 4.1 Continued provision of required school places and maximising the number of pupils who secure their first or second preference. To address the growing need for additional capacity in the secondary sector, in line with the LAs statutory requirement to provide school places. The provision of this revenue funding in a timely manner supports schools to effectively meet the needs of pupils and to maintain standards and performance, without sustaining a significant funding shortfall.

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

- 5.1 In the FY 2019-20, the DfE introduced a formulaic approach to allocating growth funding to local authorities to try to ensure that the funding was distributed fairly and consistently. The new growth factor is fairer because it distributes funding based on the actual growth that local authorities' experience, rather than the amount they have historically chosen to spend. In the FY 2021/22 funding will continue to be allocated using the same methodology as in 2020/21, but will be

based on the growth in pupil numbers between the October 2019 and October 2020 censuses in each middle super output area (MDSOA) boundary.

See **Appendix 4** for a summary of the revised methodology for allocating pupil growth funding to local authorities.

- 5.2 Local authorities continue to be responsible for managing their pupil growth funding locally and setting their pupil growth criteria's.
- 5.3 The DfE have only confirmed this approach for funding local authorities in 2021/22. Guidance is yet to be released on how growth will be funded from the FY 2022/23 onwards. Moving forward, the LA will need to manage the growth funding they receive from year-to-year and review the pupil growth contingency criteria when clear guidance is released from the DfE.
- 5.4 In the FY 2021/22 the DfE have increased the rates applied to the growth in primary and secondary pupils by 2%. The increase in primary pupils in each MSOA between the October 2019 and October 2020 censuses will be multiplied by £1,459 and likewise the increase in secondary pupils in each MSOA is multiplied by £2,181.
- 5.5 As per paragraph 2.1 this report seeks approval to allocate £1.282m for pupil growth for both maintained schools and academies in the city in the FY 2021/22. The estimated funding requirement for 2021/22 has been calculated based on the principles included in the Pupil Growth Contingency Fund Criteria set by Schools Forum on 24 April 2018. However, updates have been made to the rates included in the primary and secondary school criteria's. **Table 3** shows the updates to the rates for 2021/22 compared to 2020/21.

	Primary	Secondary
Teachers Pay	Increased to reflect the estimated cost of a M6 teacher in the FY 2021/22. Assumed a 2% pay award from September 2021.	
Teaching Assistants Pay	Increased to reflect the estimated cost of a point 12 TA in 2021/22. A 2% pay award has been assumed in 2021/22.	
Midday supervisors Pay	Increased to reflect the estimated cost of a point 8 MDSA in 2021/22. The costing has been based upon 7.5 hours per week and an assumed 2% pay award in 2021/22.	
Deprivation factor rates: FSM		Inflated by 2% to reflect the increase in funding allocated through the national funding formula in 2021/22.
FSM6 and IDACI		Applied the rate values that

		are to be used in the local funding formula in 2021/22 to allocate funding to schools.
Classroom set up costs	Uplifted the classroom set up costs by 2% from £8,320 per class to £8,468. For secondary schools which are due to expand by more than one class this figure is tapered on a sliding scale dependent on the number of classes the school is to expand by. See Appendix 2 as to how this is tapered.	

The secondary schools deprivation ratios have also been updated to reflect the latest ratio's for secondary schools. These are now based on the pupils in the October 2019 school census rather than the October 2018 school census that were used in the FY 2020/21.

- 5.6 As stated in **Table 4** £0.719m has been allocated for maintained schools and academies pupil growth for the period September 2021 to March 2022, £0.458m for academies for the period April 2021 to August 2021, plus an additional contingency of £0.105m for any further expansions that may be required in 2021/22. If approved the funding will be included in the 2021/22 budget and will be funded as outlined in **Table 4**.

Table 4: Analysis of pupil growth funding 2020/21		
Forecast income		
2021/22 DSG Schools block allocation	-£0.824m	
Reimbursement from the ESFA for academies (Apr 21 to Aug 21)	-£0.458m	
Total income		-£1.282m
Forecast expenditure		
Planned expansions/bulge years maintained schools and academies (September 2021 to March 22)	£0.719m	
Funding to cover academies for the full academic year (Apr 21 to Aug 21)	£0.458m	
Contingency	£0.105m	
Total forecast expenditure		£1.282m
Variance		£0

- 5.7 The School Organisation Team will be allocating £0.458m to academies in 2021/22 to fund the extra pupils they took in from September 2020 for the period April 2021 to August 2021. Refer to paragraphs 1.6 for an explanation as to why this is required. The 2021/22 pupil growth for academies relating to April 2021 to August 2021 will be included in the submission of the 2021/22 school budgets to the ESFA. This funding will then be reimbursed to the Local Authority in 2021/22.

- 5.8 Should there be a surplus balance in the Schools Block once the October 2020 data has been received from the ESFA in December 2020 and the LA has passed onto schools all the funding that can be allocated through the local funding formula, the LA proposes to allocate the remaining unallocated balance to the pupil growth contingency fund for 2021/22. At present the LA cannot say how much the remaining balance will be as it is dependent on the make-up of pupils on the October 2020 school census. The primary and secondary units of funding were based on the make-up of pupils on the October 2019 school census. The LA is proposing this recommendation as a significant number of city schools are projected to be in receipt of transitional protection and as a result of the introduction of the national funding formula in 2020/21. This is estimated to equate to 75 of our 93 schools in 2021/22 (Excludes the new free school Bluecoat Trent Academy). Increasing the factor rates would not result in all schools receiving the additional funding as it would just be deducted from the protection. Only schools not in receipt of protection would benefit from the increase in the factor rates.

An update on the financial position on the Schools Block will be provided to SF in the Schools Budget 2021/22 report which will be brought to Schools Forum on 21 January 2021. See **recommendation 3**.

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

6.1 Legal Implications

6.1.1 The budgetary framework for the financing of maintained schools is contained in Chapter IV of Part II of the School Standards and Framework Act 1998 (“SSFA”). This chapter of the SSFA includes sections 45A (determination of specified budgets of a local authority) and 47A (the duty on a local authority to establish a schools forum for its area).

6.1.2 Section 45A(2) of the SSFA states that for the purposes of Part II of the SSFA, a local authority’s “schools budget” for a funding period is the amount appropriated by the authority for meeting all education expenditure by the authority in that period of a class or description prescribed for the purposes of this subsection (which may include expenditure incurred otherwise than in respect of schools). Section 45A(2A) of the SSFA states the amount referred to in subsection (2) includes the amount of any grant which is appropriated, for meeting the expenditure mentioned in that subsection, in accordance with a condition which –

(a) is imposed under section 16 of the Education Act 2002 (terms on which assistance under section 14 of that Act is given) or any other enactment, and

(b) requires that the grant be applied as part of the authority's schools budget for the funding period.

6.1.3 This means that the designated schools grant (“DSG”), which is paid to local authorities under section 14 of the Education Act 2002 (“EA2002”) essentially on condition imposed by the Secretary of State under section 16 of the EA2002 that it

is applied as part of an authority's schools budget for the funding period, is part of the schools budget. Indeed, the DSG is the main source of income for the schools budget (Education and Skills Funding Agency ("ESFA") guidance *Dedicated schools grant Conditions of grant 2020-2021* (November 2020), paragraph 3.1). Local authorities can add to the schools budget from local sources of income (*ibid*, paragraph 3.1). Local Authorities retain responsibility for setting the overall level of their ISB and for determining school budget shares, subject to the Schools and Early Years Finance (England) Regulations 2020, SI 2020/83 ("SEYFR").

6.1.4 The detail is prescribed by regulations.

6.1.5 Amongst other things, regulation 1 of SEYFR states the following:-

(4) In these Regulations—

...

"1996 Act" means the Education Act 1996;

...

"2003 Act" means the Local Government Act 2003;

...

"2018 (No 2) Regulations" means the School and Early Years Finance (England) (No 2) Regulations 2018;

...

"capital expenditure" means expenditure of a local authority which falls to be capitalised in accordance with proper accounting practices, or expenditure treated as capital expenditure by virtue of any regulations or directions made under section 16 of the 2003 Act;

...

"CERA" means capital expenditure which a local authority expects to charge to a revenue account of the authority within the meaning of section 22 of the 2003 Act;

6.1.6 Amongst other things, regulation 8 of SEYFR states the following:-

(6) Except as provided for in paragraphs (13) and (14) [not relevant here], a local authority must not deduct the expenditure referred to in Schedule 2 (other than expenditure referred to in paragraph 8 (expenditure on licences) and Part 5 (Children and Young People With High Needs) of Schedule 2) without authorisation from its schools forum under regulation 12(1), or from the Secretary of State under regulation 12(3).

6.1.7 Amongst other things, regulation 12 of SEYFR states the following:-

(1) On the application of a local authority, its schools forum may authorise—

...

(b) the making of deductions from the authority's schools budget of expenditure under regulation 8(6);

6.1.8 Schedule 2 to SEYFR sets out the following expenditure relevant to this report:-

1

CERA incurred for purposes not falling within any other paragraph of this Schedule or Schedule 1.

...

3

Any deductions under any of paragraphs 1 and 2(a), 2(b), 2(c), 2(d) and 2(e) must not exceed the amount deducted under each of the corresponding paragraphs of Part 1 of Schedule 2 to the 2018 (No 2) Regulations for the previous funding period.

4

Expenditure due to a significant growth in pupil numbers as a result of the local authority's duty under section 13(1) of the 1996 Act to secure that efficient primary education and secondary education are available to meet the needs of the population of its area, including expenditure resulting from the additional costs associated with establishing a new school.

6.1.9 Therefore, the expenditure proposed here is potentially expenditure to be made from the schools budget for Nottingham City Council ("NCC") and NCC's DSG at that. This is provided if the money is to be spent in the way proposed in this report, that it is either spent as CERA as defined by SEYFR and in accordance with SEYFR, or it is spent due to a significant growth in pupil numbers as a result of NCC's duty under section 13(1) of the 1996 Act to secure that efficient primary education and secondary education are available to meet the needs of the population of its area. That last point is particularly important where it is envisaged that any such expenditure would be made to assist the expansion of an Academy since any expenditure of NCC's schools budget on an Academy without a clear legal duty or power enabling NCC to do so would be unlawful. The reasons for recommendations and the background sections to this report set out that a significant growth in pupil numbers means that section 13(1) of the 1996 Act is potentially engaged here and the proposed expenditure would be lawful on that basis alone.

6.1.10 Lastly as expenditure caught by Schedule 2 to SEYFR, regulation 8(6) of SEYFR requires NCC to seek the approval of Nottingham City Schools Forum under regulation 12(1)(b) of SEYFR for the expenditure referred to in this report, hence this report.

7 HR ISSUES

7.1 Not applicable.

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:
(Please explain why an EIA is not necessary)

Yes

Attached as **Appendix 5**, and due regard will be given to any implications identified in it.

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 Pupil Growth Contingency Fund – criteria setting – 24 April 2018 and 15 January 2019.

