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SOUTHEND-ON-SEA EDUCATION BOARD
Date: Tuesday, 5th December, 2017

I confirm that a meeting of the Education Board ('Schools Forum') will be held on **Tuesday 5th December 2017 at 8.15am to 11.30am.**

The meeting will be held at the Tickfield Centre in the Seacole Room.

Robert Harris
 Clerk to the Forum

A G E N D A

Agenda	Item	Lead	Time
1	Apologies, Substitutions & Introductions (AOB not on the agenda to be identified and dealt with at the discretion of the Chairman).	Chair	5
2	Update on membership Approval of new members, including sub groups Vacancies still resulting	Chair	5
3	Minutes of the meetings held on 17th October 2017 Matters Arising:	All	15
<u>Schools Forum Matters</u>			
4	Dedicated Schools Grant 2017/18 Forecast Outturn and Schools Budget 2018/19	PG/IA	45
5	Service Level Agreements held by SBC Verbal report for information only at this stage	BM	10
	<i>NB. Placeholder for the March Education Board:</i> <ul style="list-style-type: none"> • <i>High Needs Block 18-19 Budget</i> • <i>Early Years funding option paper</i> • 		
<u>Education Board Matters</u>			
6	School Performance and Improvement Strategy	BM	15
7	Feedback from the sub groups <ol style="list-style-type: none"> 1. School Performance Sub Group 2. Vulnerable Learners Sub Group 3. Resources Sub Group 4. 	NH JM RB	10 10 10
8	Matters of the moment For information for Board	BM	10
9	AOB	Chair	10

10	Date of next meetings: Tuesday 16th January 2018 Tuesday 13th March 2018 Tuesday 5th June 2018		
	Meeting close		

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SOUTHEND-ON-SEA BOROUGH COUNCIL

Meeting of Education Board

Date: Wednesday, 11th October, 2017

Place: Darwin Room - Tickfield

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Present: Mr M Sweeting (Chair)
Dr R Bevan, Ms L Clark, Dr P Hayman, Mr D Parker, Mr J Glazier,
Mr A McGarel, Ms V Wright and Mr S Reynolds – Futures College
Niki Lamont – Milton Hall Primary Governor
Lesley Yelland – Pre-School Learning Alliance
Annette Turner – YMCA
June Mitchell – St Nicholas Special School
Darren Woollard – Blenheim Primary School
Mr J Glazier – Trade Unions

In Attendance: Brin Martin – SBC Director of Education
Christine Hickey – SBC Finance
Elaine Hammans – SBC Early Years
Paul Grout – SBC Finance
Robert Harris – SBC Clerk

Start/End Time: 8.15 - 11.05 am

1 Apologies, Substitutions and Introductions

Apologies for absence were received from T Elbourne, J Johnson, B Lester, J Mullan, J Parsad, L Pryor, M Rimmer, T Barrett, N Houchen, S Leftley and Councillor J Courtenay.

2 Minutes of the meetings held on 7th June and 6th July 2017 and Matters Arising

Matters Arising

Children's Centres

The Board received an update from Elaine Hammans, as requested at the last meeting, regarding Children's Centres, summarised below:

- It had been a challenging year but improvements were taking place;
- Occupancy levels were being monitored and already seeing a steady increase;
- Emphasised that it was the integrated services within the Children's Centres and not solely the occupancy of the building/premises;
- Working with Family Action to maximise occupancy and usage;

The Board asked a number of questions covering a number of issues which were responded to by officers, summarised below:

- How are health services being held to account? It was recognised that health were delivering their statutory duties/requirements but it was about what else can be done in addition and how services come together;
- The capacity / occupancy information needs to be validated;
- Clearer definitions of capacity and occupancy were needed;
- The Board should receive a programme for each Children's Centre and the need to formalise what happens next;
- Important that the Governance is effective and there are lines of accountability.

It was agreed that the Success for All Group (SFAG) validate the occupancy information and formalise the next steps for Children's Centres in terms of integration, etc and the Vulnerable Learners Sub Group receive the information on occupancy, etc.

30 Hour Entitlement

The Board considered a report from Elaine Hammans which provided an update on the progress of the implementation of the 30 Hours entitlement for working parents of 3-4 year olds.

The Board discussed the report and expressed their concerns regarding the financial implications and future sustainability of funding for the additional 15 hours per week and the additional pressures this will bring for providers. The Board also drew attention to the providers' capacity to provide for both types of offer (15 hours or 30 hours entitlement) and agreed that financial modelling will need to be carried out.

Resolved:

1. That the update on 30 hours entitlement be noted.
2. That all schools delivering nursery provision where the children are not registered pupils of the school be required to complete the termly Early Years Headcount and Census Information from January 2018 and that the completion of this information should be a condition of funding.
3. That the criteria for the mandatory deprivation funding be reviewed.
4. That the level of inclusion funding for funded children in light of the extended hours be reviewed and reported back to the next Education Board meeting. This should include financial modelling.

Provision of Secondary School Places

The Board were provided an update in respect to the provision of secondary school places in the borough. The Board noted that a new Free School was still a main consideration unless school places can be secured through other means. It was unclear when the next phase (Wave 13) will be announced.

Further updates will be provided to future meetings.

Resolved:

1. That the minutes of the meeting held on 7th June 2017, subject to the inclusion of D Parker and G Glazier in the list of apologies, be confirmed as a correct record.
2. That the minutes of the Special meeting held on 6th July 2017, subject to a minor amendment in Agenda Item 2 (High Needs Revised Budget 2017/18) to clarify that the YMCA had 50 places in the High Needs Block, be confirmed as a correct record.

3 Membership

The Board received an update on Membership and it was noted that Mrs L Yelland (Pre-School Learning Alliance) and Mr D Woollard (Academy Primary) had been nominated to fill the current vacancies in those areas.

The Board also discussed the Membership list and suggested that there were some vacancies which had been filled that were not on the list. The Clerk would review the list and update accordingly.

Resolved:

1. That the current membership situation be noted and a corrected/updated membership list be provided to the next meeting.
2. That the nominations to fill the vacancies in the Pre-School Learning Alliance and Academy Primary sector be endorsed.

4 Schools Budget 2017/18 Forecast Outturn

The Board considered a report from Paul Grout which provided an update on the forecast outturn for the 2017/18 schools budget, high needs, early years and centrally retained funds.

The Board discussed the report and concerns were expressed with the accuracy of the data, specifically in relation to the YMCA which had 50 places and not 40 places as suggested in the report. The officers advised that the difference was likely due to DfE calculations for 43 places funded through the High Needs block.

The Board also emphasised that they were concerned the high needs position was not reflecting the full amount due to the mainstream special units.

Resolved:

1. That the forecast outturn and continual funding pressures in relation to High Needs and the forecast deficit balance of the Dedicated Schools Grant (DSG) reserve by the end of 2017/18, be noted.
2. That the continual need to ensure DSG funding is sustainable for future years, be recognised.

3. That the intensive work the Local Authority has been undertaking to ensure High Needs expenditure is contained within the resources available continues.
4. That any underspend that may occur within a block, will firstly be used to assist with the restoration of depleted DSG reserves, be endorsed.
5. That the first call of any additional funding due to High Needs for 2018/19, will firstly be used to restore the restoration of remaining depleted DSG reserves, after resolution 4 above has been applied, be reaffirmed.
6. That the newly formed "Finance Resources Sub Group" commences work on a medium term financial strategy for DSG funds to ensure financial sustainability within 2 years, which is assisted by the recent National Funding Formulae announcements that each block will receive additional funding over the next 2 years.

5 National Funding Formula - Schools and High Needs Funding Reform

The Board considered a report from Ian Ambrose presented by Paul Grout which provided an overview of the DfE recently announced outcome of the consultations around the Schools National Funding Formula and the High Needs National Funding Formula. These consultations have an impact on mainstream schools, special schools, the PRU and Early Years provision.

The Board discussed the report and commented that in real terms schools were still facing a minimum 0.5% reduction. The Board also emphasised that historically Southend was at the lower end of funding compared to other areas, particularly with regard to its proximity to London.

The Board agreed that the options around "soft" and "hard" implementation should be explored further and requested that a report setting out three alternative models was provided at the next meeting. The options/models to be looked at/developed by the Resources Sub Group and each of the Schools' Finance Committees should also have a view of the models before consideration by the Board at its next meeting in December. The options / models should include the £500,000 transfer from the Schools Block to Early Years Block in 2018/19.

The Board extended its thanks and appreciation to Robin Bevan and Simon Oxenham for their work on the matter of schools funding nationally.

Resolved:

1. That the outcome of the funding consultations be noted, as detailed at paragraphs 2.1.1. to 2.1.5 of the report.
2. That, subject to confirmation of proposed funding levels by the DfE for 2018/19:
 - (a) That the National Funding Formula be implemented in full from 2018/19 (hard implementation) for the schools block, subject to de-delegation arrangements for the remaining maintained schools and **an options appraisal report to the next meeting on alternative models (i.e. modelling of what the effects would be if the Education Board retained a local formula for 2018/19).**

(b) That £500,000 be transferred from the Schools Block (growth funding) to Early Years Block in 2018/19, to fund work to sustain the quality and sufficiency of Early Years Providers.

3. That work be undertaken to create headroom with the Early Years block to fund Early Years quality and sufficiency activity in future years;

4. That strong representations be made to the DfE for increased funding for Early Years.

6 School Performance Outcomes

The Board considered a report from Brin Martin which had been presented to the Council's Cabinet on 19th September 2017 setting out the high level performance outcomes for all Southend schools at all key stages following the summer tests and examinations.

The Board discussed the report and noted that the individual school validated results was expected shortly. The Board recognised that the local authority had no powers to force academies to provide data but emphasised that the data was essential to enable detailed analysis and targeted intervention for those schools requiring support.

Resolved:

That the report be noted and all schools be congratulated on their performance which was in the upper quartile (26th) of the country.

7 Review of Alternative Provision

The Board considered the People Scrutiny in-depth project report 'Alternative Provision – off site education provision for children and young people' which was carried out in 2016/17.

The Board discussed the report and commented that they felt there were a number of inaccuracies in the report and several areas which needed to be reviewed. Some concerns were also expressed about the in-depth scrutiny process.

The Board suggested that future scrutiny projects should go through a sense check and are validated (where they relate to Education Board matters) through the relevant Education Board sub groups. The report will be scrutinised further by the Vulnerable Learners Sub Group which will look at the areas/recommendations which can be taken forwarded.

Resolved:

That the scrutiny in-depth project report be noted, subject to the reservations indicated above.

8 Peer Review

The Board considered the findings report from the Peer Review of SEND support for Southend-on-Sea which was took place on 12th and 13th July 2017.

The Board briefly discussed the report and requested that for future Board meetings a covering report was provided.

Resolved:

That the findings report from the SEND Peer Review be noted.

9 Operational Review of Education Board and Sub Groups (also covering PwC Audit Recommendations)

The Board considered a report from Brin Martin which sought the views of the Board members on how they wish to progress and implement the proposals set out in paragraph 1.1 of the report.

The Board discussed the report and made the following comments:

- Take forward any 'quick wins' and implement any areas which can be put in place quickly;
- Sub Groups should be timetabled to be in-line with Board meetings (e.g. they should meet at least 2 weeks before the Board);
- The views of SOSHA and SOPHA on the Board's Constitution/ToR should be sought;

Resolved:

That the report be noted.

10 Feedback from Sub Group Chairs

(a) School Performance S.G.

The Board was informed that the interim results data had been discussed and a letter to all Head Teachers offering support, etc either from Council officers or by other Head Teachers. The schools requiring support will be visited. The main purpose is to share good practice and provide support and collaboration.

The outcomes will be reflected in the updated school performance report which will come back to the S.G.

(b) Vulnerable Learners S.G.

The Board was informed that the SEND Peer Review had been discussed and an action plan was developed. The group was also looking at the 'banding' model in terms of funding.

The Board noted that the group had become too focused on SEN and not the wider remit around early years, health, etc.

(c) Resources S.G.

The Board was informed that the group had met once and discussed two principle matters – financial outturn and the NFF. This group had helped shape the recommendations around funding discussed earlier on the agenda.

11 Update on Current Matters

The Board received an update on the following current matters:

(a) Catchment Area/Admissions Arrangements – The Council's Cabinet and People Scrutiny Committee had considered and agreed the proposed model to go out to consultation. The link to the Cabinet report will be sent to Board members.

(b) Free School – this was covered under matters arising and there was nothing further to add;

(c) New Data Protection Regulations – All schools need to be aware of the new regulations coming into force on data protection and breaches could result in a range of sanctions.

The Board expressed their disappointment that no guidance has been issued by the DfE on the new regulations.

12 Any Other Business

No other business was conducted at the meeting.

13 Date and Time of Future Meetings

Tuesday 5th December 2017;
Tuesday 16th January 2018;
Tuesday 13th March 2018;
Tuesday 5th June 2018;

All meetings will be held at the Tickfield Centre unless otherwise indicated.

Chairman: _____

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Southend-on-Sea Borough Council

Report of Deputy Chief Executive - People
and Director of Finance and Resources

to
Education Board
on
5 December 2017

Agenda
Item No.

4

Report prepared by:
Ian Ambrose, Group Manager, Financial Management
Paul Grout, Senior Finance Business Partner

Forecast Outturn for Dedicated Schools Grant 2017/18 and Schools Budget 2018/19

1 Purpose of Report

To update the Schools Forum on the anticipated outturn for the 2017/18 schools budget, to present a draft 2018/19 schools budget and outline some expected future financial pressures

2 Recommendations

Education Board are asked to

In relation to 2017/18

- 2.1 Note the anticipated outturn for the 2017/18 schools budget, and the consequential forecast impact on resources for 2018/19;

In relation to 2018/19

Schools Block

- 2.2 Note that at the October 2017 meeting, Education Board agreed it was minded that the 2018/19 schools budget be distributed on the basis of the National Funding Formula (NFF), using the NFF 2018/19 transitional arrangements, and that this report continues to recommend that approach;
- 2.3 Mindful of 2.2 above, agree the basis of distribution for the 2018/19 schools budget from the three options presented;
- 2.4 [Maintained Schools Only] Agree the de-delegation of funding back to the Local Authority for the continuance of the following services;

- Licences and Subscriptions
- Staff costs (trade union duties)

- 2.5 Agree the proposed £690,000 to be held centrally for the growth fund to support schools that are required to provide extra places to meet basic need within the authority;
- 2.6 Note that final budgets for schools will be set in January 2018, based on decisions made on this report and suitably adjusted for the results of the October 2017 census;

Early Years Block

- 2.7 Note that the Early Years Service will present a report to the March meeting setting out options to make the early years block sustainable within its own resources by 2019/20;

High Needs Block

- 2.8 Note the necessity to top slice the 2018/19 high needs block to assist in the recovery of the deficit of high needs DSG reserves;
- 2.9 Agree that the Vulnerable Learners Sub Group present a report to the March meeting setting out options to make the high needs block sustainable within its own resources by 2019/20; and

Central Block

- 2.10 Agree the areas of spend for the Central Schools Services Block.

3 Background

- 3.1 This report sets out the anticipated outturn for the 2017/18 schools budget, which is the starting point for setting the 2018/19 draft budget. It also presents a draft Schools Budget for 2018/19, ahead of a budget being formally recommended by Education Board at the next meeting and set by the Council in January 2018. At the time of writing the block funding allocations have not been confirmed as the results of the October census are not yet known.
- 3.2 In line with previous decisions taken by Education Board, the budgets for each block of the schools budget will be set within those blocks DSG resources. Out of necessity that will include taking into account the impact of any over and underspends brought forward from 2017/18.