10.2 ESFA - Schools revenue funding 2021 to 2022 – Operational guide – July 2020

10.3 DfE - The School and Early Years Finance (England) Regulations 2020

10.4 ESFA - Schools Forum – Operational and good practice guide – September 2018

Appendix 1 – See attached file Pupil Growth Contingency Fund Projection

Appendix 2 – proposed criteria for secondary phase pupil growth (values updated 11 Nov 2020)

Conditions / principles of funding:

- Funding allocated to schools which are increasing their PAN or expanding beyond it, by a minimum of one full class (i.e. 25-30 pupils).
- Funding allocated where growth is at the request of / in agreement with the Council's School Organisation Team.
- Funding will only be allocated if additional costs are incurred. If a capacity increase or expansion can take place within the current teaching structure of the school and additional costs are marginal, contingency funding will not be allocated.
- Funding allocated for classroom costs based on consideration of the increase in overall actual numbers, i.e. the difference in pupils leaving Year 11 and joining Year 7, from the date of the increased capacity.
- If a school is expanding by more than one class, the funding allocation per class will be tapered on a sliding scale as detailed below.
- Period of funding – 5 years, based on the school growing year on year from Years 7-11, or when the school is full, whichever is the earliest. 'Bulge' years – funding for the relevant year only.
- From April 2018, for any academy choosing to reduce their PAN against the wishes of the LA, pupil growth contingency funding will not be payable for subsequent increases / admission over PAN.
- All decisions on the necessity and level of funding will be assessed by the LA Pupil Place Planning Officer, on a case by case basis in accordance with the criteria agreed by Schools Forum and in consultation with the school. The Service Manager for Access & Inclusion will then undertake a further review and confirm that the criteria are met. Following approval, the funding will then be confirmed to the school.

Criteria and funding values:

- Staffing funding based on an M6 teacher (including on-costs).
- Deprivation funding based on each schools proportion of pupils eligible for the FSM, FSM6 and IDACI band factors.
- Classroom set up costs, up to a maximum of £8,320 per additional class / 25-30 pupils. This element is only payable in justifiable circumstances, e.g. if the school has physically expanded to create brand new additional classrooms that require furniture and equipment. It will not apply where there is already existing space / surplus capacity within the school.
- All three of the above criteria payable for each additional class (per class of 25-30 pupils) but tapered on a sliding scale as follows:
 - 1 class = 100% funding
 - 2 classes = 80% funding
 - 3 classes = 60% funding
 - 4 classes = 40% funding
 - 5 classes = 20% funding

**Table 1: SECONDARY CRITERIA AND FUNDING VALUES
(for one additional form of entry)**

Note - the following funding streams are paid on a sliding scale for each additional form of entry added, as detailed in the conditions of funding stated above

Funding streams	7/12ths (Sept- March)	5/12ths (April – August)	Annual value
Funding for a Teacher at Main Scale 6 (including on-costs)	£29,522	£20,664	£50,185
Deprivation funding based on each schools proportion of pupils eligible for the FSM, FSM6 and IDACI band factors	School specific amount, to a <u>maximum</u> of £20,334	School specific amount, to a <u>maximum</u> of £14,524	School specific amount, to a <u>maximum</u> of £34,858
Classroom set up costs – fixtures / fittings / smart board This element is only payable in justifiable circumstances, e.g. if the school has physically expanded to create brand new additional classrooms that require furniture and equipment. It will not apply where there is already existing space within the school.	£4,940	£3,528	Up to £8,468 per additional class (25-30 pupils)

Growth fund is not used for:

- Schools with existing surplus capacity which are admitting additional pupils up to the PAN.
- Schools admitting over PAN or increasing their PAN at their own choice
- Schools who are directed / requested to admit additional pupils admitted through Appeals, FAP, LAC, errors etc, as these numbers will be extremely low on an individual school basis.

Appendix 3 – criteria for primary phase pupil growth (values updated 11 Nov 2020)

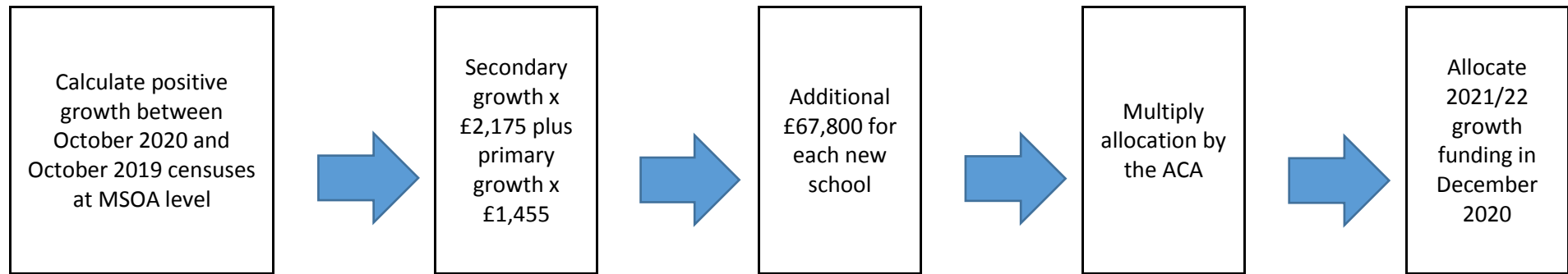
Schools Forum on 15 January 2019, agreed to alter the funding criteria for primary school pupil growth, so that teachers are funded at a salary of M6, as is the case for secondary schools.

1. For any *new* primary funding decisions from April 2018 onwards, funding for utilities costs will only be allocated based on specific need / evidence, on a case-by-case basis.
2. For 'bulge year' funding allocations in KS2, a Teaching Assistant may not be required, or can potentially be shared between more than one class. Allocations on a case-by-case basis as per the application process above.

Table 2: PRIMARY CRITERIA AND FUNDING VALUES (based on a class of 30 pupils)			
Funding Streams	7/12ths (Sept-March)	5/12ths (April-Aug)	Annual Value
Staffing			
Teacher M6 (with on costs)	£29,522	£20,664	£50,185
Teaching Assistant	£17,213	£12,295	£29,507
Midday Supervisor	£2,257	£1,612	£3,868
Total staffing cost package	£48,992	£34,571	£83,560
Utilities			
Utilities Costs (£150 per pupil per annum)	£2,625 (based on 30 pupils)	£1,875 (based on 30 pupils)	£150 x 30 = £4,500
TOTAL COST (staffing and utilities – based on additional 30 pupils)	£51,617	£36,446	88,060
New classroom set up			
Classroom set up costs - Fixtures & Fittings			Up to £6,446
Smart board kit			Up to £2,040
Total classroom set up costs			Up to £8,486

APPENDIX 4

Methodology for allocating pupil growth to local authorities 2021/22



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Appendix 1 – breakdown of schools due to receive funding from 2021/22 pupil growth contingency fund

School	Amount £	Funding criteria	Funding start date	Funding end date (up to and including)
Primary expansions				
Fernwood Primary	51,617	Staffing / utilities	Sept 2015	Sept 2021
Glade Hill Primary	51,617	Staffing / utilities	Sept 2016	Sept 2022
Mellers Primary	51,617	Staffing / utilities	Sept 2016	Sept 2022
Middleton Primary	51,617	Staffing / utilities	Sept 2015	Sept 2021
South Wilford	51,617	Staffing / utilities	Sept 2015	Sept 2021
Primary expansions classroom set up				
Fernwood Primary	8,468	Classroom set up x1	Sept 2015	Sept 2021
Glade Hill Primary	8,468	Classroom set up x1	Sept 2016	Sept 2022
Middleton Primary	8,468	Classroom set up x1	Sept 2015	Sept 2021
South Wilford	8,468	Classroom set up x1	Sept 2015	Sept 2021
Primary sub total	291,957			
Secondary expansions / PAN increases				
Trinity School - 1 FE expansion	40,562	Staffing / deprivation funding	Sept 2017	Sept 2021
Trinity School - 1 FE expansion	4,939	Classroom set up / resources	Sept 2017	Sept 2021
NUAST - 4 FE age range extension	115,687	Staffing / deprivation funding	Sept 2018	Sept 2022
Bulwell - 1 FE PAN increase	49,129	Staffing / deprivation funding	Sept 2018	Sept 2022
Djanogly City Academy – 2 FE PAN increase	87,518	Staffing / deprivation funding / classroom set up and resources	Sept 2019	Sept 2023
Nottingham Free School - 1 FE PAN increase	35,736	Staffing / deprivation funding	Sept 2019	Sept 2023
The Fernwood Academy - 3 FE expansion	81,887	Staffing / deprivation funding	Sept 2020	Sept 2024
The Fernwood Academy – 3 FE expansion	11,855	Classroom set up / resources	Sept 2020	Sept 2024

Secondary sub total	427,313			
Contingency funding				
Secondary contingency (based on estimated up to 2 FE increase)	105,000	Staffing / deprivation funding / resources	Sept 2021	TBC
Total DSG required (excluding funding to be reimbursed from the ESFA for academies funding)	824,270			
Additional funding for primary academies to fund April – August '21 (reimbursed by ESFA)				
Huntingdon	36,446	Staffing / utilities	Apr-2016	Apr-2021
South Wilford	36,446	Staffing / utilities	Apr-2016	Apr-2022
Additional funding for secondary academies to fund April – August '21 (reimbursed by ESFA)				
Trinity School – 1 FE expansion	32,078	Staffing / deprivation funding / classroom set up	April 2018	April 2022
NUAST – 4 FE age range extension	81,448	Staffing / deprivation funding	April 2018	April 2023
Bulwell Academy – 1 FE PAN increase	34,669	Staffing / deprivation funding	April 2019	April 2023
Emmanuel School – 1 FE bulge class (for 3 years)	30,648	Staffing / deprivation funding	April 2019	April 2021
Bluecoat Aspley – bulge class	10,142	Staffing / deprivation funding	April 2021	April 2021
Bluecoat Wollaton – bulge class	4,928	Staffing / deprivation funding	April 2021	April 2021
Bluecoat Beechdale – bulge class	17,594	Staffing / deprivation funding	April 2021	April 2021
Djanogly City Academy – 2 FE PAN increase and 1 FE Sept '20 bulge class	82,335	Staffing / deprivation funding / classroom set up	April 2020/21	April 2021 for 1 FE bulge and April 2024 for 2 FE PAN increase
The Fernwood School – 3 FE expansion	57,475	Staffing / deprivation funding	April 2021	April 2025
The Fernwood School – 3 FE expansion	8,468	Classroom set up / resources	April 2021	April 2025

Nottingham Free School – 1 FE PAN increase	25,102	Staffing / deprivation funding	April 2020	April 2024
Sub total to be reimbursed by ESFA	457,780			
Total forecast expenditure for 20/21	1,282,050			

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Equality Impact Assessment Form

[screentip-sectionA](#)

1. Document Control

1. Control Details

Title:	Proposed budget for pupil growth 2021/22
Author (assigned to Pentana):	Lucy Juby
Director:	Nick Lee
Department:	Education
Service Area:	Project Management
Contact details:	Lucy Juby, 0115 8765041
Strategic Budget EIA: Y/N	N
Exempt from publication Y/N	N

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2. Document Amendment Record

Version	Author	Date	Approved
1	Lucy Juby	11/11/20	

3. Contributors/Reviewers

Name	Position	Date
Julia Holmes	Finance Business partner	

4. Glossary of Terms

Term	Description

[screentip-sectionB](#)

5. Summary

(Please provide a brief description of proposal / policy / service being assessed)

As part of the budget setting process for 2021/22, the proposal outlines the proposed requirements of the pupil growth contingency for 2021/22 and seeks Schools Forum's approval to allocate £1.282m of the Dedicated Schools Grant to fund the proposal. The funding will be used to fund pupil growth in both maintained schools and academies, to ensure the continued provision of required school places.

[screentip-sectionC](#)

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6. Information used to analyse the effects on equality:

(Please include information about how you have consulted/ have data from the impacted groups)

Analysis of the January 2020 school census for all schools in Nottingham, to understand the impact of this funding on the school pupil population. This paper requests funding to support pupil growth across Nottingham, so the latest school census data was used to assess the equalities impact. 31.4% of pupils in Nottingham schools speak English as an Additional Language, 15.4% have special educational needs, 29.4% qualify for free school meals and 55% are BME.

7. Impacts and Actions:

The proposal will benefit a diverse population of young people, as it supports the funding of pupil growth across the whole City.

There will be no negative impacts of this proposal. No action required.

<u>screeentip-sectionD</u>	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" 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"/>
<i>Please underline the group(s) /issue more adversely affected or which benefits.</i>		

<u>screeentip-sectionE</u>	<u>screeentip-sectionF</u>
How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
Provide details for impacts / benefits on people in different	Continue on separate sheet if needed (click and type to delete)

<p>protected groups.</p> <p>Note: the level of detail should be proportionate to the potential impact of the proposal / policy / service. Continue on separate sheet if needed (click and type to delete this note)</p> <p>The proposal will benefit a diverse population of young people, as it supports the funding of pupil growth across the whole City.</p> <p>Financial support for schools that are providing significant additional capacity to meet pupil growth, is essential to avoid schools being at a financial disadvantage, until the increased pupil numbers are reflected in their budgets. This will encourage the efficient deployment and allocation of resources, to ensure that additional staffing and new classroom set up is funded, for the schools expanding.</p> <p>Page 32</p>	<p>this note)</p> <p>No action required.</p>
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8. Arrangements for future monitoring of equality impact of this proposal / policy / service:

Annually

9. Outcome(s) of equality impact assessment:

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

10. Approved by (manager signature) and Date sent to equality team for publishing:

<p>Approving Manager: The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.</p>	<p>Date sent for scrutiny: Send document or Link to: <u>equalityanddiversityteam@nottinghamcity.gov.uk</u></p>
<p>SRO Approval: Nick Lee</p>	<p>Date of final approval: 12/11/20</p>

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.

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Schools Forum – 1 December 2020

Title of paper:	Early Years Central Expenditure 2021-22
Director(s)/ Corporate Director(s):	Catherine Underwood, Corporate Director for People
Report author(s) and contact details:	Kathryn Bouchlaghem, Early Years Service Manager
Other colleagues who have provided input:	Kathryn Stevenson, Senior Commercial Business Partner (Schools)
Summary	
<p>The national Early Years (EY) funding arrangements, including a national formula for allocating the EY block to Local Authorities and new regulations around the distribution of funding to providers, have been successfully implemented since its introduction in April 2017.</p> <p>This paper requests approval of the Early Years Central Expenditure Budget for 2021/22.</p>	
Recommendation(s):	
1	Approve Early Years Central Expenditure of £0.997m for 2021/22, subject to this meeting the high pass-through requirement.
2	Note that this will not fully cover anticipated early years central expenditure costs and that a proposal for an additional incremental amount will be tabled as part of the January budget report if national EYFF rates are increased for 2021/22.

1 Reasons for recommendations

- 1.1 This represents an increase of 2.4% compared to 2020/21 and allows for an uplift on pay costs of up to 2.75%, with other elements of the central expenditure budget remaining the same as 2020/21.
- 1.2 The revised national arrangements from April 2017 introduced new regulations around the proportion of EY funding that can be retained for central spend. This was in order to ensure a high pass-through of funding to providers (93% in 2017/18 and 95% from 2018/19 onwards). The proposed EY central expenditure figure is within 5% of the anticipated indicative 2021/22 Early Years Block allocation, even if early years funding rates are not subject to not to a national uplift. Approval is subject to compliance with this regulation when the 2021/22 Schools Budget is finalised.
- 1.3 The above proposal is in line with the 5% limit on retained funding, based on a projection of indicative early years funding for 2021/22 that assumes the national EYFF rates remain the same.

2 Background (including outcomes of consultation)

2.1 The funding will enable the Early Years Team to carry out the following Local Authority duties under the Childcare Act 2006/Education Act 2014/Children and Families Act 2014:

- Early Years Foundation Stage Profile (EYFSP) moderation (year round process) – city-wide overview of the Private Voluntary and Independent sector (non-maintained) and schools (maintained and academies)
- Secure sufficient childcare for working parents - this underpins economic growth and stability for employment in Nottingham City
- Secure early years funding free of charge (2, 3 and 4 year olds)
- Moderation of F1 across the sectors with a focus on Speech, Language and communication
- Contribute to the Early Years SEND Inclusion Fund integrated with the HLN across both sectors

OVERVIEW OF CURRENT POSITION - KEY POINTS

NB: Due to the COVID 19 pandemic the below figures are based on the Early Years Foundation Stage Profile Data 2019. There was no statutory requirement for schools to undertake the EYFSP in 2019 to 2020.

Target for 2019: to close the gap between Nottingham City and National						
	Good Level of Development					
	2014	2015	2016	2017	2018	2019
Nottingham City	47% (+7)	58% +11)	63.5% (+5.5)	66.2% (+2.7)	67.6% (+1.4)	66.9 –(0.7)
National	60%	66%	69.3% (+3.3)	70.7 % (+1.4)	71.5% (+0.8)	71.8 (+0.3)
Difference	-13	-8	-5.8	-4.5	-3.9	-4.9

66.9 % of pupils in Nottingham were assessed as having reached a ‘Good Level of Development in the EYFSP’ in 2019. This is a decline of 0.7 compared to 2018 (67.6%). Our average point score has declined by 0.1, from 33.07 to 32.97.

- There has been a decrease in all ELGs. The largest decreases have been seen in Managing Feelings and Behaviour (-2.1) and Making Relationships (-2.4) and Exploring Using Media and Materials (-2.1).

Girls outperform boys in all ELGs. In 2018 the gender gap had closed to 10.9 which was lower than the gender gap nationally (13.5), this year the gender gap has increased to 14.6.

Biggest Gaps with National	
Prime:	Specific:
Health and Self Care -3.4	Reading -7.5
Self Confidence and Self Awareness -3.3	Writing -6.2
Managing Feelings and Behaviour -3.2	Shape, space and measures -6.1

- Nottingham's LA ranking has gone down 10 LA places to 143rd.

Nationally, in 2019, Numbers was the only ELG where there was an increase in the percentage of children achieving at least the expected level compared to 2018. The trend for the individual ELGs has changed, with 14 showing a small decrease in the percentage of children achieving the expected level. This is in contrast to the overall picture, with 0.5 ppts more children achieving at least the expected level across all the ELGs. (SRF October 2019)

Children in Nottingham City generally start school below age related expectations. Anecdotally, this year the cohort of children was particularly challenging. Issues include poor PSE development and high mobility in certain areas. Taking all of this into account, though some children do not reach expected levels at the end of EYFS, they do make good progress from their start points.

The impact of COVID-19 is still, and will continue to be felt across Nottingham City. We are continuing to work closely with schools and PVI settings to support them with issues that arise, with a particular focus currently on personal, social and emotional development, and speech and language development.

Schools and PVI settings were supported throughout the period of lockdown and continue to be supported e.g. through the speech and language, Talk and Play project which involves around 14 PVI settings, 25 schools and NNSTC.

In the academic year 2020/21 Early Adopters (around 10 schools) of the EYFS reforms will be supported throughout the year by the LA to help them adapt to the changes and support them with their end of year assessments. In addition to this the wider early years sector will be supported to prepare for the changes so that they are ready and confident to adopt them once they are statutory from September 2021. In addition where appropriate we will keep Head Teacher and senior leaders updated using existing communication infrastructures for example Head Teacher briefings and Senior Leader Networks.

Additional Headlines

The Early Years Team has a history of securing additional funding and generating income. Notably work linked to the national programme of Math's Hub.

The Department for Education awarded Nottingham City £185k over 2 years, as part of a 3 cities bid, with Leicester and Derby to develop a city wide Speech Language and Communication Hub, with a focus on; enabling the wider workforce within the 0-5 system, and supporting children and families more effectively. This groundbreaking work with partners is welcomed in the city. The outcomes of this work can be shared with Schools Forum from March 2021.

Ofsted Early Years Directorate and the Local Government Association (LGA) are bodies who regularly check and challenge performance and outcomes. The Annual Ofsted Conversation, with the LA, noted a positive approach to supporting all early years settings with any in year changes to the statutory framework and/or policy changes. During the

COVID pandemic the Early Years team have continued to be the bridge between the DfE and all Early Years Providers.

The LGA is due to revisit the LA early 2021 to check progress against a city 0-5 speech language and communication focused peer challenge, led by the Early Years team and supported by partners across the 0-5 system. An update can be shared at Schools Forum if appropriate.

❖ Early Years EYFS CPD training opportunities programme

A variety of courses are offered to both the Maintained and Private, Voluntary and Independent (PVI) sector to support them to meet their statutory duties by satisfying Ofsted requirements, as well as contributing to the EYFSP.

2019 - 2020 Financial Year:		
Sector	Number of courses	Attendance
Maintained schools and academies	18	353*
PVI Day Nurseries, Pre-schools and childminders	65	1547*
Generic Courses (e.g. Paediatric First Aid,	11	263
Annual business meeting	1	96
Total: Financial Year 2019 - 2020	95	2259

*Includes annual conference

Covid 19 lockdown forced the cancellation of some face to face courses in April and May 2020. However, to ensure that settings were meeting their statutory duties the Early Years team sourced blended learning Paediatric First Aid and developed a range of online courses which includes Safeguarding Children. The below table includes online and blended learning sessions since May and also includes bookings till November.

April 2020 –November 2020:		
Sector (includes November bookings)	Number of courses	Attendance
Maintained schools and academies	2	2
PVI Day Nurseries, Pre-schools and childminders	19	179
Generic Courses (e.g. Blended learning Paediatric First Aid)	1*	76 PVI
		35 schools
Total: April –Nov 2020	21	292

* NB candidates complete part one online, part two (face to face) scheduled for December) this would equate to 13 full certificated PFA courses.

In order to support and communicate with settings during lockdown, online face to face meetings were arranged and facilitated by Early Years May-July 2020. **144** practitioners participated in these online meetings.