4 2017/18 Schools Budget

- 4.1 Appendix 1 provides the DSG Budget, forecast and variance for 2017/18. It represents the latest forecast position as we near the end of the Autumn Term.

- 4.2 The budget and outturn are presented as gross figures which include allocations which are recouped by the Department for Education (DfE) in order to pass funding onto academies, High Need – free schools, further education colleges, charitable and commercial providers. The recoupment figures are reported in separate columns. This report explains the forecast variances.

Schools Block – £20,000 underspend

- 4.3 The Schools block contains the £113.37M budgeted for mainstream schools in Southend including Academies. The Budget and Forecast outturn columns show the amount allocated directly to maintained primary and secondary schools and the amount recouped for Academies by the DfE. There is a small variance of £20,000 underspend, which reflects reduced in year business rate reductions for Schools that have converted to an Academy from April-17 that the DSG is able to retain.

Early Years Block – on target

- 4.4 Early Years forecast spend has been held to budget, and reflects the updated funding allocations as reported in the October 2017 Education Board report. 2017/18 year to date provider payments is indicating a run rate close to the DSG Early Years funding allocation. Education Board needs to be mindful of any funding adjustments for 2017/18 in this block that will be announced in July 2018. Therefore Early Year spend forecasts will continue to be closely monitored.

High Needs Block - £613,000 overspend

- 4.5 The forecast overspend on the high needs block is £0.613M, which is mainly in line with the recognition of the high risk 2017/18 remaining saving delivery targets declared in the exceptional July-2017 High Needs 2017/18 Budget paper. The Special Educational Needs (SEN) team continue to work towards mitigating the funding pressures for Educational Health and Care Plan (EHCP) top ups applicable to both Schools, Colleges, Independent Providers and forecast overspends will reduce if they are successful.
- 4.6 The £0.613M overspend represents a slight forecast reduction of £17,000 from the high need forecast position presented in the previous DSG forecast report, although of course this still highlights that considerable funding pressures remain within this block.

4.7 The following table summarises the current forecast overspend pressures.

	2017/18 ⁱ Budget	2017/18 ⁱⁱ Forecast	2017/18 Variance (under) / over
Place funding	£7.572m	£7.572m	-
Special and PRU provision top up funding	£4.925m	£4.939m	£0.014m
EHCP top up provision	£2.924m	£3.084m	£0.160m
Independent Providers	£0.900m	£1.200m	£0.300m
Other Provision include SLA's	£1.463m	£1.602m	£0.139m
Total	£17.784m	£18.397m	£0.613m

- i. As set at the July 2017 Education Board.
- ii. These High Need financial forecasts are of course subject to risk of further demand for special schools places, EHCP top ups and Independent Provider placements, but the advice remains constant that the SEN team continue to mitigate these funding pressures where possible

Centrally Retained - £83,000 underspend

4.8 The forecast underspend on centrally retained is £0.083M. This underspend is a result of growth funding expenditure applied to Schools for the financial year 2017/18.

Income

4.9 The Latest DfE advised allocation for 2017/18 is now £143.70m. There is a small change from the October 2017 paper, and is in relation to a revised DfE - Early Years Disability Access Fund allocation of £43,050, reduced from £49,200. The DfE in November 2017, have also updated the DSG allocation reflecting further recoupment where schools have converted to Academies from April 2017.

4.10 As explained in full at the previous Education Board in October 2017, the DfE announced the final early years funding settlement for 2016/17 in July 2017. As a result of this final allocation the available balance in the DSG 2016/17 reserve was overstated by £0.42M. The 2017/18 £0.42M adjustment therefore accounts appropriately for Early Years income and expenditure in relation to 2016/17 as a one off adjustment.

Overall Position for 2017/18 Budget

4.11 The table below summarises the current forecast outturn position for 2017/18.

Block	Schools £000	High Needs £000	Early Years £000	Central £000	Total £000
Expenditure					
Budgeted	113,370	17,784	10,035	2,508	143,696
Forecast	113,350	18,397	10,035	2,425	144,206
Variance	(20)	613	0	(83)	510
Income					
Budgeted	(113,370)	(17,784)	(10,035)	(2,508)	(143,696)
Forecast	(113,370)	(17,784)	(9,613)	(2,508)	(143,274)
Variance	0	0	422	0	422
Reserves					
1 April 2017	0	(97)	422	0	325
Used in year	(20)	613	422	(83)	932
Transferred in year	20	(103)	0	83	0
31 March 2018	0	(607)	0	0	(607)

4.12 The bottom line indicates an overspend of £932,000 against the budgeted £143.7M. This overspend would normally be met from DSG balances brought forward from 2016/17. However there is insufficient reserves to cover the overspend, with DSG reserves predicted to have a £607,000 deficit by the year end. There will therefore be a need to top slice 2018/19 resources. This situation highlights the continually need to address spending on the High Needs Block as a matter of urgency so as to bring it sustainably back within the funding resource available.

5 Draft 2018/19 Schools Budget

- 5.1 2018/19 will see the DfE distribute resources to Local Authorities based on the National Funding Formula (NFF) calculation for the first time. Within reason it is a local decision how these resources are distributed to each school.
- 5.2 Under the Government's NFF proposals, before minimum funding guarantees, every school in Southend would lose funding. Education Board will recall this was highlighted as a large financial risk when the consultation came out. Indeed the Southend response to the consultation highlighted the need for additional funding and a minimum level of funding per pupil. The Education Board endorsed response argued for minimum per pupil funding for 2018/19 of £4,170 and £5,000 for primary and secondary pupil respectively.
- 5.3 The outcome of the consultation, and with the influence of the General Election results, saw the Government providing a guaranteed increase in pupil led funding of 0.5% and minimum per pupil funding for 2018/19 of £3,300 and £4,600, with 2019/20 seeing a further 0.5% increase in pupil led finance, and minimum funding levels rising to £3,500 and £4,800.
- 5.4 The Government also confirmed the High Needs NFF consultation outcomes.
- 5.5 Appendix 2 sets out the draft 2018/19 schools budget. The draft budget is presented for illustration purposes to enable early planning by schools, but will be subject to change once the DfE data release is provided to the Council late December. Given the forecast overspending within the high needs block for 2017/18, the first call on the 2018/19 resources will need to be to replenish DSG reserves.

Schools Block

- 5.6 Education Board has already agreed it is minded to implement the NFF in full from 2018/19 (Hard Implementation) for the schools block, subject to de-delegation arrangements for the remaining maintained schools. The October meeting of Education Board however requested that the distribution of the schools block be modelled on three different models.
- | | |
|---------|---|
| Model 1 | The NFF, allowing for a guaranteed increase in pupil led funding of 0.5% and guaranteed per pupil funding of £3,300 and £4,600 for primary and secondary settings respectively (the NFF 2018/19 transitional arrangements); |
| Model 2 | The NFF resources distributed through the existing local formula arrangements, updating the basic entitlement only; and |
| Model 3 | The NFF, allowing for guaranteed per pupil funding of £3,500 and £4,800 for primary and secondary settings respectively, and scaling back the guaranteed pupil led funding to a 0.285% increase accordingly. |
- 5.7 The three models have been run using 2017/18 data, and is therefore based on October 2016 census numbers. The results should therefore merely be viewed as indicative of the impact of the model choice. Clearly changes in pupil numbers and the characteristics of those pupils, will have an impact on the final

2018/19 budgets for schools, and will be factored into the budget proposed to Education Board in January 2018.

- 5.8 To ensure a like for like comparison, the 2017/18 budget has been updated to reflect the high needs transfer into the schools block in respect of those schools with special high needs bases. Previously these places were funded entirely from the high needs block. Now the basic entitlement element is embedded into the schools block, with the high needs block providing additional place funding at £6,000 per pupil together with the relevant top-up rate.
- 5.9 The indicative funding for 2018/19, including amounts for split sites, rates and mobility is £114,677,122, some £970,000 more than 2017/18. This is the quantum of funding had been used in the three models. The results of each model are set out in Appendix 3. The appendix shows both the totality of formula funding (3a) and the increase from 2017/18 (3b). For wider information, funding received through the pupil premium in 2017/18 is also shown (3c).
- 5.10 **This report continues to recommend that Education Board adopt the methodology of the NFF under the 2018/19 transitional arrangements (model 1)**. To continue to use the local formula arrangements (model 2), which undoubtedly would see more schools gain more money, would go against the Education Boards own argument that there should be a basic minimum amount of funding per pupil – all six schools currently funded below the governments de minimis funding level would remain underfunded by that measure. It would also lead to three other schools actually losing funding compared to 2017/18 through the on-going impact of the -1.5% minimum funding guarantee under the local formula. Further, although adoption of the NFF as the local distribution method is currently a local decision, it is the Government's intention to mandate the NFF in the future; to continue to diverge from the NFF proposals by using the local formula will only increase the painfulness of the eventual financial adjustment needed.
- 5.11 Accelerating the NFF by adopting the 2019/20 de minimis per pupil funding levels is consistent with the Education Board consultation response. However it does come at the price of not being able to deliver the 0.5% increase in pupil led funding; that would need to be scaled back to 0.285%, as there will not be sufficient funds within the Southend system to deliver on both guarantees. In effect every school would be contributing towards guaranteeing minimum per pupil funding of £3,500 and £4,800 a year ahead of the Government's schedule.
- 5.12 The three options modelled only look at 2018/19. Although the NFF proposed funding has been made available by the DfE for 2019/20 also, it will still be a local decision for Education Board in that year how it wishes to distribute those resources. Therefore modelling of the three options into 2019/20 has not been undertaken. It is the DfE's intention to make the NFF mandatory for 2020/21, but that is dependent on Parliament passing the appropriate primary legislation. However if either model 1 or 2 were to be extended into the second year, both would result in the same outcome as the DfE modelled 2019/20 NFF. Continuing the local formula (model 2) for a second year would move individual schools further away from the planned outcome of the NFF; leaving a handful of schools significantly underfunded and the majority overfunded as measured by the NFF, and therefore exacerbating the eventual financial adjustment required

as and when the NFF is mandated. It is considered unlikely that there would be any further transitional protection to overfunded schools and that the adjustment would be immediate.

- 5.13 The final funding formula will be presented in January once actual funding for each block has been issued and final pupil numbers are known. Dependent on the distribution model chosen by Education Board, further tweaks to funding rates may therefore be necessary once the pupil data is available in order to balance the income received and total amount to be released through the formula.

Early Years Block

- 5.14 The DfE have confirmed that there will be no change to the funding rates they pay in respect of the Early Years block. Therefore for this report no changes have been made to the early years block, and at this stage no changes to funding rates are proposed. 2018/19 will be the last year of transitional protection for school nurseries as early years moves to a single funding rate across all settings.
- 5.15 Discussions have been on-going with DfE officials to try to secure some comfort that overall DSG in 2019/20 will be sufficient to enable the £500,000 transfer from schools block (growth funding) to early years block, to fund work to sustain the quality and sufficiency of early years providers to continue. To date no assurances have been forthcoming. Given the now highly likely risk of loss of this resource for early years, the Early Years' service will prepare an options paper for Education Board to consider the benefits of sustaining this provision of service from within the early years block, which will likely require a proposal to top slice the rates passed onto providers from 2019/20, if those services are to continue. That paper will also address the creation of a contingency budget within early years to assist in coping with in-year financial pressures.

High Needs Block

- 5.16 The high needs NFF will see a much needed increase in DSG resources being made available. However given that this is the second year of substantial overspend on the high needs block, leaving the DSG in deficit, a cash freeze across all high needs settings and providers is the best case scenario for 2018/19 given the need to recover balances.
- 5.17 As agreed by Education Board on 6 July 2017, a minimum funding guarantee disapplication request has been submitted to the DfE in respect of the special schools, to assist in achieving a sustainable budget for 2018/19 and beyond. Should the request be granted, it will only be used in the absence of any alternative way of balancing the high needs budget, and with the agreement of Education Board. It is to be hoped that the Vulnerable Learners Sub Group, in conjunction with the Council's high needs team, are successful in finding workable and sustainable alternatives to assist in balancing the high needs block without invoking any granted disapplication. Such alternatives may well need to include reductions in funding rates within the minimum funding guarantee.

- 5.18 However it is recognised that given the scale of the DSG reserve deficit, it may well mean that to return reserves to a positive position will take more than one year. It is suggested however that the process of returning high needs block to sustainability needs to be achieved within no more than two years. It is suggested that the Vulnerable Learners Sub Group prepare an options paper for Education Board to consider how to make the high needs block sustainable within this timeframe to the March meeting. That paper will also address the creation of a contingency budget within high needs to assist in coping with in-year financial pressures, so as to hopefully avoid deficit reserves situations in the future. In the meantime, the 2018/19 high needs budget will be proposed in January based solely on the quantum of resources available for that year.

Central Schools Services Block

- 5.19 A number of services are covered by funding that is held centrally subject to a limitation of no new commitments or increases in expenditure from 2017/18. For 2018/19 this will be funded from the new central schools services block, with the exception of a small amount de-delegated from maintained schools to fund particular services solely to them. The growth funding money contained within the schools block will also be held centrally for distribution.
- 5.20 Approval is required by Schools Forum each year to confirm the amounts.
- 5.21 The table below provides a breakdown of the services funded by centrally retained funding, and indicates the voting rights on each line.

	Amount	Voting Right
From Schools Block		
De-delegated budgets	£9,085	Maintained Schools Only
<i>Being:</i>		<i>(amounts may change should further schools convert to academies)</i>
<i>Licences</i>	£1,015	
<i>Staff Costs (TU)</i>	£8,070	
Growth Fund	£690,000	Whole Forum
From Central Schools Services Block		
CLA/MPA Licences	£122,297	Estimate - for information only
Combined Budgets	£941,288	Whole Forum
Schools Admissions	£236,300	Whole Forum
Servicing of Schools Forum	£18,700	Whole Forum
ESG Retained Duties	£407,969	Whole Forum

- 5.22 De-delegated amounts have been reduced in line with the reduction of maintained schools, and the central schools block has been reduced in line with the reduction in DSG funding being made available to local authorities.
- 5.23 The Forum is asked to agree, as in previous years, that this portion of the DSG can be held centrally for the services to continue.

Overall Position

- 5.24 With the exception of the previously agreed transfer of funds between the schools block and early years block, the 2018/19 schools budget will be set in anticipation of each block being contained within its own resources. Out of necessity this will have to include any top slicing necessary to implement a DSG recovery plan to restore reserves to a positive amount.

6 Conclusion

- 6.1 This report has set out the likely outturn for 2017/18, and based on the DfE NFF consultation outcomes, potential budgets for 2018/19. Notwithstanding some increases in funding, especially for main stream schools over and above earlier indications, DSG funding is not keeping pace with the financial pressures faced. Moving the high needs block to a sustainable financial footing in particular, continues to be a difficult challenge.
- 6.2 The report highlights the now highly likely risk of loss of resources that have enabled a transfer from schools block to early years. Consequently the Early Years' service will prepare an options paper for Education Board to consider the benefits of sustaining this provision of service from within the early years block own resources.
- 6.3 Similarly the report highlights the current financial sustainability issues within the high needs block, and notes that the Vulnerable Learners Sub Group will prepare an options paper for Education Board to consider how to make the high needs block sustainable within a two year timeframe to the March meeting.
- 6.4 Based on Education Board decisions made, the schools budget for 2018/19 will be recommended to the January Forum.