Sufficiency Duty

Funded age range	Sector	Number of Children	Percentage of all funded children that term	Data source
3 & 4 year old provision	Schools	5,646	75.3%	January 2019 statistical release
	PVI	1,848	24.7%	
2 year old provision		140	12%	Autumn term 2020 participation data (pre validation)
	Schools	1023	88%	
	PVI			

NB. 2YO provision does not take into consideration:

- Providers have not yet returned their confirmation reports
- School rising three data is yet to be validated

Schools: Two Year provision (separate facility – children from the term after they turn 2 years old)		
School	Registered number of places	Average Capacity
Sycamore Primary	12 (24 sessions)	12 children am, 10 children pm
Djanogly Sherwood Rise	16 (32 Sessions)	Capped at 12 children per session at the moment
Milford Academy	8 (16 sessions)	Awaiting update
Cantrell	12 (24 sessions)	Full both sessions
On average 20 additional schools take children the term they turn three equating to approximately 60 additional funded 2 year olds in schools		

Ofsted Gradings: 2019/2020 – last updated October 2020

Figure 1. Nottingham City Ofsted Grades Compared to National and Regional data

All Early Years Settings (Day Nurseries, Pre-Schools and childminders)			
Ofsted data	National	East Mids	Nottingham City
Outstanding	18%	14%	6%
Good	79%	81%	89%
Requires Improvement	3%	3%	3%
Inadequate	1%	1%	1%

Day Nurseries & Pre schools	Current numbers	Ofsted Grade % overall	
Outstanding	5	6%	82%
Good	58	76%	
New Settings (awaiting Inspection)	12	16%	16%
Requires Improvement	0	0%	2%
Inadequate	2	2%	

Total	77	100	
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Figure 2. Nottingham City Ofsted Grades Day Nurseries and Pre-Schools

Intended Outcomes

Local authorities **must** have regard to the DfE **Early Education and Childcare Statutory Guidance for Local Authorities** when seeking to discharge their duties and **should not** depart from it unless they have good reason to do so.

The Guidance states that:

‘all children are able to take up their free hours in a high quality setting’.

2.2 **Table 1** shows an indicative breakdown of the central expenditure budget. Exact figures will be finalised during the course of the Council’s wider 2021/22 budget setting process, taking into account the calculation of detailed salary budgets for example.

TABLE 1: Breakdown of Central Expenditure Budget £m			
Expenditure Category	2020/21	2021/22	
Staffing – including on costs	0.843	0.866	See Table 2 for funded posts
Non staffing – facilities, managerial overheads, support costs	0.131	0.131	Facilities, managerial overheads, support costs
TOTAL	0.974	0.997	

2.3 Table 2 shows early years funded posts included in the staffing costs in **Table 1**:

TABLE 2: Early Years posts	
Role	FTE
Early Years Manager	0.8
Programme/Project Management	1.8
Early Years SEND workers	2.0
EYFS Support Workers	3.8
Teaching & Learning Specialists	2.0
Childcare Workforce Development/Training	2.6
2, 3 and 4 Year old funding administration	1.6
Administrator	0.6

Safeguarding post	1.0
Family Information Officers	2.4
Family Information Directory Coordinator	1.0
TOTAL	19.6

3 Other options considered in making recommendations

3.1 NONE.

4 Outcomes/deliverables

4.1 An agreed approach to setting the 2020/21 Early Years budget, which meets the regulations, as outlined in the Early Education and Childcare Statutory Guidance for Local Authorities (June 2018).

5 Finance colleague comments (including implications and value for money/VAT)

5.1 The proposed Early Years central expenditure will be funded from allocations for 2, 3 and 4 year olds. The EYNFF rates for funding coming into the Local Authority in 2021/22 for 2 year olds and 3 & 4 year olds have not yet been announced. Our indicative early years allocation for 2021/22 is expected to be published in mid-December.

5.2 The indicative allocation for 2021/22, when published, will be based on January 2020 census. As 3 & 4 year old pupil numbers were 2.6% higher in January 2020 compared to January 2019, this allows the proposed increase in early years central expenditure within the permitted 5% limit even if the EYNFF rates remain the same as 2020/21.

5.3 The planned contribution from 2 year old funding to the central expenditure budget remains the same as 2020/21 at £0.065m. This represents 1.7% of anticipated 2 year old funding.

5.4 The proposed £0.023m increase in early years central expenditure is an increase of 2.4%. This would cover a potential pay award of up to 2.75%, in line with the 2020/21 increase. The actual pay award for 2021/22 is not yet known.

5.5 This does not allow for any inflationary increase to non-staffing budgets.

5.6 It should be noted that the full central costs of early years are not currently met by the early years central expenditure budget, as below the line costs applied to the budget at year end (accommodation and employee IAS19 recharges) are not covered and there has been no apportionment of leadership costs at Head of Service or Director level.

5.7 If the 3 & 4 year old funding rates for 2021/22 announced in December represent an increase above the 2020/21 level then the 5% permitted early years expenditure limit will increase accordingly. If this is the case it is recommended that a proposal for an incremental increase on top of the £0.997m is tabled for approval to Schools Forum as part of the 2021/22 Schools Budget report. This would not lead to a

significant increase, with each extra 1p on the hourly rate allowing up to £1864 in additional central expenditure.

Advice provided by Kathryn Stevenson
Senior Commercial Business Partner (School Funding)
19/11/2020

6 Legal and Procurement colleague comments (including risk management issues, and legal, Crime and Disorder Act and procurement implications)

6.1 None

7 HR colleague comments

7.1 Not relevant for HR comments.

Rachael Morris
HR Business Lead (Children & Adults)
19/11/2020

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 no changes are proposed.

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 Childcare Act 2006, Education Act 2014, Children and Families Act 2014, Early Education and Childcare Statutory Guidance for Local Authorities (June 2018).

10.2 Early Years Entitlements: Local Authority funding of Providers Operational Guidance 2020-21 (December 2019)

Schools Forum - 1 December 2020

Title of paper:	CENTRAL EXPENDITURE BUDGET 2021/22 – Historic Commitments
Director(s)/ Corporate Director(s):	Catherine Underwood, Corporate Director for Children and Adults Laura Pattman, Chief Finance Officer
Report author(s) and contact details:	Ceri Walters, Head of Commercial Finance 01158 764 128 ceri.walters@nottinghamcity.gov.uk
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Summary

Funding for some central services provided by the Local Authority (LA) to schools are funded through the Central Schools Services Block (CSSB) within the Dedicated Schools Grant (DSG). The funding given through the CSSB is split into two streams, funding for historic commitments and for ongoing commitments.

This reports requests approval of the historic commitments within the CSSB for the financial year 2021/22.

The report sets out the recommendations of the Schools Forum Sub Group (SFSG) on specific items of expenditure for inclusion in the 2021/22 budget setting process. The SFSG met on the 13 and 16 November 2020 and were content to accept the proposals put forward by the Local Authority (LA) on the funding of historic commitments for the financial year 2021/22.

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 **Appendix A** 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.

The supporting documentation is included in **Appendix B to F**.

The central expenditure for “Ongoing Commitments” proposals are included in a separate report to Schools Forum (SF) on 1 December 2020.

Approval is also being sought for the allocation of funding for SEN Transport in the financial year 2021/22. This is funded from the High Needs Block but is also classed by the Education Skills Funding Agency (ESFA) as a historic commitment, this is why it has also been included in this report.

Recommendation(s):

1	Approve historic commitments set out in Table 3 totalling £4.632m for the financial year 2021/22, noting the additional historical detail set out in Appendices B to F .
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1 Reasons for recommendations

- 1.1 Under the Schools & Early Years Financial Regulations 2020 and the Schools Forum Operational Guidance issued in July 2020, SF approval is required for individual central expenditure items in the Central Schools Services Block (CSSB).
- 1.2 On 21 July 2020 the ESFA released the illustrative funding allocations for the financial year 2021/22. In keeping with the Department of Education’s (DfE) commitment to reduce historic commitment funding, Nottingham City’s historic commitments funding have been cut by a further 20% in 2021/22 which also happened in the financial year 2020/21.

In the financial year 2020/21 Nottingham City saw a reduction of -£1.060m in historic commitments funding and a further cut of -£0.908m has been made in the financial year 2021/22. **The total funding reduction to date is -£1.968m.** The ESFA have stated that this funding will be cut year on year until LA’s only have the value of the termination of employment and prudential borrowing remaining budgets, for those LA’s who have commitments for these costs.

During the budget setting process for 2020/21 £0.029m of the historic commitments funding was allocated to on-going commitments to support the associated costs; this rolls overs into 2021/22 and therefore reduces the gap to **£1.939m.**

- 1.3 As a consequence of this reduction in funding the LA has reviewed the historical commitments in the CSSB and adjusted the amounts sought to be approved by Schools Forum (SF). 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.
- 1.4 On 13 and 16 November 2020 SFSG undertook a rigorous review of the historic commitments in the CSSB. The SFSG analysed and discussed the supporting evidence provided by the LA officers for each historic commitment and **were**

content with the evidence provided and the responses to the questions raised.

As a result of this the SFSG were in agreement to recommend the approval of the historic commitments proposed for the financial year 2021/22. See appendices B 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 services and areas of delivery.

2 Background (including outcomes of consultation)

- 2.1 As the historic commitments budget had already been approved at SF on the 8 October 2019 for the financial year 2020/21 by the time the historic commitments funding was announced in late October 2019 SF on 3 December 2019 approved the allocation of £1.060m from the Statutory School Reserve to cover the shortfall in funding in the financial year 2020/21.

The funding from the SSR was approved for one year only.

- 2.2 **Table 1** shows the movement in funding sought to be approved by SF between the financial years 2020/21 and 2021/22. The changes in the funding of services has been based on:

- a) A 'keeping it simple' approach from the LA's accounting perspective in relation to the CSSB contributions;
- b) Ensuring officer time is not allocated over a number of areas and
- c) Reflects new business models.

The allocations do not reflect a reduction in services at this time however the mitigation of this funding and the implication on services will for part of the LA's budget setting process.

Table 1: Comparison of 2020/21 historic commitments to proposed commitments for 2021/22			
	Budget 2020/21	Budget 2021/22	Variance
Historic commitments in the CSSB			
Family Support	£0.981m	-	-£0.981m
Integrated placements – Appendix A	£1.327m	£1.127m	-£0.200m
Safeguarding Training – Appendix B	£0.109m	£0.109m	-
Virtual School – Appendix C	£0.470m	£0.376m	-£0.094m
Termination of employment costs – costs exceed budget but unable to increase in accordance with guidance	£1.609m	£1.609m	-
Capital expenditure in revenue accounts	£0.801m	£0.173m	-£0.628m
Prudential borrowing	£0.274m	£0.238m	-£0.036m
Historic commitments in the CSSB Total	£5.571m	£3.632m	-£1.939m

Historic commitments in the High Needs Block			
SEN Transport – Appendix D	£1.000m	£1.000m	-
Total Historic Commitments	£6.571m	£4.632m	-£1.939m

In order to be able to set a balanced budget within the historic commitments funding envelope in 2021/22 the LA has removed the commitment for the contribution to Family Support which was previously funded at £0.981m and this is a risk to the LA.

The integrated placements contribution has been reduced from £1.327m to £1.127m. This figure has been reduced by -£0.200m to balance the historic commitments within the funding available, however, the costs will not disappear and this shortfall in funding is a risk to the LA.

The Virtual School has also had its funding reduced by 20% from £0.470m to £0.376m. This shortfall is to be met by using the Pupil Premium Plus Grant to cover the costs that can legitimately be charged to the grant.

The Safeguarding training budget has remained the same in 2021/22 at £0.109m.

Capital expenditure in revenue accounts has been adjusted to remove the contribution to the capital infrastructure and this is a risk to the LA. The value now covers PFI payments only.

- 2.3 The supporting information in relation to the above budgets in **Table 1** are shown in appendices B to F.

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 2021/22 Schools Budget, enabling updated schools budgets to be issued to schools within the statutory deadline of the 28 February 2021.

5 Finance colleague comments (including implications and value for money/VAT)

- 5.1 This report has been prepared in accordance with the financial regulations issued by the DfE for the financial year 2020/21 and the Schools revenue and funding 2021/22 - operational guidance – July 2020 issued by the ESFA and forms part of the DSG budget.

- 5.2 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.

Table 2 : Central Schools Services Block Budgets	
Commitment	Classification
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

5.3 The items seeking approval in this report are for Historic commitments in the financial year 2021/22 and the detail supporting the values are shown in **Table 3**.

TABLE 3: CENTRAL EXPENDITURE - APPROVALS REQUIRED

Service Description	2021/22 £m	Narrative
HISTORIC COMMITMENTS – CENTRAL SCHOOLS SERVICES BLOCK		
1. Contribution to combined budgets	1.614	Family support No longer applicable
		£1.127m – Integrated placements See Appendix A
		£0.109m – Safeguarding Training See Appendix B
		£0.376m – Virtual School See Appendix C
2. Termination of Employment Costs	1.609	This budget is used to pay for ongoing pension and redundancy from historic restructures pre 1st April 2013. 2020/21 commitments are estimated at c.£1.645m. It is anticipated that these costs will reduce over time. Detailed information on the termination of employment due to data protection confidentiality.

3. Prudential Borrowing	0.238	<table border="1"> <thead> <tr> <th>Scheme</th> <th>Loan Value £m</th> <th>2019/20 £m</th> <th>2020/21 £m</th> <th>2021/22 £m</th> <th>2022/23 £m</th> <th>2023/24 to 2052/53 £m</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>TOTAL</td> <td>4.113</td> <td>0.283</td> <td>0.274</td> <td>0.238</td> <td>0.155</td> <td>0.054</td> </tr> </tbody> </table>	Scheme	Loan Value £m	2019/20 £m	2020/21 £m	2021/22 £m	2022/23 £m	2023/24 to 2052/53 £m	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	TOTAL	4.113	0.283	0.274	0.238	0.155	0.054	<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. These values are fixed and cannot be amended.</p>
		Scheme	Loan Value £m	2019/20 £m	2020/21 £m	2021/22 £m	2022/23 £m	2023/24 to 2052/53 £m																																																										
		Education BSF	0.400	0.028	0.027	-	-	-																																																										
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		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																																																										
TOTAL	4.113	0.283	0.274	0.238	0.155	0.054																																																												
4. Capital Expenditure from Revenue Accounts	0.174	This expenditure supports Private Finance Initiative payments (fixed element) that have to be allocated and capital improvements ensuring that all buildings continue to meet the legal requirements.																																																																
SUB-TOTAL	3.632																																																																	
HISTORIC COMMITMENTS – HIGH NEEDS BLOCK																																																																		
1. SEN Transport	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.																																																																
SUB-TOTAL	1.000																																																																	
GRAND TOTAL	4.632																																																																	

- 5.4 **Appendix F** shows the values of these items compared to previous years budgets and actuals.
- 5.5 Any items not approved through this report will not necessarily create a full year saving in 2021/22 due to the implementation time required to initiate a service reduction (consultation/approval/notice etc).

Julia Holmes, Senior Commercial Business Partner
Email: julia.holmes@nottinghamcity.gov.uk
Tel: 01158 763733
11 November 2020

6 **Legal and Procurement colleague comments (including risk management issues, and legal, Crime and Disorder Act and procurement implications)**

- 6.1 The current law in force in this area is the School and Early Years Finance (England) Regulations 2020. However, these regulations apply for the financial year starting 1 April 2020 only and are updated annually. However, it will be necessary to review these proposals once 2021 regulations have been produced.

Aman Patel, Solicitor
Email: aman.patel@nottinghamcity.gov.uk
Tel: 01158 765072
17 November 2020

7 **HR colleague comments**

- 7.1 There are no direct Human Resources implications as part of this report.

However, if recommendations are not approved and there is an impact or shortfall for the **local authority services delivered to schools**, these will need to be fully scoped and understood from a financial element before a formal consultation process is instigated.

After scoping and if reductions are required resulting in impacts to the workforce, a genuine and meaningful consultation process should commence with Trade Unions and affected staff, with the correct policies and procedures being adhered to, with HR support provided.

Rachael Morris, HR Business Lead, Children & Adults
Email: rachael.morris@nottinghamcity.gov.uk
Tel: 0115 876 3459
18 November 2020

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:
(Please explain why an EIA is not necessary)

Not captured as part of this report, the impact will be included in Nottingham City Council's budget report.

Yes

Attached as Appendix x, and due regard will be given to any implications identified in it.

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 2020.

10.2 ESFA – Schools revenue funding 2021 to 2022 - Operational guide July 2020

10.3 ESFA - Central school services block national funding formula – Technical note – July 2020

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

10.5 DfE – The national funding formulae for schools and high needs 2021- 2022 –July 2020

APPENDIX A

SCHOOLS FORUM - 22 JUNE 2017

Title of paper:	SCHOOLS FORUM SUB GROUP – TERMS OF REFERENCE & FUTURE WORK PROGRAMME
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults
Report author(s) and contact details:	Ceri Walters, Head of Commercial Finance 01158 764 128 ceri.walters@nottinghamcity.gov.uk
Other colleagues who have provided input:	Sarah Molyneux Solicitor and Legal Service Manager 01158 764 335 sarah.molyneux@nottinghamcity.gov.uk Lynn Robinson HR Business Partner 01158 764 3605 lynne.robinson@nottinghamcity.gov.uk
Summary	
<p>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.</p> <p>This report sets out those requirements and membership.</p>	
Recommendation(s):	
1	To approve the SFSG's Terms of Reference as set out in Appendix A .
2	To approve the membership of the SFSG for financial year 2017/18 detailed in paragraph 2.2.
3	To agree at least one further member of SF from the secondary sector for the SFSG.
4	To note the work programme in Appendix 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.

APPENDIX A

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

APPENDIX B

Schools Forum – Central Expenditure Contribution Impact Statement September 2020

Schools Forum contribution underpins placement for children in care (CiC). Current numbers of CiC are 676 (as of 30.09.20).

Overview of the Services: CiC Placements

	Sept 2019	Sept 2020
Total Budget:	£35.041m	£33.421m
Other Contributions:	£1.377m UASC Grant £2.000m Health Contribution	£1.271m UASC Grant P6 FOT £1.485m Health Contribution P6 FOT

Number of Children Supported:	626 (as at 9 th September 2017)	676 (as at 30 th September 2020)
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Funding Allocation:

Area	Intervention/Support	Reach
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"> • Encouraging and enabling children and young people to achieve their academic potential and promote study and learning, in line with national guidance • Working in line with individual care plans, education health care plans, personal education plans, pathway plan and attend and contribute at all reviews • Supporting the education provision of the child, including all home to school transport, encouragement and clear expectations in relation to attendance • Supporting with homework assignments and extra-curricular activities • Providing school books and educational equipment where required, to supplement learning, for example through home tuition • Supporting and funding day school outings and visits and overnight trips • Attendance at Personal Education Plan (PEP) meetings • Attendance at parents evening, sports days, etc • 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 • 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 • Providing access to a computer in the home that is principally for education and homework. • Providing equipment for a disabled child or young person • Maintain all health checks and appointments (dental, opticians, statutory LAC health reviews), which may ultimately reduce the instances of absence due to sickness • Collect and return absconding child or young person to care placement 	676 (Sept 2020) versus 626 (Sept 2019)

	<ul style="list-style-type: none"> • Take all reasonable steps to avoid the criminalisation of the child and young person • 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. • During the Covid related lock down period residential care staff and foster carers) played a critically important role in supporting young people to engage in education. School was open for children in care but not all children were able to attend and seen those who did required much higher than usual levels of support and encouragement. Although schools have returned, carers continue to offer significantly higher levels of input to enable young people to access education provision and respond to the increasing number of full or partial school closures. 	
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>The Edge of Care Hub provides intensive and assertive community based support to children and families that are on the edge of care and may also be subject to CP Plans, Child in Need and support the reunification of looked after children. The team work on a family's capacity to change; focusing intervention on parental motivation, rules and boundaries, emotional warmth, stimulation of child, parental ability to protect, DV, substance misuse, poor parental mental health, and environmental factors such as poor living conditions and hygiene. We work alongside children and their families from birth until 17.</p> <p>See case study attached as an example of how these teams support families to 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 decreased from 93.5% in 2018/19 to 90.9% in 2019/20
- There was one permanent exclusion relating to a CiC in 2019/2020 and 109 incidents of fixed-term exclusions, down from 122 incidents in the previous academic year

See Att.1 – Attainment Data - 2018/19

See Att.2 – Fixed-Term Exclusions & Attendance Data - 2019/20

In relation to broader outcomes (also detailed below):

- Collectively, 65.6% of care leavers are in Education, Training or Employment – a rise of 8.0ppts against the previous year
- The % of CiC who offend has increased; however, it is comparable with the 2018 statistical neighbours figure
- The majority of eligible CiC have had their development checks, health assessments, dental checks and immunisations with the percentages similar to those of the previous year
- 90.2% of care leavers (all ages) are deemed to be in suitable accommodation
- 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

- 94.5% of CiC participate in their Reviews – an increase of 4.6ppts on the previous year.