7 Appendices

Appendix 1 - DSG Budget 2017/18 – Forecast Outturn as at November 2017

Appendix 2 - DSG Budget 2018/19 – Provisional Dedicated Schools Grant
Funding

Appendix 3 - DSG Budget 2018/19 – Schools Block Distribution Models

Appendix 1 – DSG Budget 2017/18 - Forecast Outturn at at November 2017

Recommended to print in A3 colour, landscape and 2 pages

All figures are presented in £'s

			2017/18									
			A	Latest Budget *			B - A		C	C - B		
Block	S251 Line	Summary Line	2017/18 Original Budget	2017/18 Budget	Budget Recoupment	Total Budget	Original to Latest budget movment	Outturn Forecast	Outturn Forecast Recoupment	Total Outturn Forecast 17/18	Final Variance (under) / over	Main summary reason for Final Variance
Schools	1.0.1	Primary Schools	58,558,465	29,253,192	29,305,273	58,558,465	-	29,233,192	29,305,273	58,538,465	(20,000)	DSG allocation updated for recent academy convertors - Bournes Green Junior and Richmond Avenue. In Year - Underspend due to business rate adjustment for those Academy convertors, which the DSG is able to retain
		Secondary Schools	54,811,146	3,148,269	51,662,877	54,811,146	-	3,148,269	51,662,877	54,811,146	-	
Schools Block Total			113,369,611	32,401,461	80,968,150	113,369,611	-	32,381,461	80,968,150	113,349,611	(20,000)	
Early Years	1.0.1	2 year old provision	1,571,544	1,422,015		1,422,015	(149,529)	1,422,015		1,422,015	-	Early year forecasts held to online. Year to date payments to provider is highlighting run rates close to DSG allocation. Also need to be mindful of Early Year 201718 DSG funding adjustments which will be calculated by the DfE in July-18 and any potential clawbacks of funding
		3 and 4 y/o provision	8,163,792	7,962,984		7,962,984	(200,808)	7,962,984		7,962,984	-	
		Disability Access Fund	49,200	43,050		43,050	(6,150)	43,050		43,050	-	
		Early Years Pupil Premium	157,959	106,450		106,450	(51,509)	106,450		106,450	-	
		Early years b/fwd DSG 15/16 debtor adjustment									-	
	1.3.1	Central Expenditure on Children under 5	500,000	500,000		500,000	-	500,000		500,000	-	
Early Years Block Total			10,442,495	10,034,499	-	10,034,499	(407,996)	10,034,499	-	10,034,499	-	
High Needs	1.0.1	Place Funding - PRU - Victory Park	810,000	202,521	607,479	810,000	-	202,521	562,479	765,000	(45,000)	Place funding reduced from 81 pupils to 75 pupils from Jul-17
		Place Funding - St Christopher's Special Academy (Pre 16)	2,000,000		2,000,000	2,000,000	-		2,000,000	2,000,000	-	
		Place Funding - St Nicholas Special School	920,000	383,333	536,667	920,000	-	383,333	536,667	920,000	-	
		Place Funding - Sutton House Special School Provision	440,000	110,088	329,912	440,000	-	110,088	374,912	485,000	45,000	Place funding increased from 44 pupils to 50 pupils from Jul-17
		Place Funding - Kingsdown Special School	1,050,000	478,333	571,667	1,050,000	-	478,333	571,667	1,050,000	-	
		Place Funding - Lancaster Special School (Pre 16)	230,000	95,833	134,167	230,000	-	95,833	134,167	230,000	-	
		Place Funding - St Christopher's Special Academy (Post 16)	120,000	50,000	70,000	120,000	-	50,000	70,000	120,000	-	
		Place Funding - Lancaster Special School (Post 16)	540,000	-	540,000	540,000	-	-	540,000	540,000	-	
		Place Funding - Lancaster Special School (Post 16) (DfE Error)	-	(70,000)	70,000	-	-	(70,000)	70,000	-	-	Error corrected with DfE from Aug-17
		Place Funding - Chase Academy Special Base	120,000		120,000	120,000	-		120,000	120,000	-	
		Place Funding - Shoburness Academy Special Base	180,000		180,000	180,000	-		180,000	180,000	-	
		Place Funding - Temple Sutton Special Base	50,000	50,000		50,000	-	50,000		50,000	-	
		Place Funding - Fairways Special Base	150,000	150,000		150,000	-	150,000		150,000	-	
		Place Funding - Hamstel Infants Special Base	30,000	-	30,000	30,000	-	-	30,000	30,000	-	
		YMCA - Free School Recoupment	367,500	-	367,500	367,500	-		367,500	367,500	-	Confirmed by DfE allocation is 50, Southend pays 43 recouped from Sept-17
		CCP and FE Place Funding	564,000		564,000	564,000	-		564,000	564,000	-	94 places at £6,000
		Total Place Funding	7,571,500	1,450,108	6,121,392	7,571,500	-	1,450,108	6,121,392	7,571,500	-	
C	1.2.1 / 1.2.2	Top Up Funding - St Christopher's Special Academy (Pre 16)	1,624,213	1,624,213		1,624,213	-	1,621,816		1,621,816	(2,397)	Minor variance to budget for top up allocations compared to forecast, which has now been updated following the recent Autumn head conducted by the SEN team including banded levels for pupils, expect some further fluctuations in forecast for any pupil changes between Nov-17 and the end of Mar-18.
		Top Up Funding - St Nicholas Special School	561,599	561,599		561,599	-	551,663		551,663	(9,936)	
		Top Up Funding - Kingsdown Special School	1,069,298	1,069,298		1,069,298	-	1,066,114		1,066,114	(3,184)	
		Top Up Funding - Lancaster Special School (Pre 16)	159,837	159,837		159,837	-	155,702		155,702	(4,135)	
		Top Up Funding - St Christopher's Special Academy (Post 16)	73,078	73,078		73,078	-	73,078		73,078	-	
		Top Up Funding - Lancaster Special School (Post 16)	402,009	402,009		402,009	-	418,897		418,897	16,888	
		Sub total	3,890,034	3,890,034		3,890,034	-	3,887,270		3,887,270	(2,764)	
		Top Up Funding - Sutton House Special School Provision	397,501	397,501		397,501		445,280		445,280	47,779	The Top up budget was based on 5 band 1 and 32 band 2 occupancy levels. Occupany from Sept -17 is 13 band1 and 24 band 2. SEN team did undertake a review meeting with Sutton house to review top up banded levels for existing pupils. This forecast reflects the latest position of the review meeting
		Top Up Funding - Chase Academy Special Base	54,540	54,540		54,540	-	53,177		53,177	(1,364)	Minor variance to budget for top up allocations compared to forecast, which has now been updated following the recent Autumn head conducted by the SEN team including banded levels for pupils
		Top Up Funding - Shoburness Academy Special Base	87,264	87,264		87,264	-	87,264		87,264	-	
		Sub total	141,804	141,804		141,804	-	140,441	-	140,441	(1,364)	
		Top Up Funding - Temple Sutton Special Base	43,632	43,632		43,632	-	47,874		47,874	4,242	
		Top Up Funding - Fairways Special Base	23,180	23,180		23,180	-	19,240		19,240	(3,940)	
		Top Up Funding - Hamstel Infants Special Base	21,816	21,816		21,816	-	18,786		18,786	(3,030)	
		Sub total	88,628	88,628		88,628	-	85,900	-	85,900	(2,728)	
		Top Up Funding - PRU - Victory Park	326,716	326,716		326,716	-	300,000		300,000	(26,716)	Payments based on Occupany Levels - currently assumed at 85% - and pupils no.s have been revised in the SLA from 57 to 51 from July-17.
		Top Up Funding- Flexible Top ups for additional numbers	80,000	80,000		80,000	-	80,000		80,000	-	Allocated for St Christopher's & Kingsdown
		Total Inborough Special and PRU Top Up Funding	4,924,683	4,924,683		4,924,683	-	4,938,891	-	4,938,891	14,208	
	1.2.1 / 1.2.2	EHCP Top ups - Early years	44,000	44,000		44,000	-	44,000		44,000	-	
		EHCP Top ups - Primary phase	1,350,000	1,350,000		1,350,000	-			-		Updated forecast following Autumn Term Head Count with SEN Team
		2017/18 Primary Phase - demand savings targetted	(100,000)	(100,000)		(100,000)	-					
		EHCP Top ups - Primary phase total	1,250,000	1,250,000		1,250,000	-	1,360,000		1,360,000	110,000	
		EHCP Top ups - Secondary phase	510,000	510,000		510,000	-					Updated forecast following confirmed Autumn Term Head Count between the SEN Team and Mainstream Schools
		2017/18 Secondary Phase - demand savings targetted	(50,000)	(50,000)		(50,000)	-					
		EHCP Top ups - Secondary phase total	460,000	460,000		460,000	-	480,000		480,000	20,000	
		Out of Borough Top ups	660,000	660,000		660,000	-					Updated forecast confirmed, following Autumn Term Head Count between the SEN Team - Out of Borough mainstream providers and Post 16 providers. There has been movement - where Out of Borough placements have correctly been re-allocated to POST-16 placements
		2017/18 Out of Borough - demand savings targetted	(50,000)	(50,000)		(50,000)	-					
		Out of Borough Top ups total	610,000	610,000		610,000	-	600,000		600,000	(10,000)	
		Post 16 Top ups	560,000	560,000		560,000	-	600,000		600,000	40,000	
		Total Inborough EHCP School Funding, Out of Borough and Post-16	2,924,000	2,924,000	-	2,924,000	-	3,084,000	-	3,084,000	160,000	

Continued to 2nd page

All figures are presented in £'s

		2017/18									Main summary reason for Final Variance
		A	Latest Budget *		B	B - A		C		C - B	
Block	S251 Line Summary Line	2017/18 Original Budget	2017/18 Budget	Budget Recoupment	Total Budget	Original to Latest budget movment	Outturn Forecast	Outturn Forecast Recoupment	Total Outturn Forecast 17/18	Final Variance (under) / over	
	1.2.3 Top up funding - independent providers	1,125,000	1,125,000		1,125,000	-					Overspend based on current commitment - Note this is subject to material change due to the substantial costs of these placements. SEND team and Corporate Procurement to continue the work of targetted savings delivery
	2017/18 Independent provider targetted savings	(225,000)	(225,000)		(225,000)	-					
	Independent Providers total	900,000	900,000		900,000	-	1,200,000		1,200,000	300,000	
	1.2.4 HN targeted LCHI funding	30,000	30,000		30,000	-	30,000		30,000	-	
	1.2.4 HN targeted LCHI funding	20,000	20,000		20,000	-	20,000		20,000	-	
	1.2.6 Hospital Education provision	130,800	130,800		130,800	-					Estimated commitment of £100k. This includes £32k Victory Park SLA.
	2017/18 Hospital education targetted savings	(60,000)	(60,000)		(60,000)	-					
	Hospital Education provision total	70,800	70,800		70,800	-	100,000		100,000	29,200	
	1.2.5 SEN Team - Assessments and Placements	422,479	422,479		422,479	-	422,479		422,479	-	
	1.2.5 Education out of School	153,100	153,100		153,100	-	153,100		153,100	-	
	1.2.5 SEN Support Services - Visually Impaired Outreach Service at Kingsdown	90,000	90,000		90,000	-	90,000		90,000	-	
	SEN Support Services - Outreach Service at St Christopher's	80,000	80,000		80,000	-	80,000		80,000	-	
	SEN Support Services - Outreach Service at Fairways	20,000	20,000		20,000	-	20,000		20,000	-	
	1.2.5 SEN Support Services - Other	24,000	24,000		24,000	-	24,000		24,000	-	
	1.2.7 Preventative Pathways SLA with Victory Park	192,000	192,000		192,000	-	172,000		172,000	(20,000)	From July - 17 the SLA is now paid on occupancy levels and current forecast from July-17 at 85% occupancy levels
	Elective Home Education Costs	8,000	8,000		8,000	-	8,000		8,000	-	
	1.2.8 Nurture Base Provision	483,000	483,000		483,000	-	483,000		483,000	0	
	2017/18 SLA savings targetted	(130,000)	(130,000)		(130,000)	-	-		-	130,000	Non - delivery of any further SLA savings in 2017/18 only. Subject to a review for 2018/19 in view of effectiveness of these SLA agreements
	Sub total	920,100	920,100	-	920,100	-	1,030,100		1,030,100	110,000	
	Total Other Provisions	1,463,379	1,463,379	-	1,463,379	-	1,602,579	-	1,602,579	139,200	
High Needs Block Total		17,783,562	11,662,170	6,121,392	17,783,562	-	12,275,578		18,396,970	613,408	
Centrally Retained	1.1.2 De-delegated - Behaviour Support	75,000	75,000		75,000	-	75,000		75,000	-	
	1.1.7 De-delegated - Licenses Subscriptions	1,245	1,245		1,245	-	1,245		1,245	-	
	1.1.8 De-delegated - Staff costs	9,900	9,900		9,900	-	9,900		9,900	-	
	1.4.1 Contribution to combined budgets	941,288	941,288		941,288	-	941,288		941,288	-	
	1.4.10 Growth Fund	690,000	690,000		690,000	-	606,991		606,991	(83,009)	Growth fund paid in full to schools for 2017/18 Financial Year
	1.4.12 CLA/MPA License	122,297	122,297		122,297	-	122,297		122,297	-	
	1.4.2 School Admissions	236,300	236,300		236,300	-	236,300		236,300	-	
	1.4.3 Servicing of School Forums	18,700	18,700		18,700	-	18,700		18,700	-	
	ESG retained	413,217	413,217		413,217	-	413,217		413,217	-	
Centrally Retained Total		2,507,947	2,507,947	-	2,507,947	-	2,424,938	-	2,011,721	(83,009)	
Total Expenditure		144,103,615	56,606,077	87,089,542	143,695,619	(407,996)	57,116,476	87,089,542	144,206,018	510,399	
Funded From											As per Latest DSG alloctions advised by DfE in November 2017
	DSG - Schools Block	(116,376,769)	(35,408,619)	(80,968,150)	(116,376,769)	-	(35,408,619)	(80,968,150)	(116,376,769)	-	
	DSG - Early Years Block (2 year olds)	(1,571,544)	(1,422,015)		(1,422,015)	149,529	(1,422,015)		(1,422,015)	-	Original DfE provisional funding allocation based on 526 PTE children no.s - DfE revised to 476 PTE children no.s
	DSG - Early Years Block (3 & 4 year olds) - universal	(7,131,542)	(6,881,534)		(6,881,534)	250,008	(6,881,534)		(6,881,534)	-	Original DfE provisional funding allocation based on 2843 PTE children no.s - DfE revised to 2743 PTE children no.s
	DSG - Early Years Block (3 & 4 year olds) - additional	(1,081,450)	(1,081,450)		(1,081,450)	-	(1,081,450)		(1,081,450)	-	
	DSG - Early Years Disability Access Fund	(49,200)	(43,050)		(43,050)	6,150	(43,050)		(43,050)	-	DfE DSG allocation Oct 2017 - updated for revised DAF allocations
	DSG - Early years funding 16/17 debtor accrual	-	-		-		200,000		200,000	200,000	As explained in the Education Board on 11.10.17 "Dedicated School Grant 2017-18 budget and forecast outturn as at October2017", these adjustments are in recognition of the 2016/17 revised funding allocations as a result of substantially reduced PTE no.s from what was anticipated
	DSG - Early years 16/17 final adjustment	-	-		-		222,000		222,000	222,000	
	DSG - High Needs Funding Block	(17,783,562)	(11,662,170)	(6,121,392)	(17,783,562)	-	(11,662,170)	(6,121,392)	(17,783,562)	-	
	DSG - Early Years Pupil Premium	(108,759)	(106,450)		(106,450)	2,309	(106,450)		(106,450)	-	
	DSG Brought Forward - to balance	(789)	(789)		(789)	-	(789)		(789)	-	
Funded From Total		(144,103,615)	(56,606,077)	(87,089,542)	(143,695,619)	407,996	(56,184,077)	(87,089,542)	(143,273,619)	422,000	
Grand Total		-	-	-	-	-	932,399	-	932,399	932,399	