Measure	2017	2018	2019	2020	2018 SNG Ave.
Children Looked After					
CLA As At 31st March	622	618	629	656	803
Total CLA in year	824	830	838	868	1,072
CLA rate per 10,000 child population	93	91	92.6	95	94
Of which are UASC	33	31	41	36	38
% of CLA that are UASC	5.3%	5.0%	6.5%	5.5%	4.8%
Admissions	235	212	224	251	315
Discharges	216	217	216	222	279
Care Leavers					
Suitable Accommodation, 19 - 21 year olds	85.4%	86.2%	89.2%	89.9%	84.0%
Suitable Accommodation, 17 - 18 year olds	92.1%	88.2%	90.5%	91.0%	87.0%
Suitable Accommodation (All ages)	86.9%	87.4%	89.6%	90.2%	N/A
EET, 19 - 21 year olds	67.3%	57.3%	55.6%	63.4%	52.0%
EET, 17 - 18 year olds	81.0%	66.7%	64.6%	70.9%	67.0%
EET (All ages)	70.4%	60.0%	57.6%	65.6%	N/A
OC2					
Offending	4.8%	5.5%	2.7%	4.4%	4.3%
Development checks	100.0%	100.0%	100.0%	100.0%	85.1%
Immunisation	95.2%	97.4%	96.2%	95.6%	88.2%
Health Assessments	88.2%	88.7%	93.9%	93.9%	89.1%
Dental checks	86.8%	92.8%	93.0%	93.2%	87.7%
Substance Misuse	4.5%	7.0%	4.0%	3.5%	3.1%
Number of CLA for 12 months at 31st March	440	459	445	456	574.7
SDQ - % Complete	73.0%	81.0%	78.6%	84.4%	82.6%
SDQ - Average Score	14.6	15.3	15.5	14.4	14.1
SDQ - Normal	41.9%	46.6%	40.0%	43.6%	51.9%
SDQ - Borderline	16.6%	10.7%	12.0%	13.4%	11.8%
SDQ - Concern	41.5%	42.7%	48.0%	43.0%	36.3%
Reviews					
Proportion of reviews in-time (Monthly Report)	92.9%	95.9%	95.9%	89.6%	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%	93.8%	N/A
Proportion participated at review (Monthly Report)	92.9%	92.3%	89.9%	94.5%	N/A
PAF C69 Child Participated in all reviews	86.8%	88.0%	84.3%	83.2%	N/A
Placements					

NI63 Long Term Placement Stability	76.3%	73.5%	68.7%	67.5%	69.0%
NI62 Placement changes	7.8%	9.4%	10.2%	8.8%	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%	83.9%	74.2%

MST Case Study

Background:

Child Y was 12 year old male, who was open to the Nottingham Multi-Systemic Therapy Team from July to December 2019.

Y had been permanently excluded from mainstream school in Year 7. He was attending two alternative provisions however there were increasing concerns about his attendance and behaviour at one of these provisions, particularly physically challenging behaviour, using abusive language and disrespecting staff. Y often stayed out later than his curfew and at times would sneak out of the house in the night. His mum did not report him missing and despite her keeping some contact with him by telephone, professionals believed that she did not know where he was or who he was with

Y was well known to the local police due him and his group of friends causing antisocial behaviour in the community. The police suspected that Y had been threatening others with a knife and had information to suggest that he was involved with drugs and firearms. Information from the police had also linked Y to concerning individuals who were linked to gang activity, knife crime and county lines. It was believed he may be getting coerced into drug dealing for others and may be in debt to them as a result of being caught with money and cannabis by the police. He was arrested in July 2019 with an amount of cannabis that indicated intent to supply, along with a large sum of money.

Mum had been dismissive of the concerns, she would tend to 'take his side' against the issues raised by professional agencies. There were concerns that she was struggling to maintain boundaries in the house and that Y would largely get his own way. Work was ongoing in terms of mum's parenting of all of her children especially with the older children who were all known to the local police due to antisocial behaviour. Y had witnessed domestic abuse towards his mother from her previous partner and the family had recently suffered two bereavements and this impacted on mum's emotional wellbeing. It did not appear that Y had a positive relationship with his paternal grandmother or his father, who lived in Jamaica.

Work completed:

The family engaged well with the MST intervention, meeting regularly with their therapist. These sessions included work with mum, older siblings and Y, as well as sessions with the whole family. The therapist also met with Y individually within the education environment or at home.

We were able to complete extensive work with Y and his mum, collaboratively developing a safety plan around the episodes when Y was returning home late or going missing. Mum was able to increase her positive communication with Y and was able to establish clearer and more consistent boundaries. Mum was able to increase her level of supervision and monitoring of his whereabouts, tracking where he was when he was out and who he was with, as well as monitoring his communication with friends on Social Media.

Working with school and the family we were able to increase his desire to attend education and developed specific goals for him to return and increase attendance. In joint meetings and sessions we were able to review progress and barriers and greatly improve communication and cooperation between home and school. The therapist worked closely with education to identify what supported his engagement and what areas to avoid, including interactions that maintained or escalated his disengagement and attainment. This was filtered across all teaching staff to adopt.

With support from the family and education we were able to identify a plan that also supported Y complete his school day with leaving in frustration or being sent home.

Rewards and consequences were developed and shared in both home and school environment.

The therapist was able to review with Y the sequences of conflict between him and school staff and pupils and identify coping strategies and ways to re-direct it. This included the use of exit and wait plans with agreed spaces for Y to go to within his provision, emotional regulation strategies regarding his feelings of shame and rejection and his fight, flight, freeze responses. This work was extended to the conflicts that arose in the home with his family, with attention to the Coercive Cycle model of parent-teenager conflict. We were able to increase mum's awareness of her parenting style and how this impacted on the interactions in the family.

We completed extensive work collaboratively with Police, the family and Social Care to disrupt the risk of Child Criminal Exploitation and his association with negative peers and adults. The family and Police were able to develop an agreement in which the Police would retrieve him if he was seen with key individuals and was out beyond curfew. Work was completed with Y and family around healthy and unhealthy peer relationships, peer refusal skills and consequential thinking.

Outcomes:

By the end of treatment we had seen significant and sustained change (more than 6 weeks) in all of the prioritised areas. Y was returning home on time and was not going out without permission or going missing.

Mum was able to demonstrate an increase of responsibility in supervision and monitoring. There was increased positive relationship with Y and older sibling, in which the older sibling was able to educate Y on risks, ways to refuse peers negative offers from their individual experience.

He was attending all of his education provision as required, he was engaging positively and completing the work as asked. His relationship with the providers had greatly improved. Home and education were communicating in a timely and positive manner.

Information from the police was able to confirm there was no further incidents of antisocial behaviour or association with other concerning individuals. Again, the relationship between family and the local police had greatly improved with really positive signs of mum working cooperatively with the police.

2020/21 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 Partnership (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 LSCPs 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)

Total Budget:	£390,582(funded by the LA, CCG and Police)
Additional funding from DSG Contribution:	£109,273
Other Contributions:	Training Income - £9,000 (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.

Function	Local Delivery	Impact
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 here</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</p>	<p>Continued growth in access to the NCSCP website which continues to build on the previous two years’ increases. The NCSCP Twitter account continues to expand its reach and targeted involvement with partners.</p>

	<p>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>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>This provides key safeguarding information and other resources.</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, including facilitating DSL networks, as there is no administration capacity within the Safeguarding Partnership team for this.</p> <p>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 is able to access this training programme at no cost.</p> <p>The ADSL'S also deliver a training programme to Academies a cost of £100 per day course as per the NST/local authority service level agreement.</p>	<p>In 2019-20 177 delegates attended courses. The income from the Safeguarding in Education Programme is £9,170</p>
<p>Communicating to persons and bodies in the area of the</p>	<p>NCSCP is proactive in raising awareness about safeguarding issues in the City. They</p>	

<p>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>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 here</p> <p>The NCSCP have recently developed the “Missing Appointments Matters” animation as a following up to the Internationally successful ‘Rethinking Did Not Attend to Was Not Brought’ animation and are in the early stages of developing a partnership animation aimed focusing on Neglect. Schools are a key area in the targeting of this resource.</p> <p>They promote free e-learning to partners that includes:</p> <ul style="list-style-type: none"> • Prevent • Female Genital Mutilation • Child Sexual Exploitation • Forced Marriage • Children’s Attachment • Information Sharing • Child Criminal Exploitation • ACES <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.</p> <p>Format for the network includes updates both local and national, key note speakers linked to a specific safeguarding subjects and opportunities for networking</p>	<p>There have been 5 DSL Network events since Oct 19 when the DSL Network started. Since September 2020 this network has been delivered virtually. Over 110 delegates attend each termly event from all education provision.</p>
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	<p>both individually and within the DSL cluster groups.</p> <p>Designated Safeguarding Leads network</p> <p>The remains a key area of engagement with the education sector and is critical in providing training and updates on National and Local developments in safeguarding children in education. We delivered three half-day meetings during the 2019-2020 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 ten delegates on average attend each event. The learning and resources from this are then shared and disseminated throughout each education organisation. Colleagues can access related presentations and document via a dedicated webpage. It also provides a crucial networking link for education to meet with key colleagues in children's services and ensure that pathways for communication and escalation are in place. This continues to be an invaluable resource for ensuring clear and effective communication between all partners in the NCSCP. There are three meetings planned for the academic year 2020-2021</p> <p>Advanced Designated Leads in Schools (ADSL)</p> <p>ADSLs are validated, experienced practitioners who meet eligibility criteria including;</p> <ul style="list-style-type: none"> - number of years' experience, leadership experience and 	
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	<p>demonstrable evidence based good practice.</p> <p>During the academic year 2019-2020 fifteen ADSLs supported Designated Safeguarding Leads and school/academy leaders by:</p> <p>-</p> <ul style="list-style-type: none"> • Offering advice and guidance on policy and procedure. • Supported newly appointed DSLs during induction. • Acted as a forum for communication • Supported the functioning of the DSL Network. • Developed and share evidence based good practice at ADSL network meetings. • Supported school DSLs in localities. • Support training and development. • Undertook audit activity (28 in school audits completed as part of a rolling programme) <p>This support will continue from September 2020 with all ADSLs.</p> <p>The NCSCP also delivers our annual Every Colleague Matters, Excellence in Safeguarding week. The fourth event of its type took place in 2020 and delivered sessions on</p> <ul style="list-style-type: none"> • Contextualised Safeguarding: What is it? • Mental Health Safety Tool Kit • Trauma Informed Practice in Nottingham City Council • Learning from Reviews • Female Genital Mutilation (FGM) • Young Carers: Who are they and how can we support them? 	
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	<ul style="list-style-type: none"> • Domestic Abuse in Same Sex Relationships • Understanding and Responding to the Effects of Child Sexual Abuse • Learning from the IICSA • Safer Sleeping 	
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>The NCSCB facilitates a themed Multi-Agency audit programme. In 2019-20 the themes were:</p> <ul style="list-style-type: none"> • Neglect • Children subject to Child Protection plans for 3 months or less • Sexual abuse referrals <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>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 required to participate in the Multi-Agency analysis of the case, which is a minimum of a half day discussion per themed audit.</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	The NCSCP are responsible for the coordination of individual learning reviews, Rapid Reviews and serious case reviews to ensure that partners learn from serious events and to inform developments in safeguarding practice in the City.	No SCR 's were commissioned in 2019/20 but 2 were completed. 4 rapid

	<p>The two Serious Case Reviews commissioned in the previous year were concluded in the summer of 2019. Learning and improvement work has focused on:</p> <ul style="list-style-type: none"> • Adherence to Private Fostering regulations • Effective and improved use of chronologies • Compliance with Section 47 procedures, with a specific focus on older young people, strategy discussions and arrangements for child protection medicals • Child Criminal Exploitation and the challenges this presents, particularly where young people have additional needs and learning disabilities <p>Four rapid reviews were completed in 2019/2020 – in line with the previous year.</p> <ul style="list-style-type: none"> • All submitted within the fifteen days' statutory timeframe. • In all cases no recommendations made for a CSPR. • Agreement with all recommendations by the National CSPR Panel. • Positive feedback from the National CSPR Panel in relation to quality of reviews. <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</p>	<p>reviews have taken place this year. 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>
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	<p>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>The workshop model has received consistently positive feedback with 98%+ 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</p>	
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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 criterion that may appear to be minor but it actually has significant implications in that it enables agencies to discuss a 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 for the last year are largely in-line with the previous year. Exact figures are being confirmed and will follow as an update to this report.

Report to Schools Forum
Nottingham City Virtual School
November 2020

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- responsible and accountable for providing leadership, management and development for all aspects of the Virtual School. Ensuring fulfilment of the local authority's statutory duties regarding the education of children in care and previously looked after children.

Virtual School Team Manager- supports the Virtual School Head to provide effective leadership, management and development of the Virtual School. The Team Manager has oversight of cases and provides case supervision to the Education Support Officers within the Virtual School, advising on educational interventions and targeted casework as appropriate.

Education Support Officers x 5.5 fte equivalent- provides advice, support and training to key stakeholders in respect to the education of children care and previously looked after children. They have an allocation of children in care cases and are responsible for monitoring and tracking their educational outcomes. Education Support Officers attend and

contribute to PEP meetings, re-integration meetings and exclusion meetings in respect to children in care.

Business Support administrators x2- responsible for all administrative tasks relating to the Virtual School, including maintenance of the virtual school information management systems and support with monitoring and reporting on attendance and attainment information and Personal Education Plans.

Data support officer- responsible for developing and maintaining the Virtual School's information management systems, as well as tracking and reporting on attendance, achievement and progress of the authority's children in care.

3. **Expenditure 2019-20 (DSG grant):**

Virtual School income and expenditure 2019-20				
Detail	£m	£m	£m	Description
<u>Income</u>				
DSG Income		-0.470		Government grant for duties associated with previously looked after children
PLAC Grant		-0.049		
Total Income			-0.519	
Staff costs			0.413	
Non-pay costs				
Staff Travel, CPD and Conferences	0.003			Tuition and AP costs
Office equipment, mobile phone, stationary and IT.	0.002			
Designated Teacher Training, network and support costs	0.003			
Children intervention funding			0.120	
Total non-pay costs			0.128	
Total expenditure			0.543	

Recouped from PPP		-0.022	
Net surplus			0.000

4. **Projected expenditure 2020-21:**

Virtual School projected income and expenditure 2020-21				
Detail	£m	£m	£m	Description
<u>Income</u>				
DSG Income		-0.470		
PLAC Grant		-0.049		
Total Income			-0.519	
Staff costs			0.415	
Non-pay costs				
Staff Travel, CPD and Conferences	0.003			
Office equipment, mobile phone, stationary and IT.	0.002			
Children intervention funding		0.080		Tuition and AP costs- any further expenditure funded through PPP.
In year saving requirement		0.094		
Total non-pay costs			0.179	
Total expenditure			0.594	
Recoup funding from PPP			- 0.075	Contribution from PPP budget for costs of intervention for children
Net Position			0.000	

5. **Projected expenditure 2021-22**

Virtual School projected income and expenditure 2021-22				
Detail	£m	£m	£m	Description
<u>Income</u>				
DSG Income			-0.376	
PLAC Grant		-0.049		
Total Income			-0.425	
Staffing costs			0.436	
Non-pay costs				
Staff Travel, CPD and Conferences	0.003			
Office equipment, mobile phone, stationary and IT.	0.002			
Designated Teacher Training, network and support costs	0.003			
Children intervention funding		0.070		Tuition and AP costs.
Total non-pay costs		0.078		
Total expenditure			0.514	
Recoup funding from PPP		0.089		Contribution from PPP budget for costs of intervention for children and staffing.
Net Position			0.000	

6. **Pupil Premium Plus Funding**

- 6.1. 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.
- 6.2. The Virtual School receives an allocation of £2,300 per child looked after for at least one day, as recorded in the previous March children looked-after data return.
- 6.3. In the 2019-20 financial year the Virtual School managed the Pupil Premium Plus through an application process; schools were required to apply for the funding termly using an online form. If funding over and above the termly allocation was required schools could apply for additional funds through a brief online form, approval was subject to the amount of funding remaining.
- 6.4. Following consultation with schools at the end of the 2019-20 financial year, the process for managing and allocating PPP changed; from April 2020 all schools with a Nottingham City child in care on their role would automatically receive £500 per term to support the costs of educational interventions for individual children in care. The opportunity for schools to apply for additional funding remains.
- 6.5. The new PPP allocation arrangements from April 2020 constitutes a 'top slice' from the Virtual School of £800 per child in care. The top sliced funding will be used to fund requests from schools for additional funding, direct educational interventions (tuition, AP costs etc), the ePEP portal and attendance collection service and a contribution towards the Virtual School staffing costs.
- 6.6. The table below provides detail of the Pupil Premium Plus expenditure in the 2019-20 financial year:

Annual Pupil Premium Plus budget for financial year 2019/2020	£1,030,400
----------------------------------------------------------------------	-------------------

Breakdown of Expenditure	Amount £
Pupil Premium Plus applications (includes summer, autumn and spring term requests, plus applications for extra funding)	716,072
Attendance at Alternative Providers - costs met by Virtual School	167,291
Laptops for children in care	4,950
Chrome Books for children in care	2,400
Nottingham City Education Psychology Service support	3,855
Virtual School Staff training costs	325
National Association of Virtual School Heads - annual subscription	500
Welfare Call Ltd annual contract (attainment, attendance data collection)	27,300
Welfare Call Ltd annual contract (ePEP)	18,191
SIMS annual contract	5,019
Unlock	29,712
Big It Up Virtual School's contribution	10,000
DSG budget contribution - various children in care interventions	22,468
Virtual School Team premises rental	5,057
Contribution to Fair Access for the provision of education for children in care	17,260
Total	1,030,400

Home to school travel assistance
for children and young people
with SEND

Legislation

- S508B of the Act deals with the duty on local authorities to make such travel arrangements as they consider necessary to facilitate attendance at school for eligible children – children of compulsory school age (5-16) in an authority's area for whom free travel arrangements will be required
- The Council has a statutory duty under Section 10 of the Education and Skills Act to exercise its functions so as to promote the effective participation in education or training of persons belonging to its area with a view to ensuring that those persons participate in appropriate full-time education or training or an apprenticeship
- The Council also has a statutory duty to publish a Post 16 Transport Policy statement every year. This statement sets out the arrangements for the provision of transport or otherwise that the authority considers it necessary to make for facilitating the attendance of persons of sixth form age

Criteria for travel assistance

There are four main factors which may determine if children and young people are eligible for travel assistance:

- Statutory walking distance eligibility
- SEND or significant mobility difficulties eligibility
- Unsafe walking route eligibility
- Extended rights eligibility

In addition for exceptional cases the Council can consider a decision outside of it's policy e.g. child with disabilities whose family have fled domestic violence but child continues to attend the same school for a period of time

Nottingham City Context

During the 19/20 financial year 442 young people were provided with travel assistance to schools and post 16 settings

345 to special schools

42 to mainstream schools and focus provision

53 to colleges of further education

9 to specialist independent college settings

£2.8 million spend in 19/20 financial year

Actions being taken to drive down costs

- Continuation of drive to cost reduction/maintenance using the Dynamic Purchasing System for procurement of minibuses and taxis
- New policy in place – where possible children and vulnerable adults travelling together
- Contribution from parents towards cost of post 16 transport
- Sustained work around Independent Travel Training
- Optimisation and review of routes – business as usual
- Robust travel assistance assessment for new applicants
- New appeals process in development

VFM – comparison with statistical Neighbours

Nottingham has the 3rd lowest spend per head of population for 5-16 transport

Nottingham £48

Highest £101

Median £60

Nottingham has the 4th lowest spend per head of population for post 16 transport

Nottingham £11

Highest £58

Median £28

VFM – continued

The provision of SEND home to school transport significantly drives down additional costs to the school budget through ensuring we meet the needs of young people with SEND in the City and avoids placing in costly non maintained and Independent provision. Benchmarking 19/20 data in relation to our expenditure per head of the 2-19 population on non maintained/independent provision shows:

- Nottingham spend per head at £23 is the lowest of all statistical neighbours
- Compares to a national average of £91 per head
- Compares to an average for our 10 statistical neighbours of £76.50 per head
- Compares very favourably with geographical neighbours – Nottinghamshire £67, Leicestershire £171 and £153

Impact of Covid 19

- Shortage of drivers and escorts as people are asked to self-isolate
- Significant numbers of drivers and escorts in clinically vulnerable groups
- Companies not taking on additional work due to staffing capacity issues
- Schools and parents anxious about young people undertaking independent travel training and using public transport resulting in fewer young people being trained
- Fewer young people travelling on vehicles to try to keep them in 'bubbles' wherever possible – this has resulted in more vehicles being commissioned at additional cost

Analysis of Historic Commitments 2019/20 to 2021/22

HISTORIC COMMITMENTS	2019/20				2020/21				2021/22
	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
Capital Expenditure from Revenue Accounts	0.801	0.801	0.801	0.000	0.801	0.801	0.801	0.000	0.173
Prudential borrowing costs	0.283	0.283	0.283	0.000	0.274	0.274	0.274	0.000	0.238
Combined Services - Family Support	0.981	0.981	0.981	0.000	0.981	0.981	0.981	0.000	
Combined Services - Integrated placements	1.327	1.327	1.327	0.000	1.327	1.327	1.327	0.000	1.127
Combined Services - Serving Vulnerable Groups - Looked After Children	0.470	0.470	0.470	0.000	0.470	0.470	0.470	0.000	0.376
Combined Services - Safeguarding Training	0.109	0.109	0.109	0.000	0.109	0.109	0.109	0.000	0.109

SEN Transport	1.000	1.000	1.000	0.000	1.000	1.000	1.000	0.000	1.000
TOTAL	6.579	6.579	6.579	0.000	6.571*	6.571	6.571	0.000	4.632

* Budget approved by Schools Forum before the reduction in historical commitments funding was announced by the Education, Skills Funding Agency. The shortfall in funding £1.060m funded from the Statutory School Reserve in 2020/21 only.