* Latest budget - is based on latest DfE - DSG allocations updated in Nov 2017, updated for latest Early Years block funding 17/18 and any schools that have converted to an Academy from Apr-17 to October-17

** PTE (Part Time Equivalent). DfE defined as number of children taking up 15 hours per week over 38 weeks

DSG C/FWD from 2016/17	325,991
2017/18 Planned used above	(789)
DSG B/FWD to 2017/18	325,202

DSG B/fwd to 2017/18	325,202
Forecast 2017/18 Overspend	(932,399)
DSG Forecast C/fwd to 2018/19	(607,197)

**National Funding Formula
Provisional Dedicated Schools Grant Funding**

Appendix 2

	SBC Baseline	DfE HN Transfer	2017/18 Baseline	2018/19	2019/20	Full Implementation
Allocated to schools - pupil & school Led	112,294,657	244,128	112,538,785	113,516,925	114,148,474	114,148,474
Premises Led (Rates etc)	1,059,894		1,059,894	1,059,894	1,059,894	1,059,894
Mobility Led	100,293		100,293	100,293	100,293	100,293
Total allocated through APT	113,454,844	244,128	113,698,972	114,677,112	115,308,661	115,308,661
Growth (including EY Transfer resources)	1,190,000		1,190,000	1,190,000	1,190,000	1,190,000
Schools Block	114,644,844	244,128	114,888,972	115,867,112	116,498,661	116,498,661
High Needs - baseline	15,227,148	244,128	14,983,020	15,531,786	15,997,739	16,758,648
High Needs - without Floor	2,556,414		2,556,414	2,556,414	2,556,414	2,556,414
High Needs Block	17,783,562	244,128	17,539,434	18,088,200	18,554,153	19,315,062
2 year old funding	1,422,015		1,422,015	1,422,015	1,422,015	1,422,015
3 - 4 year old funding	7,962,984		7,962,984	7,962,984	7,962,984	7,962,984
Disability access fund	43,050		43,050	43,050	43,050	43,050
Early years pupil premium	106,450		106,450	106,450	106,450	106,450
Early Years Block *	9,534,499	-	9,534,499	9,534,499	9,534,499	9,534,499
Central - ongoing responsibilities	826,914		826,914	821,666	821,666	821,666
Central - historic commitments	904,888		904,888	904,888	904,888	904,888
Central Services Block	1,731,802	-	1,731,802	1,726,554	1,726,554	1,726,554
Total DSG Resources	143,694,707	-	143,694,707	145,216,365	146,313,867	147,074,776

* there is no change in early years funding in 2018/19, so latest forecasts for 2017/18 shown throughout

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2018/19 Modelled Options															Difference	
Schools Funding (2017/18 rebased for High Needs Transfer)	Phase	2017/18 Local Formula Funding		National Funding Formula Model 1			Local Formula Model 2			Accelerated NFF Model 3			Local vs NFF	Accelerated vs NFF		
		£	£ per pupil	£	%	£ per pupil	£	%	£ per pupil	£	%	£ per pupil				
Barons Court Primary School	Primary	£970,000	£4,181.03	£974,000	0.43%	£4,198	£981,000	1.10%	£4,228	£973,000	0.25%	£4,194	£7,000	(£1,000)		
Blenheim Primary School	Primary	£2,253,000	£3,730.13	£2,263,000	0.47%	£3,747	£2,270,000	0.77%	£3,758	£2,259,000	0.27%	£3,740	£7,000	(£4,000)		
Bournemouth Park Primary	Primary	£2,310,000	£4,450.87	£2,321,000	0.47%	£4,472	£2,334,000	1.03%	£4,497	£2,316,000	0.27%	£4,462	£13,000	(£5,000)		
Bournes Green Infants	Primary	£745,000	£4,071.04	£748,000	0.42%	£4,087	£754,000	1.13%	£4,120	£747,000	0.24%	£4,082	£6,000	(£1,000)		
Bournes Green Junior	Primary	£1,011,000	£3,815.09	£1,016,000	0.44%	£3,834	£1,024,000	1.21%	£3,864	£1,014,000	0.25%	£3,826	£8,000	(£2,000)		
Chalkwell Hall Infants	Primary	£1,207,000	£3,713.85	£1,212,000	0.45%	£3,729	£1,222,000	1.24%	£3,760	£1,210,000	0.26%	£3,723	£10,000	(£2,000)		
Chalkwell Hall Junior School	Primary	£1,571,000	£3,653.49	£1,578,000	0.46%	£3,670	£1,591,000	1.26%	£3,700	£1,575,000	0.26%	£3,663	£13,000	(£3,000)		
Darlinghurst School Academy Trust	Primary	£2,581,000	£3,713.67	£2,594,000	0.48%	£3,732	£2,613,000	1.24%	£3,760	£2,588,000	0.27%	£3,724	£19,000	(£6,000)		
Earls Hall Primary School	Primary	£2,279,000	£3,634.77	£2,289,000	0.47%	£3,651	£2,304,000	1.12%	£3,675	£2,285,000	0.27%	£3,644	£15,000	(£4,000)		
Eastwood Primary School	Primary	£1,736,000	£4,509.09	£1,744,000	0.47%	£4,530	£1,713,000	-1.37%	£4,449	£1,741,000	0.27%	£4,522	(£31,000)	(£3,000)		
Edwards Hall Primary School	Primary	£1,425,000	£3,691.71	£1,431,000	0.45%	£3,707	£1,442,000	1.25%	£3,736	£1,428,000	0.26%	£3,699	£11,000	(£3,000)		
Fairways Primary School	Primary	£1,575,000	£3,688.52	£1,582,000	0.46%	£3,705	£1,591,000	1.04%	£3,726	£1,579,000	0.26%	£3,698	£9,000	(£3,000)		
Friars Primary and Nursery School	Primary	£1,719,000	£4,244.44	£1,727,000	0.47%	£4,264	£1,726,000	0.37%	£4,262	£1,724,000	0.27%	£4,257	(£1,000)	(£3,000)		
Hamstel Infant School & Nursery	Primary	£1,802,000	£4,058.56	£1,810,000	0.47%	£4,077	£1,814,000	0.69%	£4,086	£1,807,000	0.27%	£4,070	£4,000	(£3,000)		
Hamstel Junior School	Primary	£2,032,000	£4,047.81	£2,041,000	0.47%	£4,066	£2,055,000	1.14%	£4,094	£2,037,000	0.27%	£4,058	£14,000	(£4,000)		
Heycroft Primary School	Primary	£1,502,000	£3,610.58	£1,509,000	0.45%	£3,627	£1,522,000	1.27%	£3,659	£1,506,000	0.26%	£3,620	£13,000	(£3,000)		
Hinguar Community Primary School	Primary	£884,000	£4,209.52	£887,000	0.43%	£4,224	£887,000	0.44%	£4,224	£886,000	0.25%	£4,219	£0	(£1,000)		
Leigh North Street Primary School	Primary	£2,166,000	£3,449.04	£2,226,000	2.80%	£3,545	£2,194,000	1.33%	£3,494	£2,233,000	3.10%	£3,556	(£32,000)	£7,000		
Milton Hall Primary School	Primary	£2,750,000	£4,515.60	£2,763,000	0.48%	£4,537	£2,711,000	-1.41%	£4,452	£2,757,000	0.27%	£4,527	(£52,000)	(£6,000)		
Our Lady of Lourdes Catholic Primary	Primary	£1,498,000	£3,566.67	£1,505,000	0.46%	£3,583	£1,518,000	1.29%	£3,614	£1,502,000	0.26%	£3,576	£13,000	(£3,000)		
Porters Grange Primary School & Nursery	Primary	£1,717,000	£4,717.03	£1,725,000	0.47%	£4,739	£1,724,000	0.41%	£4,736	£1,722,000	0.27%	£4,731	(£1,000)	(£3,000)		
Prince Avenue Academy	Primary	£1,587,000	£4,165.35	£1,594,000	0.46%	£4,184	£1,600,000	0.87%	£4,199	£1,591,000	0.26%	£4,176	£6,000	(£3,000)		
Richmond Avenue Primary and Nursery School	Primary	£1,620,000	£4,164.52	£1,628,000	0.46%	£4,185	£1,623,000	0.16%	£4,172	£1,625,000	0.26%	£4,177	(£5,000)	(£3,000)		
Sacred Heart Catholic Primary	Primary	£1,117,000	£4,296.15	£1,122,000	0.45%	£4,315	£1,129,000	1.07%	£4,342	£1,120,000	0.26%	£4,308	£7,000	(£2,000)		
ST George's Primary School	Primary	£851,000	£4,071.77	£855,000	0.43%	£4,091	£861,000	1.13%	£4,120	£853,000	0.25%	£4,081	£6,000	(£2,000)		
St Helen's Catholic Primary School	Primary	£1,093,000	£4,171.76	£1,098,000	0.45%	£4,191	£1,105,000	1.10%	£4,218	£1,096,000	0.26%	£4,183	£7,000	(£2,000)		
St Mary's Church of England School	Primary	£2,287,000	£4,150.64	£2,297,000	0.47%	£4,169	£2,301,000	0.63%	£4,176	£2,293,000	0.27%	£4,162	£4,000	(£4,000)		
Temple Sutton Primary	Primary	£3,150,000	£4,075.03	£3,165,000	0.47%	£4,094	£3,186,000	1.13%	£4,122	£3,159,000	0.27%	£4,087	£21,000	(£6,000)		
The Westborough School	Primary	£2,226,000	£3,989.25	£2,237,000	0.47%	£4,009	£2,252,000	1.15%	£4,036	£2,232,000	0.27%	£4,000	£15,000	(£5,000)		
Thorpe Greenways Infant School	Primary	£1,704,000	£3,990.63	£1,712,000	0.47%	£4,009	£1,713,000	0.52%	£4,012	£1,709,000	0.27%	£4,002	£1,000	(£3,000)		
Thorpe Greenways Junior School	Primary	£1,851,000	£3,955.13	£1,859,000	0.47%	£3,972	£1,872,000	1.16%	£4,000	£1,856,000	0.27%	£3,966	£13,000	(£3,000)		
Thorpedene Primary School	Primary	£2,425,000	£4,361.51	£2,436,000	0.48%	£4,381	£2,412,000	-0.51%	£4,338	£2,431,000	0.27%	£4,372	(£24,000)	(£5,000)		
West Leigh Infants School	Primary	£1,299,000	£3,608.33	£1,304,000	0.45%	£3,622	£1,315,000	1.28%	£3,653	£1,302,000	0.26%	£3,617	£11,000	(£2,000)		
West Leigh Junior School	Primary	£1,778,000	£3,445.74	£1,811,000	1.84%	£3,510	£1,802,000	1.34%	£3,492	£1,811,000	1.84%	£3,510	(£9,000)	£0		
Belfairs Academy	Secondary	£5,747,000	£4,958.58	£5,774,000	0.48%	£4,982	£5,769,000	0.39%	£4,978	£5,762,000	0.28%	£4,972	(£5,000)	(£12,000)		
Cecil Jones Academy	Secondary	£5,511,000	£6,069.38	£5,538,000	0.49%	£6,099	£5,526,000	0.27%	£6,086	£5,526,000	0.28%	£6,086	(£12,000)	(£12,000)		
Chase High School	Secondary	£5,362,000	£5,892.31	£5,388,000	0.49%	£5,921	£5,398,000	0.68%	£5,932	£5,377,000	0.28%	£5,909	£10,000	(£11,000)		
Futures Community College	Secondary	£3,149,000	£6,629.47	£3,164,000	0.48%	£6,661	£3,178,000	0.92%	£6,691	£3,157,000	0.27%	£6,646	£14,000	(£7,000)		
Shoeburyness High School	Secondary	£7,790,000	£5,447.55	£7,828,000	0.49%	£5,474	£7,877,000	1.11%	£5,508	£7,812,000	0.28%	£5,463	£49,000	(£16,000)		
Southend High School for Boys	Secondary	£3,851,000	£4,600.96	£3,962,000	2.89%	£4,734	£3,902,000	1.32%	£4,662	£4,050,000	5.17%	£4,839	(£60,000)	£88,000		
Southend High School for Girls	Secondary	£3,807,000	£4,705.81	£3,911,000	2.75%	£4,834	£3,856,000	1.29%	£4,766	£3,911,000	2.75%	£4,834	(£55,000)	£0		
St Bernard's High School	Secondary	£3,664,000	£5,067.77	£3,682,000	0.48%	£5,093	£3,708,000	1.20%	£5,129	£3,674,000	0.27%	£5,082	£26,000	(£8,000)		
St Thomas More High School	Secondary	£3,850,000	£5,133.33	£3,868,000	0.48%	£5,157	£3,895,000	1.18%	£5,193	£3,860,000	0.27%	£5,147	£27,000	(£8,000)		
The Eastwood Academy	Secondary	£4,489,000	£5,078.05	£4,510,000	0.48%	£5,102	£4,542,000	1.20%	£5,138	£4,501,000	0.28%	£5,092	£32,000	(£9,000)		
Westcliff High School for Boys	Secondary	£3,826,000	£4,671.55	£3,936,000	2.89%	£4,806	£3,875,000	1.30%	£4,731	£3,959,000	3.48%	£4,834	(£61,000)	£23,000		
Westcliff High School for Girls	Secondary	£3,933,000	£4,621.62	£4,046,000	2.89%	£4,754	£3,984,000	1.31%	£4,682	£4,116,000	4.67%	£4,837	(£62,000)	£70,000		

Schools Block Distribution Models

Appendix 3b

Change in Funding from 2017/18 (2017/18 rebased for High Needs Transfer)		2018/19 Modelled Options Increase / (Decrease) over 2017/18									Difference		
		Phase	National Funding Formula Model 1			Local Formula Model 2			Accelerated NFF Model 3			Local vs NFF	Accelerated vs NFF
			£	%	£ per pupil	£	%	£ per pupil	£	%	£ per pupil		
Barons Court Primary School	Primary	£4,000	0.43%	£17	£11,000	1.10%	£47	£3,000	0.25%	£13		£7,000	(£1,000)
Blenheim Primary School	Primary	£10,000	0.47%	£17	£17,000	0.77%	£28	£6,000	0.27%	£10		£7,000	(£4,000)
Bournemouth Park Primary	Primary	£11,000	0.47%	£21	£24,000	1.03%	£46	£6,000	0.27%	£12		£13,000	(£5,000)
Bournes Green Infants	Primary	£3,000	0.42%	£16	£9,000	1.13%	£49	£2,000	0.24%	£11		£6,000	(£1,000)
Bournes Green Junior	Primary	£5,000	0.43%	£19	£13,000	1.21%	£49	£3,000	0.25%	£11		£8,000	(£2,000)
Chalkwell Hall Infants	Primary	£5,000	0.45%	£15	£15,000	1.24%	£46	£3,000	0.26%	£9		£10,000	(£2,000)
Chalkwell Hall Junior School	Primary	£7,000	0.46%	£16	£20,000	1.26%	£47	£4,000	0.26%	£9		£13,000	(£3,000)
Darlinghurst School Academy Trust	Primary	£13,000	0.48%	£19	£32,000	1.24%	£46	£7,000	0.27%	£10		£19,000	(£6,000)
Earls Hall Primary School	Primary	£10,000	0.47%	£16	£25,000	1.12%	£40	£6,000	0.27%	£10		£15,000	(£4,000)
Eastwood Primary School	Primary	£8,000	0.47%	£21	(£23,000)	-1.37%	(£60)	£5,000	0.27%	£13		(£31,000)	(£3,000)
Edwards Hall Primary School	Primary	£6,000	0.45%	£16	£17,000	1.25%	£44	£3,000	0.26%	£8		£11,000	(£3,000)
Fairways Primary School	Primary	£7,000	0.46%	£16	£16,000	1.04%	£37	£4,000	0.26%	£9		£9,000	(£3,000)
Friars Primary and Nursery School	Primary	£8,000	0.47%	£20	£7,000	0.37%	£17	£5,000	0.27%	£12		(£1,000)	(£3,000)
Hamstel Infant School & Nursery	Primary	£8,000	0.47%	£18	£12,000	0.69%	£27	£5,000	0.27%	£11		£4,000	(£3,000)
Hamstel Junior School	Primary	£9,000	0.47%	£18	£23,000	1.14%	£46	£5,000	0.27%	£10		£14,000	(£4,000)
Heycroft Primary School	Primary	£7,000	0.45%	£17	£20,000	1.27%	£48	£4,000	0.26%	£10		£13,000	(£3,000)
Hinguar Community Primary School	Primary	£3,000	0.43%	£14	£3,000	0.44%	£14	£2,000	0.25%	£10		£0	(£1,000)
Leigh North Street Primary School	Primary	£60,000	2.80%	£96	£28,000	1.33%	£45	£67,000	3.10%	£107		(£32,000)	£7,000
Milton Hall Primary School	Primary	£13,000	0.48%	£21	(£39,000)	-1.41%	(£64)	£7,000	0.27%	£11		(£52,000)	(£6,000)
Our Lady of Lourdes Catholic Primary	Primary	£7,000	0.46%	£17	£20,000	1.29%	£48	£4,000	0.26%	£10		£13,000	(£3,000)
Porters Grange Primary School & Nursery	Primary	£8,000	0.47%	£22	£7,000	0.41%	£19	£5,000	0.27%	£14		(£1,000)	(£3,000)
Prince Avenue Academy	Primary	£7,000	0.46%	£18	£13,000	0.87%	£34	£4,000	0.26%	£10		£6,000	(£3,000)
Richmond Avenue Primary and Nursery School	Primary	£8,000	0.46%	£21	£3,000	0.16%	£8	£5,000	0.26%	£13		(£5,000)	(£3,000)
Sacred Heart Catholic Primary	Primary	£5,000	0.45%	£19	£12,000	1.07%	£46	£3,000	0.26%	£12		£7,000	(£2,000)
ST George's Primary School	Primary	£4,000	0.43%	£19	£10,000	1.13%	£48	£2,000	0.25%	£10		£6,000	(£2,000)
St Helen's Catholic Primary School	Primary	£5,000	0.45%	£19	£12,000	1.10%	£46	£3,000	0.26%	£11		£7,000	(£2,000)
St Mary's Church of England School	Primary	£10,000	0.47%	£18	£14,000	0.63%	£25	£6,000	0.27%	£11		£4,000	(£4,000)
Temple Sutton Primary	Primary	£15,000	0.47%	£19	£36,000	1.13%	£47	£9,000	0.27%	£12		£21,000	(£6,000)
The Westborough School	Primary	£11,000	0.47%	£20	£26,000	1.15%	£47	£6,000	0.27%	£11		£15,000	(£5,000)
Thorpe Greenways Infant School	Primary	£8,000	0.47%	£19	£9,000	0.52%	£21	£5,000	0.27%	£12		£1,000	(£3,000)
Thorpe Greenways Junior School	Primary	£8,000	0.47%	£17	£21,000	1.16%	£45	£5,000	0.27%	£11		£13,000	(£3,000)
Thorpedene Primary School	Primary	£11,000	0.48%	£20	(£13,000)	-0.51%	(£23)	£6,000	0.27%	£11		(£24,000)	(£5,000)
West Leigh Infants School	Primary	£5,000	0.45%	£14	£16,000	1.28%	£44	£3,000	0.26%	£8		£11,000	(£2,000)
West Leigh Junior School	Primary	£33,000	1.84%	£64	£24,000	1.34%	£47	£33,000	1.84%	£64		(£9,000)	£0
Belfairs Academy	Secondary	£27,000	0.48%	£23	£22,000	0.39%	£19	£15,000	0.28%	£13		(£5,000)	(£12,000)
Cecil Jones Academy	Secondary	£27,000	0.49%	£30	£15,000	0.27%	£17	£15,000	0.28%	£17		(£12,000)	(£12,000)
Chase High School	Secondary	£26,000	0.49%	£29	£36,000	0.68%	£40	£15,000	0.28%	£16		£10,000	(£11,000)
Futures Community College	Secondary	£15,000	0.48%	£32	£29,000	0.92%	£61	£8,000	0.27%	£17		£14,000	(£7,000)
Shoeburyness High School	Secondary	£38,000	0.49%	£27	£87,000	1.11%	£61	£22,000	0.28%	£15		£49,000	(£16,000)
Southend High School for Boys	Secondary	£111,000	2.89%	£133	£51,000	1.32%	£61	£199,000	5.17%	£238		(£60,000)	£88,000
Southend High School for Girls	Secondary	£104,000	2.75%	£129	£49,000	1.29%	£61	£104,000	2.75%	£129		(£55,000)	£0
St Bernard's High School	Secondary	£18,000	0.48%	£25	£44,000	1.20%	£61	£10,000	0.27%	£14		£26,000	(£8,000)
St Thomas More High School	Secondary	£18,000	0.48%	£24	£45,000	1.18%	£60	£10,000	0.27%	£13		£27,000	(£8,000)
The Eastwood Academy	Secondary	£21,000	0.48%	£24	£53,000	1.20%	£60	£12,000	0.28%	£14		£32,000	(£9,000)
Westcliff High School for Boys	Secondary	£110,000	2.89%	£134	£49,000	1.30%	£60	£133,000	3.48%	£162		(£61,000)	£23,000
Westcliff High School for Girls	Secondary	£113,000	2.89%	£133	£51,000	1.31%	£60	£183,000	4.67%	£215		(£62,000)	£70,000

Schools Block Distribution Models

		Total School Funding								
School Funding 2017/18 (rebased for High Needs Transfer)	Phase	Local Formula Funding			Pupil Premium				Total School Funding	
					Deprivation	Services	LAC	Total		
		£	£ per pupil		£	£	£	£		£
Barons Court Primary School	Primary	£970,000	£4,181.03		£47,520	£0	£7,600	£55,120		£1,025,120
Blenheim Primary School	Primary	£2,253,000	£3,730.13		£176,880	£300	£3,800	£180,980		£2,433,980
Bournemouth Park Primary	Primary	£2,310,000	£4,450.87		£345,840	£300	£11,400	£357,540		£2,667,540
Bournes Green Infants	Primary	£745,000	£4,071.04		£10,560	£0	£3,800	£14,360		£759,360
Bournes Green Junior	Primary	£1,011,000	£3,815.09		£17,160	£900	£11,400	£29,460		£1,040,460
Chalkwell Hall Infants	Primary	£1,207,000	£3,713.85		£39,600	£0	£13,300	£52,900		£1,259,900
Chalkwell Hall Junior School	Primary	£1,571,000	£3,653.49		£100,320	£0	£9,500	£109,820		£1,680,820
Darlinghurst School Academy Trust	Primary	£2,581,000	£3,713.67		£273,240	£300	£13,300	£286,840		£2,867,840
Earls Hall Primary School	Primary	£2,279,000	£3,634.77		£104,280	£0	£17,100	£121,380		£2,400,380
Eastwood Primary School	Primary	£1,736,000	£4,509.09		£213,840	£300	£5,700	£219,840		£1,955,840
Edwards Hall Primary School	Primary	£1,425,000	£3,691.71		£73,920	£300	£9,500	£83,720		£1,508,720
Fairways Primary School	Primary	£1,575,000	£3,688.52		£51,480	£0	£5,700	£57,180		£1,632,180
Friars Primary and Nursery School	Primary	£1,719,000	£4,244.44		£207,240	£0	£0	£207,240		£1,926,240
Hamstel Infant School & Nursery	Primary	£1,802,000	£4,058.56		£143,880	£300	£3,800	£147,980		£1,949,980
Hamstel Junior School	Primary	£2,032,000	£4,047.81		£274,560	£0	£13,300	£287,860		£2,319,860
Heycroft Primary School	Primary	£1,502,000	£3,610.58		£46,200	£0	£1,900	£48,100		£1,550,100
Hinguar Community Primary School	Primary	£884,000	£4,209.52		£47,520	£0	£0	£47,520		£931,520
Leigh North Street Primary School	Primary	£2,166,000	£3,449.04		£99,000	£600	£17,100	£116,700		£2,282,700
Milton Hall Primary School	Primary	£2,750,000	£4,515.60		£377,520	£0	£5,700	£383,220		£3,133,220
Our Lady of Lourdes Catholic Primary	Primary	£1,498,000	£3,566.67		£17,160	£0	£7,600	£24,760		£1,522,760
Porters Grange Primary School & Nursery	Primary	£1,717,000	£4,717.03		£229,020	£300	£3,800	£233,120		£1,950,120
Prince Avenue Academy	Primary	£1,587,000	£4,165.35		£195,360	£300	£11,400	£207,060		£1,794,060
Richmond Avenue Primary and Nursery School	Primary	£1,620,000	£4,164.52		£167,640	£0	£1,900	£169,540		£1,789,540
Sacred Heart Catholic Primary	Primary	£1,117,000	£4,296.15		£64,680	£0	£13,300	£77,980		£1,194,980
ST George's Primary School	Primary	£851,000	£4,071.77		£25,080	£0	£1,900	£26,980		£877,980
St Helen's Catholic Primary School	Primary	£1,093,000	£4,171.76		£50,160	£0	£0	£50,160		£1,143,160
St Mary's Church of England School	Primary	£2,287,000	£4,150.64		£198,000	£0	£3,800	£201,800		£2,488,800
Temple Sutton Primary	Primary	£3,150,000	£4,075.03		£360,360	£0	£22,800	£383,160		£3,533,160
The Westborough School	Primary	£2,226,000	£3,989.25		£258,720	£0	£5,700	£264,420		£2,490,420
Thorpe Greenways Infant School	Primary	£1,704,000	£3,990.63		£99,660	£600	£5,700	£105,960		£1,809,960
Thorpe Greenways Junior School	Primary	£1,851,000	£3,955.13		£198,000	£600	£11,400	£210,000		£2,061,000
Thorpedene Primary School	Primary	£2,425,000	£4,361.51		£357,720	£300	£5,700	£363,720		£2,788,720
West Leigh Infants School	Primary	£1,299,000	£3,608.33		£17,160	£0	£7,600	£24,760		£1,323,760
West Leigh Junior School	Primary	£1,778,000	£3,445.74		£51,480	£300	£3,800	£55,580		£1,833,580
Belfairs Academy	Secondary	£5,747,000	£4,958.58		£199,155	£1,200	£20,900	£221,255		£5,968,255
Cecil Jones Academy	Secondary	£5,511,000	£6,069.38		£426,828	£0	£5,700	£432,528		£5,943,528
Chase High School	Secondary	£5,362,000	£5,892.31		£434,775	£300	£5,700	£440,775		£5,802,775
Futures Community College	Secondary	£3,149,000	£6,629.47		£251,515	£0	£7,600	£259,115		£3,408,115
Shoeburyness High School	Secondary	£7,790,000	£5,447.55		£472,643	£300	£47,500	£520,443		£8,310,443
Southend High School for Boys	Secondary	£3,851,000	£4,600.96		£49,555	£0	£1,900	£51,455		£3,902,455
Southend High School for Girls	Secondary	£3,807,000	£4,705.81		£57,970	£300	£1,900	£60,170		£3,867,170
St Bernard's High School	Secondary	£3,664,000	£5,067.77		£95,370	£0	£3,800	£99,170		£3,763,170
St Thomas More High School	Secondary	£3,850,000	£5,133.33		£116,875	£0	£3,800	£120,675		£3,970,675
The Eastwood Academy	Secondary	£4,489,000	£5,078.05		£217,855	£300	£3,800	£221,955		£4,710,955
Westcliff High School for Boys	Secondary	£3,826,000	£4,671.55		£57,970	£0	£0	£57,970		£3,883,970
Westcliff High School for Girls	Secondary	£3,933,000	£4,621.62		£57,503	£300	£0	£57,803		£3,990,803

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Southend-on-Sea Education Board

on
5th December 2017

Report prepared by: Brin Martin, Director of Learning, SBC

6

Report Title: School Performance and Intervention Strategy 2017-19
Agenda Item:

1. Purpose of Report

1.1 To update Board with the passage of the School Progress and Intervention Strategy

2. Recommendations

2.1 That Board notes and approves the strategy

3. Background/Context

3.1 The Local Authority retains a statutory accountability for standards in all schools, irrespective of their status. This holds the Council to account for its procedures to ensure good outcomes in schools.

3.2 SBC have a current improvement strategy entitled Improving Learning Together. This documentation does not accurately reflect the new context for school improvement, and requires updating/replacing.

3.3 The new strategy has evolved through the life of the School Performance Sub Group, and more accurately reflects the current functions that are undertaken by the Council, its officers, and those commissioned to act on behalf of the Council.

3.4 It is iterative, and will be held under constant review. In effect, it is owned by Education Board and the associated sub group.

3.5 As it is in effect an operational Handbook for School Performance for officers, it is not required to go through SBC political cycles.

4. Summary of benefits of the proposal

4.1 The new strategy will act as a point of reference for improving school performance, serving to give all stakeholders clear and transparent information on current procedures.

5. Implications of the report

5.1 Financial implications. None other than relating to Council core budgets.

5.2 Consultation. The initial draft documentation has been shared with the SPSG and more recently for consultation with all state funded schools.

5.3 Risk associated with the report. Without making the changes to the strategy, the Council would be at risk of a lack of transparency and current practice reflecting changes in statutory duties. In addition, we would be at risk if a Local Authority School Improvement Inspection (LASII) were to take place.

6. Background Papers

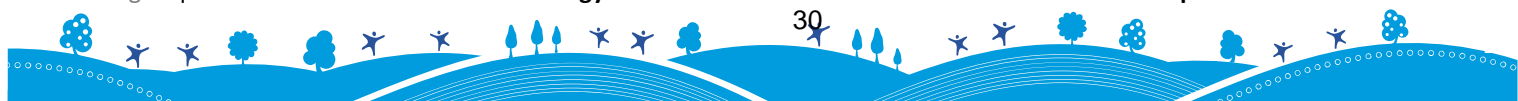
Appendix one, School Performance and Intervention Strategy 2017-19

School Performance and Intervention Strategy 2017-19



This document sets out Southend-On-Sea Borough Council's evolving process of support and intervention for schools.





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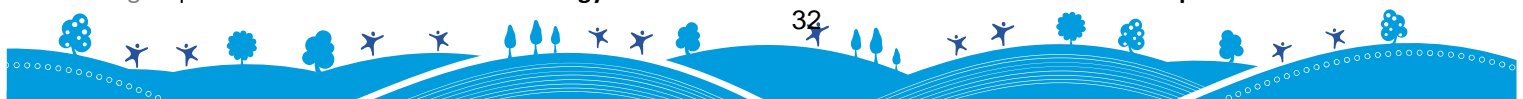
INTRODUCTION

Ensuring our children get the very best education that they can and have the opportunity to attend a good or outstanding school is a key ambition and priority for Southend-on-Sea Borough Council. We recognise the successes of many of our schools and continually strive to be one of the highest performing local authority areas. This document sets out how we will work closely with our partners to ensure the best possible outcomes and opportunities for Southend pupils. We are operating at a time of continual change in terms of national policy and OFSTED frameworks, within an environment of economic constraints. Therefore, we must spend wisely and use all resources within the authority effectively to stay ahead of national developments as they unfold. There have been a number of significant changes to the education system in recent years. These include:

- the expansion of the academies and free schools programme
- the creation of university technical colleges and studio schools
- development of increased school to school support including teaching schools
- national/local and specialist leaders of education and national leaders of governance
- raised OFSTED expectations of schools, settings and local authorities.