Schools Forum – 1 December 2020

Title of paper:	Central Expenditure Budget 2021/22 – On Going Commitments
Director(s)/ Corporate Director(s):	Catherine Underwood, Corporate Director for People Laura Pattman, Chief Finance Officer
Report author(s) and contact details:	Ceri Walters, Head of Commercial Finance 01158 764 128 ceri.walters@nottinghamcity.gov.uk
Other colleagues who have provided input:	Julia Holmes, Senior Commercial Business Partner 01158 763 733 julia.holmes@nottinghamcity.gov.uk Aman Patel, Solicitor 01158 765 072 aman.patel@nottinghamcity.gov.uk Rachael Morris HR Business Lead Children & Adults 01158 763 459 rachael.morris@nottinghamcity.gov.uk
Summary	
<p>Funding for some central services provided by the local authority to schools are funded through the Central Schools Services Block (CSSB) within the Dedicated Schools Grant. The funding given through the CSSB is split into two streams, funding for historic commitments and for ongoing commitments.</p> <p>This reports requests approval of the ongoing commitments for the financial year 2021/22.</p> <p>The 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 13 and 16 November 2020 and were content to accept the proposals put forward by the Local Authority (LA) on the funding of “Ongoing commitments” for the financial year 2021/22.</p> <p>The central expenditure for “Historic Commitments” proposals are included in a separate report to Schools Forum (SF) on 1 December 2020.</p> <p>Should the 2021/22 settlement for ongoing commitments be less than anticipated the LA, in the Schools Budget report 2021/22, will present revised funding allocations to SF on 19 January 2021.</p>	
Recommendation(s):	
1	Approve the ongoing commitments budgets set out in Table 3 totalling £1.473m, noting the additional historical detail set out in Appendix A .
2	Note that the estimated cost of Copyright Licences totalling £0.219m <u>does not</u> require approval as the licences are managed and procured by central government.
3	Note that where values are based on estimated pupil numbers, this report has used the latest October 2019 census however; once the October 2020 census and final allocations are issued from the DfE these figures will be updated and represented in the final budget report.
4	Approve that should any additional funding be received above the £1.473m that it is

allocated to the LA to cover the cost of retained duties.

1 Reasons for recommendations

- 1.1 Under the Schools & Early Years Financial Regulations 2020 and the Schools Forum Operational Guidance issued in July 2020, SF approval is required for individual central expenditure items in the Central Schools Services Block (CSSB).
- 1.2 The purpose of this paper is to gain the appropriate approvals for central expenditure – ongoing commitments in order to progress the budget process.

2 Background (including outcomes of consultation)

- 2.1 2.1 The CSSB is made up of two categories of funding:
- Historic commitments and
 - Ongoing commitments (contained within this report)

Noted in **Table 1** are the budgets which are funded from the CSSB.

Commitment	Classification
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

- 2.2 Since the financial year 2018/19 funding for ongoing responsibilities have been allocated to local authorities using a pupil-led formula. The formula uses 2 factors, a basic per-pupil factor, and a deprivation per-pupil factor. This formula distributes 90% of funding based on the per-pupil factor and 10% based on the deprivation factor. Both elements are then adjusted for area costs. **Table 2** shows the movement in rate for Nottingham City between 2018/19 and 2021/22.

Nationally, the total budget for ongoing responsibilities in 2021/22 is c.£257m. 90% of this (c.£231m) forms the budget to be allocated to LA's through the basic per-pupil factor (the remaining 10% (c.£26m) will be allocated through the deprivation factor.

Table 2: CSSB unit rates of funding and total funding for ongoing responsibilities from 2018/19 to 2021/22

Financial Year	CSSB unit of funding	Year on year movement in CSSB unit of funding	Allocation for ongoing commitments
2018/19	£36.96	N/A	£1.485m
2019/20	£36.04	-£0.92	£1.480m
2020/21	£35.14	-£0.90	£1.468m
2021/22	£35.25	+£0.11	£1.473m*

*This is based on the pupil numbers on the October 2019 school census. This will be updated in December 2020 and will be based on the October 2020 school census. Therefore, if the number of pupils increases year on year the authority will receive additional income than is shown above. The opposite is also true if the numbers were to decrease.

- 2.3 The items seeking approval in this report are for ongoing commitments only for the financial year 2021/22; the detail supporting the values are shown in **Table 3**.

Table 3: CENTRAL EXPENDITURE – ONGOING COMMITMENTS 2021/22

	2021/22 £m	Narrative
APPROVAL REQUIRED		
1.Schools Admissions	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"> • Processes all in year admissions which totalled 13K applications and included 31K preferences in 2019/20 for all maintained schools and provide a provision of traded service (£0.147m) for own admissions authorities. This equates to £18 per capita for 2019/20. • Provides scrutiny of application of Admissions Code and management of compliance relating to all aspects of school admissions legislation. <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>
2.Servicing of Schools Forum	0.035	<p>The servicing of schools forum; this cost relates to:</p> <ul style="list-style-type: none"> • The activities undertaken by Constitutional Services to ensure that Schools Forum complies with legislation in its function and membership. • Professional advice required to enable Schools Forum to make informed decisions. • Attendance at meetings – chairs briefings, Schools Forum, Sub Groups, fact finding meetings. <p>These costs equate to 0.71 FTE on average supporting the above services.</p>
3.Statutory retained duties	0.634	<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>This figure will be updated when the latest census has been issued but currently there is not enough funding to support the statutory activity. This is captured in recommendation 4.</p>

ESG RETAINED ANALYSIS		
		Total Cost £m
1	Director of children's services and personal staff for director	0.076
2	Planning for the education service as a whole	0.029
3	Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education	0.028
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	0.155
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
	<u>Education Welfare</u>	
12	Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils	0.139
13	School attendance	In 12
14	Responsibilities regarding the employment of children	In 12
	<u>Asset management</u>	
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.	0.073
16	General landlord duties for all buildings owned by the local authority, including those leased to academies.	0.058
17	Services set out in the table above will also include overheads relating to these services: <ul style="list-style-type: none"> • Ensuring payments are made in respect of taxation, national insurance and superannuation contributions. • Recruitment, training, continuing professional development, performance management and personnel management of staff. 	0.071

		<ul style="list-style-type: none"> • Investigations of employees or potential employees, with or without remuneration. • Investigation and resolution of complaints. • Legal services related to education functions. 												
		TOTAL	0.659											
CONSULTATION ONLY														
4. Copyright Licences	0.219	<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. The £0.219m is the estimated cost of the licences in 2021/22. The final figure will be confirmed in December 2020 and the final schools budget will be adjusted accordingly.</p> <table border="1"> <thead> <tr> <th>Licences</th> </tr> </thead> <tbody> <tr> <td>Copyright Licencing Agency (CLA)</td> </tr> <tr> <td>School Printed Music Licence (SPML)</td> </tr> <tr> <td>Newspaper Licensing Agency (NLA)</td> </tr> <tr> <td>Educational Recording Agency (ERA)</td> </tr> <tr> <td>Filmbank Distributors Ltd (for PVSL)</td> </tr> <tr> <td>Motion Picture Licensing Company (MPLC)</td> </tr> <tr> <td>Performing Rights Society (PRS)</td> </tr> <tr> <td>Phonographic Performance Limited (PPL)</td> </tr> <tr> <td>Mechanical Copyright Protection Society (MCPS)</td> </tr> <tr> <td>Christian Copyright Licensing International (CCLI)</td> </tr> </tbody> </table>		Licences	Copyright Licencing Agency (CLA)	School Printed Music Licence (SPML)	Newspaper Licensing Agency (NLA)	Educational Recording Agency (ERA)	Filmbank Distributors Ltd (for PVSL)	Motion Picture Licensing Company (MPLC)	Performing Rights Society (PRS)	Phonographic Performance Limited (PPL)	Mechanical Copyright Protection Society (MCPS)	Christian Copyright Licensing International (CCLI)
Licences														
Copyright Licencing Agency (CLA)														
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Motion Picture Licensing Company (MPLC)														
Performing Rights Society (PRS)														
Phonographic Performance Limited (PPL)														
Mechanical Copyright Protection Society (MCPS)														
Christian Copyright Licensing International (CCLI)														
Total	1.473													

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 2021/22 Schools Budget, enabling updated schools budgets to be issued to schools within the statutory deadline of the 28 February 2021.

5 Finance colleague comments (including implications and value for money/VAT)

- 5.1 As stated in 2.2 the ESFA have confirmed that the rate per pupil for Nottingham City will be £35.25 per pupil for the financial year 2021/22.

LA's continue to be protected so that the maximum per-pupil year-on-year reduction in funding for ongoing responsibilities is -2.5%, while the year-on-year gains cap will be set at the highest affordable rate of 6.45%. In 2021/22 Nottingham City will receive a 0.31% increase in the CSSB unit rate.

As demonstrated in **Table 2** the rate per pupil has increased by £0.11p per pupil between 2020/21 and 2021/22 which is forecast to generate an additional £0.005m in funding in 2021/22 compared to 2020/21. This is based on the October 2019 Autumn Term census.

- 5.2 Therefore, the LA is proposing that should the pupil numbers increase in October 2020 the additional funding the LA receives be allocated to the retained services budget. If the LA were to have the same increase in pupil numbers as in the financial year 2020/21 this would generate forecast income additional of £0.025m.

- 5.3 **Appendix A** shows the values of these items compared to previous years budgets and actuals.

- 5.4 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 2021/22 due to the impact on services, the need to then consult with stakeholders and enter into a consultation process.
- c) Impact on the delivery of statutory requirements.

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

- 5.5 As stated in the summary of this report, approval is being sought from SF on 1 December 2020 for the historic commitments in a separate report.

Julia Holmes, Senior Commercial Business Partner, Children & Adults

Email: julia.holmes@nottinghamcity.gov.uk

Tel: 01158 763733

11 November 2020

6 Legal and Procurement colleague comments (including risk management issues, and legal, Crime and Disorder Act and procurement implications)

- 6.1 The current law in force in this area is the School and Early Years Finance (England) Regulations 2020. However, these regulations apply for the financial year starting 1 April 2020 only and are updated annually. However, it will be necessary to review these proposals once 2021 regulations have been produced.

Aman Patel, Solicitor

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Tel: 01158 765072

17 November 2020

7 HR colleague comments

- 7.1 There are no direct Human Resources implications as part of this report.

However, if recommendations are not accepted by Schools Forum and there is an impact or shortfall for the **local authority services delivered to schools**, these will need to be fully scoped and understood from a financial element before a formal consultation process is instigated.

After scoping and if reductions are required resulting in impacts to the workforce, a genuine and meaningful consultation process should commence with Trade Unions and affected staff, with the correct policies and procedures being adhered to, with HR support provided.

Rachael Morris, HR Business Lead, Children & Adults

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Tel: 0115 876 3459

18 November 2020

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:

(Please explain why an EIA is not necessary)

Not captured as part of this report, the impact will be included in Nottingham City Councils budget report.

Yes



Attached as Appendix x, and due regard will be given to any implications identified in it.

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 2020

10.2 ESFA – Schools revenue funding 2021 to 2022 - Operational guide July 2020

10.3 DfE - Central school services block national funding formula – Technical note – July 2020

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

Appendix A - Analysis of ongoing commitments 2018/19 to 2021/22

	2018/19				2019/20				2020/21				2021/22
	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	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	0.585	0.000	0.585	0.585	0.585	0.000	0.585	0.585	0.583	0.002	0.585
Servicing of schools forums	0.032	0.032	0.033	-0.001	0.032	0.032	0.032	0.000	0.035	0.035	0.035	0.000	0.035
Copyright Licences	0.190	0.192	0.192	0.000	0.205	0.205	0.205	0.000	0.215	0.211	0.211	0.000	0.219
Retained Education Services	0.618	0.646	0.646	0.000	0.646	0.678	0.678	0.000	0.640	0.665	0.665	0.000	0.634
TOTAL	1.425	1.455	1.456	-0.001	1.468	1.500	1.500	0.000	1.475	1.496	1.494	0.002	1.473

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