These changes are developing an increasingly autonomous and diverse school system, a differing role for the Local Authority (LA), and an even greater need for the LA and schools to work together, through a range of partnership and alliance arrangements. The strategy is intended as an evolving and enabling document, which provides a framework for Southend-on-Sea Borough Council's process for supporting school improvement, in particular through the Southend Education Board. At the time of writing this document, the 52 Southend-on-Sea schools (not including independent schools) can be categorised into the following types of school:

- 34 infant /junior or Primary schools of which 17 form part of Multi Academy trusts and 17 are Local Authority Maintained.
- 12 secondary schools comprising of 8 Non-selective secondary schools and 4 Grammar schools of which 5 are single academy trusts, 6 form part of multi academy trusts (including 2 faith schools) and 1 is Local Authority maintained.
- 6 Special schools which all form part of multi academy trusts.



THE ROLE OF THE LOCAL AUTHORITY

The introduction of the Department of Education's White Paper: *Educational excellence everywhere* (March 2016) and the green paper *Schools that work for everyone* (September 2016), have resulted in a new role for local authorities being defined. The White Paper gives local authorities three core functions:

- Ensuring the needs of vulnerable pupils are met: including identifying, assessing and making provision for children with special educational needs and disability, and looked after children.
- Ensuring every child has a school place: including that there are sufficient school, special school and alternative provision places to meet demand.
- Acting as champions for all parents and families: including listening to and promoting the needs of parents, children and the local community; championing high standards locally for all pupils; and, where necessary, calling for action from the Regional Schools Commissioner.

This document defines a key role for the Local Authority in leading the development of good and better schools through its duties in championing high standards, namely:

- to promote early action to tackle school underperformance, so that it does not become entrenched and lead to formal school failure
- to ensure that effective support and challenge is provided immediately when an unacceptable standard of education is identified, so that improvements can be made quickly
- to secure decisive action if a school in special measures fails to make sufficient improvements, so that the education and life chances of pupils are protected.

These duties are reflected in the Council's document *Our ambitions for your child's education in Southend* which is our 'compact' with parents and families.



LOCAL AUTHORITY FRAMEWORK FOR IMPLEMENTING CORE FUNCTIONS

Cabinet and People
Scrutiny

- Direction
- Governance
- Scrutiny of policy

SBC corporate plans
and priorities

- Key performance indicators
- Performance management

Our ambitions for
your child's education
in Southend

- Education "policy" for
Southend Borough Council

Education Board

- Implementation and
operations for **all** schools
- Reports to Cabinet and
Scrutiny

School Performance
Sub Group

- Commissioning of
intervention challenge and
support

School Performance
Strategy

- Intervention criteria and
categorisation

Education Board Draft Terms of Reference

Principles:

- discharge statutory functions of the Schools Forum (SF)
- single, overarching consultation and engagement body
- membership elected from constituent groups/stakeholders
- non-political, not part of Southend-on-Sea Borough Council formal constitution
- engagement of key professionals in consultation, development and review of education policy, performance and strategy

Remit:

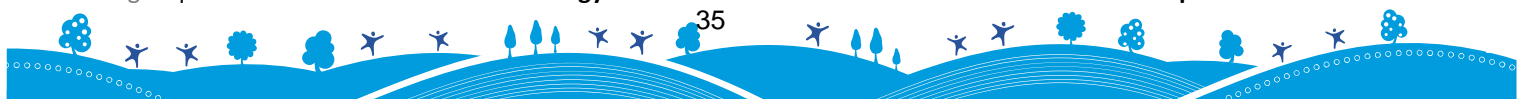
- retain current Schools Forum specific statutory decisions
- advise/recommend to Council on education matters
- monitor agreed education priorities, performance, plans, resourcing and outcomes
- commission support where required
- consult on policy and strategy

School Performance Sub Group:

- to advise Council/Cabinet and subsequently own a school performance strategy for Southend
- to implement the strategy, alongside the Regional Commissioner, in order to improve education performance in all schools and settings
- to work with schools and settings to periodically collect and analyse performance data (subject to data sharing protocol and agreement on high level data dashboard KPIs)
- to advise Council/Cabinet on the appropriateness of future priorities, targets and measures used to determine progress
- to commission appropriate support where required including both generic core programmes and specific targeted interventions, where required (phase specific)
- to commission, as and when appropriate, relevant research on targeted School Improvement initiatives
- to be accountable to the Board for the effectiveness of commissioning work, budget and due process
- to ensure effective impact and value for money for school improvement commissioned function

Vulnerable Learners Sub Group (terms of reference are currently being reviewed by VLSG):

- to oversee the implementation and effectiveness of the over-arching three year strategy for SEND in Southend
- in particular, the VLSG should offer a degree of challenge and assurance that area SEND provision is fit for purpose, reporting up to both the Education Board, and the SEND strategic Board (both ultimately to Success for All)
- to oversee preparations for the SEND area inspection
- to examine ways in which the Council and its partners can ensure that all children (including those who are vulnerable) have access to high quality education provision and outcomes



- to recommend ways in which the Council and its partners can celebrate diversity and ensure that we are inclusive and supportive to all children
- to review how information is shared between early years providers, primary and secondary schools to achieve good quality transitions for vulnerable children and their families
- to explore how vulnerable children can be identified earlier in the education system so that they have access to the support that they need and prevent problems escalating
- to develop a constructive dialogue between council departments
- in addition, to broaden this dialogue externally to the voluntary sector and partner organisation to streamline processes and join up services for children and their families
- to review, evaluate and monitor the effective delivery of SEND related strategic documents, including the *Children Looked After and Care Leaver's Strategy*, *SEND Reforms*, *Early Help*, *SEND Strategy*, relevant sections of the *CYPP* and the *Quality Improvement Plan (QIP)*, ensuring that the links are made and that they make a difference to outcomes for children
- to maintain a strategic overview of national and local developments, initiatives, plans and policies that impact on services for vulnerable children

Specific remit for each sub group:

- to advise and recommend to Board on all matters relating to school finance and funding, including annual budget setting arrangements
- specifically to prepare first draft of school budget criteria for the National Funding Formula revisions
- to work with officers to support them in drawing up and recommending to Cabinet annual budget models
- to retain robust oversight of the blocks of funding, and to recommend where required mitigation actions
- to advise on receipt and usage of any additional funding streams coming on line.
- to advise officers with regard to specific school budget issues
- to scrutinise ahead of time any budget papers going to board, all be it remotely.
- to undertake specific task and finish activity, such as the SEND HNB funding resolution
- to consider implications on schools of any funding decisions relating to Council budget intentions

SCHOOL PERFORMANCE PRIORITIES/TARGETS 2017-19

- Increase the number of good and outstanding schools
- Ensure no schools will be below their respective floor target
- Through the School Performance Sub Group, to monitor, challenge and support all schools to improve their overall effectiveness and raise standards
- Accelerate the progress of pupils so that more make good progress between key stages
- Ensure that NEET is reduced by earlier identification of appropriate learning pathways for learners at risk of becoming NEET



- Ensure the achievement gap between those in receipt of free school meals and those not, and for Looked After Children (LAC) and non LAC and Special Education Needs and disabilities (SEND) and non-SEND, will close to be smaller than that found nationally
- Ensure initiatives introduced to support these targets are reviewed and evaluated, and are recognised by education stakeholders to have contributed positively to the improvements in performance.

OUR PRINCIPLES

- The overarching responsibility for improving the performance of schools rests with the school leaders and governing body
- Categorisation is a means, and is an open, evidence based process that involves individual schools as well as School Performance Sub Group, whose powers have been delegated by the Education Board; Any emerging judgement formed of school performance must be shared with the Headteacher and Chair of Governors/Trust
- Under the remit of Education Board, the suite of school performance opportunities and support applies equally to all schools regardless of status.

We use an evidence-based approach, drawing on the school's self-evaluation, the performance data and our knowledge of each school in order to identify which schools are underperforming and which are vulnerable. We make use of the OFSTED framework to evaluate on each of the key judgements. This is a process designed to support and not impede improvement. We plan for improvement in an open and transparent way through the Education Board. Support and intervention is brokered primarily through South Essex Teaching School Alliance (SETSA) and additional personnel where relevant.

HOW THE SCHOOL PERFORMANCE STRATEGY RELATES TO OTHER PLANS

The Local Authority provides a strategic framework of plans and policies that take account of any legislation and statutory requirements.

This strategy is also linked the following documents:

- Annual Education Report 2015-2016 (Appendix A)
- Learning Service Plan 2017-2018
- Our ambitions for your child's education in Southend document (Appendix B)
- Early Years Service Plan
- Special Educational Needs Strategy.



The Local Authority has a statutory responsibility to ensure that arrangements are in place to support school improvement in both maintained schools and academies, although responsibility for intervention in academies and free schools rests with DFE and the Education Funding Agency (EFA). The Local Authority has ultimate accountability for effectiveness of strategy, performance of all schools and budget. The LA is accountable for monitoring impact within individual schools. The Regional Schools Commissioner has parallel accountability for academies, as well as intervention in LA maintained schools if determined appropriate. The Head of Learning meets with Her Majesty's Senior Regional inspector and the Regional schools Commissioner on a termly basis which ensures that information is shared regularly and that the Local Authority is held to account with regard to its' statutory roles and responsibilities.

Southend-on-Sea Borough Council's framework for fulfilling this responsibility is structured around four functions: monitoring, challenge, intervention and support. Intervention and support are decided through the School Performance Sub Group, whose responsibility for the categorisation of schools has been delegated by Education Board.

Monitoring

All schools

The Local Authority examines evidence from attainment, progress and cohort data and intelligence gained from across children's services as well as information provided through Education Board and School Performance Sub Group. Following the initial data review, a provisional categorisation of schools is presented to the School Performance Sub Group for further discussion. Following confirmation of categorisation by SPSG, an 'annual review' visit is offered to all schools regardless of their designation. This visit is undertaken by a Local Authority officer or Local/National Leader of Education. (The template for annual visits is included in the appendices of this document.) The visits, which take place during the autumn term for all primary and secondary schools, will focus on:

- pupil outcomes
- school priorities
- support/training required by the school
- areas of strength and opportunities to share good practice
- current arrangements for school to school support
- categorisation

A LA data summary sheet is provided to the allocated officer and Headteacher as part of the annual visit.

For maintained schools

The Local Authority carries out direct monitoring either by Local Authority officers or brokered through SETSA using Local or National Leaders in Education who have been approved by the Education Board. The 'annual visit' is usually the first visit of the academic year and following discussions/categorisation will determine the programme for additional visits. Additional visits for monitoring may include lesson observation, work scrutiny, discussion with senior leaders, governors or parents in schools where performance is a



concern. The information gleaned during monitoring visits is used to guide the nature of challenge, intervention and support.

For academies

The Local Authority has no power to carry out direct monitoring in academies. This is the responsibility of the Trust. The Regional Schools Commissioner will arrange for an educational adviser to visit a school where there are concerns. Monthly meetings between the Local Authority Director of Learning, LA Group Manager for School Performance and Improvement and the DFE, ensure that both the Local Authority and departments are aware of any concerns at a local level. Academies will be offered an 'annual visit' as part of the Local Authority monitoring arrangements for all schools (outlined above).

Intervention and Challenge

All schools

The Local Authority will always endeavour to celebrate success of all schools for example congratulatory letters for outstanding performance or for success in OFSTED inspections. Eligible Headteachers are encouraged to become Local or National Leaders of Education and join our team of local leaders through our teaching school Alliance.

For maintained schools

Schools categorised as red (schools requiring rapid improvement and intensive support) will receive half termly visits.

For academies

The Local Authority will raise concerns with the DFE the monthly information sharing meetings held between DFE and Local Authority. The LA will also contact the academies Headteacher and/or the Academy or Multi Academy Trust's (MAT's) CEO to arrange a meeting to discuss concerns and the action for the Academy/Trust is taking. Further concerns will be escalated by the Local Authority with the Regional Commissioner for Schools where concerns remain or where the Trust cannot assure the LA that the improvements will be timely and sufficient.

Support

All schools

The Local Authority offers a wide range of services to both maintained schools and academies through our services to schools. Details of available services can be found on the Southend learning network. Services can be fully funded through the Local Authority school support funding, 'matched' or traded dependent on the categorisation and needs of the individual schools. The Local Authority preferred approach to provide schools with support is through 'school to school support' which will be brokered through our teaching school alliance (SETSA).

For maintained schools

Schools categorised as red (schools requiring rapid improvement and intensive support) will receive half termly visits which will be undertaken by Local Authority officers, external consultants or the preferred method of school to school support provided by Local and National Leaders of Education brokered through SETSA. Details concerning the nature of



the support provided for each category school is indicated in the table within the 'categorisation' section of this document.

For academies

It is the responsibility of the Multi-Academy Trust and/or sponsoring Academy to provide support for academies. In addition, the Regional Schools Commissioner may allocate an educational adviser to visit the school.

Academies will receive first-line critical incident support from the Local Authority at no charge. In addition, with the approval of the School Performance Sub Group, additional support will be provided by the LA (provided through SETSA and/or external consultants) and funded through the Local Authority school support funding, if and where appropriate.

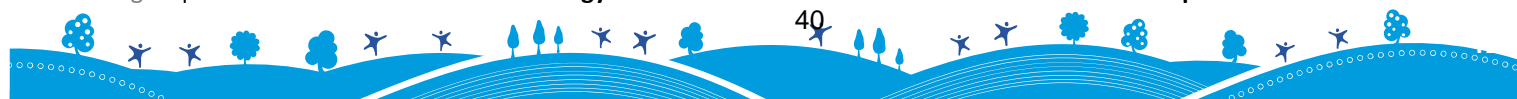
CATEGORISATION AND SUPPORT FOR SOUTHEND SCHOOLS

At the start of the Autumn term the School Performance Sub Group (SPSG) will meet to confirm categories, for schools which will have been provisionally categorised by the Director of learning and Group Manager for School Performance and Improvement. They will have been categorised based on the dataset outlined within this document and any other intelligence known about the school. In addition to the dataset, any of the following factors may be considered a 'flag' in determining a schools categorisation and/ or provision of additional support:

- new Head teacher
- school approaching an imminent inspection
- school currently on an existing OFSTED, 'requires improvement' judgement
- school performance below government floor targets
- school formally identified at risk of coasting or below the floor target
- uncharacteristic drop in performance
- any other identified specific concerns e.g. financial concerns, high number of parental complaints, high turnover of staff etc.

Once the SPSG has approved categorisation of a school, this will be shared with the school. Following the Autumn visit, categorisation information will be sent to the Headteacher / Chair of Governor or other appropriate leader such as the Executive Headteacher of an Academy or CEO of a Multi Academy Trust. The school will be asked to agree categorisation and any discrepancies between the schools and the SPSG approved Category will be recorded.

During the year there may be occasions where additional information is received about a school. This may be as a result of a change of circumstances e.g. new Headteacher, a serious incident, external inspections including OFSTED or complaints from parents. This may trigger a change of category which will be decided by the Group Manager for School Performance and Director of Learning and presented to SPSG for approval before being discussed with the Headteacher/Chair of Governors (or other relevant senior leader) of the schools concerned.



SUMMARY OF SUPPORT OFFERED FOR SBC 'CATEGORIES'

Categorisation (best fit)	School performance support
<p>Green - Self improving schools</p> <ul style="list-style-type: none"> Schools likely to be judged good/outstanding by OFSTED 	<p>Universal offer for all schools:</p> <ul style="list-style-type: none"> annual visit to review school performance and discuss the schools' needs core services such as Southend learning network (SLN); Southend Borough Council briefings (directors briefing, Gov services briefing etc); SBC documentation outputs from Education Board /School Performance Sub Group service level agreements commissioned or brokered activity* participation as a donor/recipients in school to school support (S2S)* data and intelligence benchmarking critical incident support access to Local Authority officer if required
<p>Amber - Vulnerable school</p> <ul style="list-style-type: none"> OFSTED/SBC requires improvement or schools not on track to maintain or achieve good or outstanding. School identified on track to be a coasting school. 	<p>In addition for vulnerable schools:</p> <ul style="list-style-type: none"> termly school performance review meeting access to data and intelligence dashboard access to targeted commissioned programmes access to targeted support for specific concerns # access to targeted relevant reviews # termly consideration and representation at school performance review meeting
<p>Red - Schools requiring rapid improvement which require monitoring, challenge/support to improve or in order to prevent need for formal intervention;</p> <ul style="list-style-type: none"> schools in special measures or with serious weaknesses schools in receipt of a warning notice, but are making progress schools with two RI ratings inconsistent results/declining trend/below floor standards on benchmark measures coasting school 	<p>In addition for rapid improvement schools:</p> <ul style="list-style-type: none"> half termly school performance review progress check targeted school to school support# access to leadership/governance support*/#



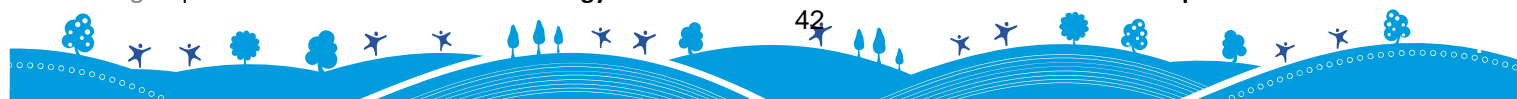
<p>Blue - (Formal intervention):</p> <ul style="list-style-type: none"> schools which failed to demonstrate sufficient progress towards improvement in a timely manner standards of performance at the school are unacceptably low, and are likely to remain so unless the local authority exercises its statutory intervention powers there has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance the safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise) 	<p>See details in formal intervention section: Actions may include:</p> <ul style="list-style-type: none"> the issuing of a warning notice the appointment of additional governors the appointment of an Interim Executive Board (IEB) the suspension of delegated authority for the governing body to manage a school's budget. <p>Warning notices should only be used where there is evidence to justify both the local authority's concerns and the school's reluctance to address these concerns through a professional dialogue within a reasonable timeframe.</p>
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*at a cost # expected matched funding or from school to school support fund

FORMAL INTERVENTION FOR SCHOOLS WHICH FAIL TO DEMONSTRATE TIMELY IMPROVEMENT

In May 2013, the Department for Education (DfE) published new guidance on schools causing concern. This guidance requires Local Authorities to take action in respect of maintained schools in accordance with the 2006 Education and Inspections Act. The Local Authority continues to hold a democratic accountability for securing good outcomes for all children and young people in the local area (including those children in academies and free schools), and a statutory duty in exercising their education and training functions with a view to promote high standards and promote the fulfilment of learning potential.

- The Local Authority will deploy its formal powers of intervention promptly and decisively where a school has been placed in an OFSTED category or is considered by the SPSG to be underperforming in one or more of the key OFSTED judgement areas.
- The progress of schools causing concern will be kept under review by the Schools Performance Sub Group (SPSG), chaired by an elected member of the group. Robust action will be taken where progress is judged to be insufficient and/or where schools have met the threshold for intervention.



- For those schools whose results show performance below the floor levels the Director for Learning and/or Group Manager for School Performance and Improvement will meet with the Headteacher and Chair of Governors to challenge and review the situation in more detail, taking account of any new evidence to determine whether the intervention threshold has been met. Details from this meeting will be shared with SPSG.

The Director for Learning will make the final decision regarding intervention which may involve:

- the issuing of a pre-warning notice
- the issuing of a warning notice
- the appointment of additional governors
- the appointment of an Interim Executive Board (IEB)
- the suspension of delegated authority for the governing body to manage a school's budget.

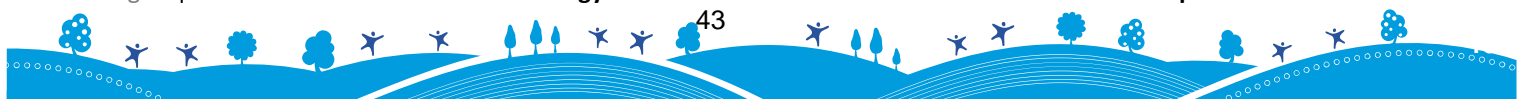
The Director will meet with the Head and Chair of Governors to inform them of his decision and record the decision in writing. The improvement plan will be monitored by the Group Manager for School Performance and Improvement. The timescale for improvement will be no more than two full academic terms and the Director of Learning will sign off any de-escalation once he is assured that the necessary actions have taken place and the impact is being felt.

STRUCTURAL SOLUTIONS TO FORMAL INTERVENTION

Our approach to the consideration of structural solutions is underpinned by our principles of:

- an evidence based approach
- support for improvement
- openness and transparency
- continuous review.

Structural solutions are considered as a matter of course for both vulnerable and underperforming schools.



School Performance Data

The following data sets will form the basis of the initial proposals for categorisation to the Education Board's School Performance Sub Group. The principles of the data selection are as follows:

- Existing headline, and local and national benchmark data will be used as a proxy of school performance.
- A narrow but focused set of evidence based indicators will be used to lead to a judgement on school performance.
- A data set and intelligence which will be confidential to the sub group, but will be shared with the individual school and the allocated officer / Local leader of Education for the purpose of annual visits to schools.
- The data set will be coded in relation to above or below a threshold (5%+ and -) against the national.
- Where intervention is required, this will require additional depth of materials.
- Data will be updated and reviewed after each published validation of results.

The data sets which will be collated on the Local Authority 'Risk Registers' are as follows:

Early years:

- the percentage of children achieving a good level of development or better. Comparison to local and national data. Trend over previous three years

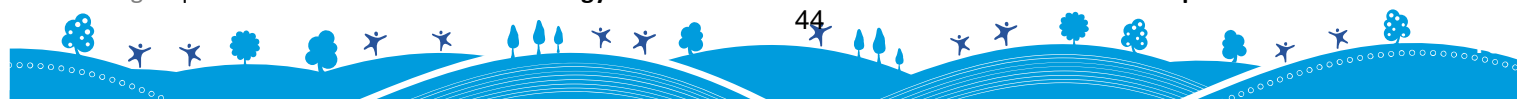
Key Stage One:

- the percentage of children achieving expected level or above in reading, writing and mathematics in comparison to local and national data (trend data will not be displayed on the Local Authority risk registers but will be considered within individual school profiles)

Key Stage Two:

- the percentage of children achieving expected level or above in reading, writing and mathematics and combined reading, writing and mathematics, against local and national data (trend data will not be displayed on the Local Authority risk registers but will be considered within individual school profiles)*
- progress scores in reading, writing and mathematics (including statistical significance in comparison to local and national data)

*The percentage of children achieving against higher expected outcomes will be considered within the school profile data sets for individual schools but will not be displayed within the Local Authority risk register.



Key Stage Four:

- progress 8 data against both national and Local Authority data sets (including statistical significance in comparison to national)
- attainment 8 data against both national and Local Authority data sets
- percentage of children achieving 4-9/5-9 in English and mathematics combined
- EBAC entry percentage
- EBAC achievement

Gaps in performance for vulnerable learners:

- cohort size for disadvantaged and non-disadvantaged learners
- percentage of children achieving relevant outcomes, against both national and Local Authority data sets for KS1 & KS2.
- SEN support / EHC cohort size
- progress from KS1–KS2 for SEN support/EHC

LAC attainment and progress will be analysed in conjunction with the Virtual school.

The additional contextual evidence is as follows:

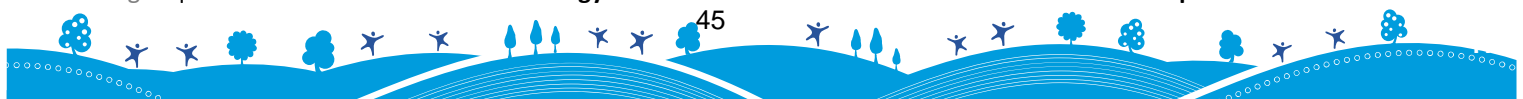
OFSTED:

- previous OFSTED judgement
- date of previous OFSTED

Contextual evidence:

- attendance percentage against local/national for persistence absence
- attendance percentage overall attendance against local/national
- percentage fixed term exclusion against local/national
- percentage permanent exclusion against local/national.

Additional information such as safeguarding concerns / high volume of parental complaints or “open” concerns regarding HR/finance will also be considered but not recorded on the Local Authority risk register.



Indicative estimates of performance:

For each school, indicative estimates of future performance will be considered by the SPSPG and shared with individual schools. They will only be used in the first year as a pilot. As a result, all schools will be asked to report back on progress against these indicative estimates. It is recognised that this is a crude measure, but it will be worked on over the first year of the sub group.

Primary age range

Key Stage Two: percentage of children reaching age related expectations or above

Secondary age range: attainment 8 score

The indicative estimates will be as follows, drawn from the FFT national data set available:

If a school has yet to reach FFT 50 then that will be the estimate.

Or

If a school has reached FFT 50 but not yet reached FFT20 then that will be the estimate.

Or

If a school has reached FFT 20 but not yet reached FFT5 then that will be the estimate.

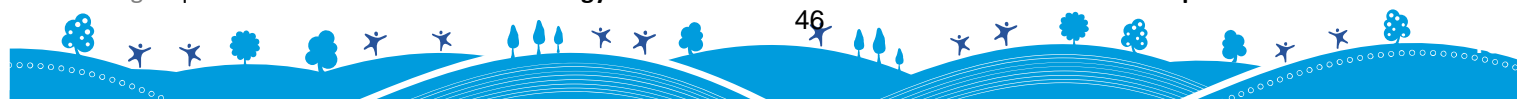
Projected outcomes will be requested from the schools by the end of January.

SUSTAINABLE SOLUTIONS

We are committed to finding sustainable solutions to securing school improvement and we are achieving this through the following approaches.

Working in collaboration with the South Essex Teaching School Alliance, we are:

- building a culture of zero tolerance for long held assumptions linking social disadvantage with underachievement
- brokering school-to-school collaboration wherever and whenever possible
- building headteacher skills and expertise through positive engagement with the LLE and NLE programmes
- promoting and supporting partnerships across phases and geographical localities
- delivering a thriving NQT programme and good track record for recruitment and retention of strong senior school leaders
- remaining committed to the use and sharing of data to inform school improvement conversations and achieving comparator information locally and nationally.



APPENDIX I - CATEGORISATION RATIONALE

Green (Self-improving school)	<p>The majority of the following apply:</p> <ul style="list-style-type: none"> • The school was judged good or outstanding by OFSTED at the last inspection. • The school was judged securely good or outstanding by both the school and the LA and is likely to be judged so at the school's next OFSTED inspection. • School leaders and managers are accurate in their self-evaluation, identifying both strengths and areas for development. School predictions and actual outcomes match closely. • Across all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress considering their different starting points. • From different starting points, the percentage of pupils making or exceeding expected progress in English and mathematics is close to, or above the national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. • The attainment of almost all groups of pupils is broadly in line with national averages, or if below these, is improving rapidly. • Almost all teaching over time is good or better, with a small proportion requiring improvement. No inadequate teaching is evident (if there is a very small proportion, this is being addressed effectively). • Behaviour is managed consistently well. Pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged quickly. Pupils are safe and feel safe. Equality of opportunity and diversity are promoted well. • Pupils attend regularly, are punctual and prepared for lessons, take a pride in their work, show respect for each other and there are no or very few exclusions. • Provision for safeguarding is effective and meets requirements. Leaders work hard to protect pupils from radicalisation and extremism. • Leaders and managers at all levels particularly senior leaders, middle managers and governors, consistently demonstrate effective processes and structures which have a good impact on pupils' achievement and behaviour. They set high expectations of pupils and staff and are ambitious for all pupils. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. • The school has highly successful strategies for engaging with parents and carers. There are very few well founded concerns expressed by parents and carers. • Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of newly qualified teachers (NQTs) and exceptional circumstances are considered.
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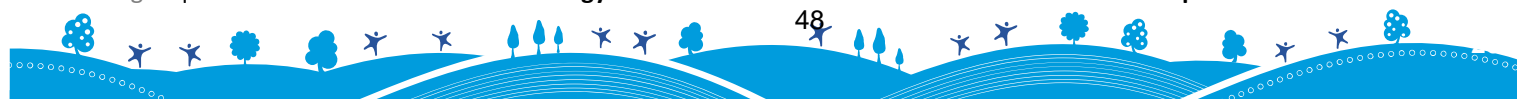
Amber

(Vulnerable School)

This category could include schools that have previously been judged good or outstanding at their last OFSTED inspection

The majority of the following apply:

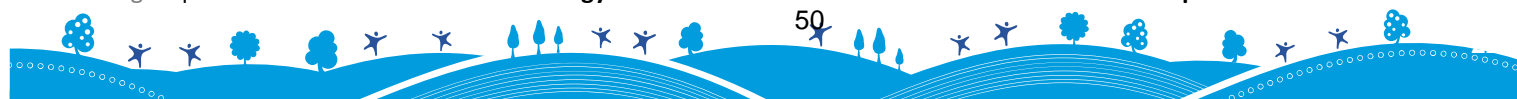
- The school was judged as requiring improvement overall by OFSTED with leadership and management either judged to be demonstrating good capacity to improve or Leadership and management judged as requiring improvement.
- The school and LA has identified areas of fragility within attainment and progress in specific subjects, with particular groups or in identified year groups. The school's predictions are too varied and wide of actual outcomes.
- The school is at risk of being classified as a coasting school.
- Aspects of leadership and management, teaching and learning or behaviour and safety require improvement because they are not yet good.
- Achievement is variable.
- Pupil attainment is close to or meets the government's floor standards.
- Pupil progress for English and mathematics is not consistently above the national standards over the last three years.
- The quality of teaching is not yet consistently good or better across the school. There may be some elements of inadequate teaching.
- Behaviour is managed suitably or well; most groups of pupils attend regularly. The majority of pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged. Pupils are safe and generally feel safe. Equality of opportunity and diversity are promoted appropriately.
- The majority of pupils are punctual and prepared for lessons, take a pride in their work, show respect for each other and there are few or a reducing number of exclusions.
- Leaders and managers at all levels do not yet consistently demonstrate effective processes and structures, or accuracy in their self-evaluation. Expectations of pupils and staff are variable. They do not demonstrate sufficient ambition for all pupils. The promotion of fundamental British values and pupils' spiritual, moral, social and cultural development is generally appropriate, but inconsistent.
- The provision for safeguarding is effective and meets requirements.
- The school has appropriate strategies for engaging with parents and carers. There are few well founded concerns expressed by parents and carers.
- Pupils are mostly prepared for the next stage of their education, training or employment and have most attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is around average. Outward facing links are developing. School leaders are beginning to take the opportunity to work with other schools in the network and beyond.
- Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered.



<p>Red</p> <p>Schools requiring rapid improvement which require monitoring, challenge/support to improve or in order to prevent need for formal intervention</p>	<p>The majority of the following apply:</p> <ul style="list-style-type: none"> • The school was judged as having serious weakness or requiring special measures by OFSTED. • The school is a coasting school. • Overall the School and LA judges that the quality of education to be inadequate because there are key aspects that require significant improvement. • Self-evaluation is weak and not accurate. The curriculum is too narrow. • Leaders and managers are not doing enough to tackle poor teaching. Teaching is poorly planned and weak assessment practice means that teachers fail to meet pupils' needs. • Pupil's behaviour is not managed effectively. Teachers do not promote equality of opportunity or understanding of diversity effectively. Pupil's lack of engagement, persistent low level and/high-level disruption contributes to reduced learning and/ or disorderly classrooms. • Progress in any key subject or any key stage indicates that pupils are underachieving considerably. From their different starting points, the proportion of pupils in different year groups making or exceeding expected progress are consistently low and show little or no improvement. The school's performance regularly falls below the government's floor standards. Pupils have not attained the qualifications appropriate for them to progress on to the next stage of education, training or employment. • Safeguarding is ineffective. The school's arrangements for safeguarding do not meet statutory requirements. Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements. The number of exclusions is high, or rising. • Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement. • The capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable. • Strategies for engaging parents and carers are weak and parents express little confidence in the school. • The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement process. • There are concerns regarding forward financial planning.
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<p>Blue</p> <p>Formal Intervention</p>	<p>Any of the following may apply:</p> <ul style="list-style-type: none"> • Following its first inspection a school needs to address urgently significant areas for improvement and is not demonstrating capacity to make necessary improvements • A school reported as 'having important areas for improvement' at its first inspection and is subsequently found to 'need to address urgently significant areas for improvement' following its first follow-up inspection and is not demonstrating capacity to make necessary improvementsFollowing its second follow-up inspection a school remains with 'important areas for improvement'. The school would have been reported as having 'important areas for improvement' at its first inspection and first follow-up inspection, i.e. the school has remained at this performance level for three consecutive inspections and is not demonstrating capacity to make necessary improvements • Failure to recover from 'coasting school' definition in a timely manner • The standards of performance of pupils at the school are unacceptably low, and are likely to remain so unless the authority exercise their powers in this part • There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, standards of performance • The safety of pupils or staff of the school is threatened (whether by a breakdown of discipline or otherwise) • There are serious concerns about financial management
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APPENDIX II - CLARIFICATION OF CATEGORISATION AGAINST OFSTED REQUIREMENTS

	Self-sustaining	Vulnerable	Requiring Rapid Improvement	Formal intervention
Standards and attainment	The attainment of almost all groups of pupils is broadly in line with national averages, or if below these, is improving rapidly.	Achievement is variable. Pupil attainment is close to or just meets the government's floor standards.	The school's performance regularly falls below the government's floor standards. Pupils have not attained the qualifications appropriate for them to progress on to the next stage of education, training or employment.	The school's performance consistently falls below the floor standards. Any improvement is insufficient, fragile or inconsistent.
Progress 51	Across all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress considering their different starting points.	Pupil progress in English and mathematics is not consistently above the national standards over the last three years.	Progress from different starting points, the progress of pupils in different year groups in English or mathematics is consistently well below that of other pupils nationally and shows little or no improvement.	Progress of pupils at the school is unacceptably low and are likely to remain so unless the LA exercise its power of formal intervention.
Gaps in performance	In a wide range of subjects the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same	For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently below that of their peers and other pupils nationally.	Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities in any key subject or any key stage is consistently well below their peers and other pupils nationally. In some subjects or key stages the gap is widening.	There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving. The gap between the progress made by the disadvantaged pupils and pupils with special educational needs and/or

	starting points.			disabilities is widening across the board.
Performance trend	Through out each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress.	Across almost all year groups and in a wide range of subjects, including English and mathematics, current pupils progress is variable. There is a risk of the school being classified as a coasting school.	Overall the school and the LA judges that the quality of education to be inadequate. There are no clear strategies to address underperformance. Self-evaluation is weak and not accurate.	The school has failed to recover from “coasting school” definitions and the performance has been declining over a period of time.
Relationship to national benchmarks	Overall performance consistently above 75 th percentile.	Overall performance in the middle percentile.	Overall performance in the lower quartile.	Overall performance consistently in the bottom quartile.
Particular contextual vulnerabilities	Behaviour is managed consistently well. Pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged quickly. Pupils are safe and feel safe. Equality of opportunity and diversity are promoted well. Pupils attend regularly, are punctual and prepared for lessons, take pride in their work,	Behaviour is managed suitably or well; most groups of pupils attend regularly. The majority of pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged. Pupils are safe and generally feel safe. Equality of opportunity and diversity are promoted appropriately. The majority of pupils are	Pupils’ behaviour is not managed effectively. Teachers do not promote equality of opportunity or understanding of diversity effectively. Pupil’s lack of engagement, persistent low-level and/high-level disruption contributes to reduced learning and/ or disorderly classrooms. Strategies for engaging parents and carers are weak and parents express little confidence in the	There has been a serious breakdown of discipline. The safety of pupils or staff of the school is threatened. Serious concerns about financial management.

53	<p>show respect for each other and there are no or very few exclusions.</p> <p>The school has highly successful strategies for engaging with parents and carers.</p> <p>There are very few well-founded concerns expressed by parents and carers.</p> <p>Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average.</p> <p>Risk factors such as a newly appointed headteacher, high turnover of staff, a high number</p>	<p>punctual and prepared for lessons, take a pride in their work, show respect for each other and there are few or a reducing number of exclusions.</p> <p>The school has appropriate strategies for engaging with parents and carers. There are few well-founded concerns expressed by parents and carers.</p> <p>Pupils are mostly prepared for the next stage of their education, training or employment and have most attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is around average. Outward facing links are developing. School leaders are beginning to take the opportunity to work with other schools in the network and beyond.</p>	<p>school.</p> <p>The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement process.</p> <p>There are concerns regarding forward financial planning.</p>	
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	of newly qualified teachers (NQTs) and exceptional circumstances are considered.			
Overall OFSTED judgement	<p>The school was judged good or outstanding by OFSTED at the last inspection.</p> <p>Judged securely good or outstanding by both the school and the LA and likely to be judged so at the school's next OFSTED inspection.</p>	The school was judged as requiring improvement overall by OFSTED with leadership and management either judged to be demonstrating good capacity to improve or Leadership and management judged as requiring improvement.	<p>The school was judged as having serious weakness or requiring special measures by Ofsted.</p> <p>Overall the School and LA judges that the quality of education to be inadequate because there are key aspects that require significant improvement.</p>	A school reported as having one or more of the key judgements as inadequate at its previous inspection and is subsequently found to need to address urgently the same inadequate areas following its first follow up inspection, i.e. the school has remained at the same performance level for three consecutive inspections.
Quality of leadership and governance	Leaders and managers at all levels particularly senior leaders, middle managers and governors, consistently demonstrate effective processes and structures, which have a good impact on pupils' achievement and behaviour. They set high expectations of pupils and staff and are ambitious for all pupils. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.	Leaders and managers at all levels do not yet consistently demonstrate effective processes and structures, or accuracy in their self-evaluation. Expectations of pupils and staff are variable. They do not demonstrate sufficient ambition for all pupils. The promotion of fundamental British values and pupils' spiritual, moral, social and cultural development is generally appropriate, but inconsistent.	<p>Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.</p> <p>The capacity for securing further improvement is insecure and the improvements leaders and governors have made are unsustainable.</p>	The persons responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school.

<p>Quality of provision</p> <p>55</p>	<p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times.</p> <p>The school's behaviour policies and procedures are applied consistently and effectively when required so that there is no significant or sustained disruption to learning</p> <p>The pace of learning is optimised or good throughout the lesson as no time is wasted. In the best lessons, the teacher uses the time to the best effect The teacher provides support for groups as appropriate and they do not have to wait for such input</p>	<p>Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good. Pupils are safe and they feel safe.</p> <p>Too much time is spent managing behaviour at the expense of promoting learning</p> <p>Pupils make steady progress throughout the lesson because the work is reasonably challenging. Pupils may have to wait with their hands up for support</p>	<p>Pupils have little confidence in the school's ability to tackle bullying successfully.</p> <p>There is no need for any overt discipline as pupils are engrossed in their work. At worst, only the briefest of reminder is required to refocus any pupils whose attention may have wandered</p> <p>The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class</p>	<p>Pupils' lack of engagement, persistent low level and/or high-level wilful, disruption, contributes to reduced learning and/or disorderly classrooms.</p> <p>The school's behaviour policies and procedures are applied consistently and effectively when required so that there is no significant or sustained disruption to learning</p> <p>The pace of learning is inadequate.</p>
<p>Safeguarding</p>	<p>Safeguarding is effective.</p>	<p>Safeguarding is effective.</p>	<p>Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements.</p>	<p>Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.</p>

APPENDIX IV LOCAL AUTHORITY RISK REGISTER SECONDARY BLANK TEMPLATE

Southend Borough Council Secondary School Risk Register - KS4 Autumn 2017

School name	Cohort	Progress 8 Overall			Attainment 8 Score	English & Maths		EBACC		Coasting School 2015-2017	Below Floor Standard 2017
		Progress 8 Overall	Progress 8 Lower Confidence Interval	Progress 8 Upper Confidence Interval		% 9 - 4	% 9 - 5	EBACC entry %	EBACC achievement (9-5)		
Local Authority	2105	0.07 (-0.01)	0.02	0.13	50.3 (53.5)	70.6%	53.9%	38.4%	30.0%		
National (state-funded schools)	528959	-0.03 (-0.03)			46 (49.9)	63.3%	42.2%	38.1%	21.1%		

Progress 8 score significantly above national average

Progress 8 score significantly below national average

* School failed threshold for coasting measure but was exempt due to closing

Figures in brackets denote last year's outcomes

Southend Borough Council Secondary School Risk Register - KS4 Autumn 2017

School name	Ofsted		KS4 Disadvantaged Progress 2017					Attendance 15/16		Exclusions 15/16		SBC Contextual Information					
	Overall Judgement	Date of previous Judgement	Disadvantaged Cohort	Progress 8 Avg. Score	Non Disadvantaged Cohort	Progress 8 Avg. Score	Gap	Overall Absence %	Persistent Absence	Permanent Exclusions Rate	Fixed Exclusions Rate	New Head	Academy	Imminent Inspection	Causing Concern	SBC Judgement	Trajectory
Local Authority	-	-	494	-0.5	1499	0.26	-0.76	4.8	10.6	0.0	11.5						
National (state-funded schools)	-	-	N/A	N/A	N/A	N/A	N/A	5.2	13.1	0.2	8.46						

Progress 8 score significantly above national average

Progress 8 score significantly below national average

x : Data suppressed due to low numbers
Source: DfE Checking Data (October 2017)
Operational Performance & Intelligence Team

APPENDIX V LOCAL AUTHORITY RISK REGISTER PRIMARY BLANK TEMPLATE

Southend Borough Council School Risk Register - Autumn 2017																		
School name	Early Years				Key Stage One				Key Stage Two Attainment					Key Stage One-Two Progress*			Failed Attainment Element of Floor (< 65% in RWM)	On track to be classified as Coasting School 2015-2017
	Cohort	% Good level of Development			Cohort	Expected + in	Expected + in	Expected + in	Cohort	Expected + in RWM	Expected + in	Expected + in	Expected + in	Reading	Writing	Maths		
2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017		
Local Authority	2159	68.5	71.2	74.3	2216	78.2 (76.5)	71.2 (68.7)	76.9 (74.0)	2005	65.0	73.7 (67.0)	78.4 (79.0)	76.4 (71.0)	0.3 (-0.3)	0.3 (0.5)	0.3 (-0.2)	-	
National State-Fund		66.3	69.3	70.7		75.6 (74.0)	68.2 (65.5)	75.1 (74.0)		61.0	71.0 (66.0)	76.0 (74.0)	75 (70.0)	0.0 (-0.1)	0.0 (-0.1)	0.0 (-0.1)	-	

Source: 2016: NCER & DfE Performance Tables (Revised), 2017: NCER Provisional

* Progress data is currently provisional

Figures in brackets denote 2016 outcomes

Operational Performance & Intelligence Team

The coasting definition for 2017 will be confirmed later in the autumn but has been assumed to be the same as 2016

Southend Borough Council School Risk Register - Autumn 2017

	Ofsted			KS1 Disadvantaged Attainment 2017					KS2 Disadvantaged Attainment 2017					Attendance 15/16		Exclusions 15/16		SBC Contextual Information				
School name	Overall Judgement	Date of previous Judgement	Date of Academy Conversion	Non D'vantaged Cohort	RWM % Exs+	D'vantaged Cohort	RWM % Exs+	Gap	Non D'vantaged Cohort	RWM % Exs+	D'vantaged Cohort	RWM % Exs+	Gap	Overall Absence %	Persistent Absence	Permanent Exclusions %	Fixed Exclusion s %	New Head	Academy	MAT	Imminent inspection	SPSG judgement
Local Authority				1716	71.1	500	51.0	-20.1	1344	72.8	661	49.3	23.4	3.8	7.7	x	0.6					
National					67.3		50.2	-17.1		66.3		47.5	18.8	4.0	8.2	0.0	1.2					

Source: 2016: NCER & DfE Performance Tables (Revised), 2017: NCER Provisional

Schools marked with an 'x' had their data suppressed on the Statistical First Release due to low pupil numbers

Operational Performance & Intelligence Team

SBC judgement provisional until confirmation from SPSG

Formal intervention
 School requiring rapid improvement
 Vulnerable school
 Self-improving school

MAT Abbreviations
 LIHT - Learning in Harri
 PAT - Portico Academy Trust
 EPAT - Eastwood Park
 SEEA - South East Essex Academy Trust
 SECAT - Southend East
 TCMAT - The Challenger Multi Academy Trust
 LAT - Legra Academy Trust

APPENDIX VI – ANNUAL VISIT TEMPLATE



Annual School Visit



School			
Head Teacher		Date of Visit	
LLE /Officer		Ofsted Category	

Outcomes 2016-17

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School Improvement Priorities 2017-18

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Support or training required (school to school / SETSA / external consultant)

--

Areas of Strength (opportunities to share good practice?)

Current arrangements for school to school support

AOB

Categorisation

School's overall SEF judgement under the current framework

Outstanding	Good	Requires Improvement	Inadequate

School's Categorisation by SPSG

Self-improving	Vulnerable	Requiring rapid improvement	Formal intervention

Please note any further comments about the judgements



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Proposal for Education Board Southend Teaching Awards – Summer 2018

An event to celebrate the achievements of all school staff including Teachers, School Support Staff and Headteachers

9

The Teaching Awards ceremony is a chance for Southend Borough Council to say thank you to Headteachers, Teachers and School Support Staff for all of their hard work, enabling us to identify achievements, celebrate and to share best practice in Southend schools.

Background

For a number of years we have considered holding this event which has been running in neighbouring Local Authorities (eg Essex and Thurrock Council) for several years. As part of our overall recruitment and retention strategy, the event will celebrate success within the Borough and build a strong reputation for Southend Schools. It is well known that such events, when run well, can be key motivators for staff, especially in times of austerity. The Services for Schools Team has a wealth of experience and the resources to host events which can be organised at a minimal cost.

Proposal

The Services for Schools Team, on behalf of Southend Borough Council, will run the event, funded through sponsorship, in the summer 2018 term involving:

- Afternoon Tea at a local venue
- Organising sponsorship for a variety of awards
- Set award categories for nominations
- Publicising the event to encourage nominations from parents, pupils, governors and school staff
- Working in partnership with SOPHA, SOSHA and the Special Heads Association, as well as with the Southend School Governors Association and the unions
- Setting up a panel to judge the nominations for each award category (to include the School Improvement & Performance Group Manager)
- Notifying all those nominated of their success and thanking them with an individual letter written on behalf of the Council and children of Southend

Recommendation to Education Board

- Preparations for a summer term event will need to commence before Christmas, therefore, approval is requested from the Education Board

Jane Elson
Schools Workforce Strategy & Projects Officer

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