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SOUTHEND-ON-SEA BOROUGH COUNCIL

Education Board
(Formerly Schools Forum)

Date: Tuesday, 22nd October, 2019
Time: 8.15 am
Place: Tickfield Centre, Seacole Room
Contact: Robert Harris

Email: committeesection@southend.gov.uk

I confirm that a meeting of the Education Board (formerly referred to as the Schools Forum) will be held on **Tuesday 22nd October 2019 at 8.15am**. The meeting will be held at the Tickfield Centre in the Seacole Room.

A G E N D A

Agenda	Item	Lead	Time
1.	Apologies for absence	Chair	5mins
2.	Minutes of the meeting held on 4th June 2019 – Minutes attached	Chair	5mins
3.	Matters arising (not covered elsewhere on the agenda) Data-sharing update (item 3 refers)	Chair BM	5mins
4.	Education Board Constitution, Membership and Vacancies Report attached for decision	RH	5mins
	<u>Schools Forum Matters</u>		
5.	Dedicated School Grant (DSG) 2019/20 budget updatee and planning for 2020/21 Report attached for decision	PG	30mins
6.	Public Duties Update Verbal update (no papers) for noting	AC	10mins
7.	Commissioning and Procurement of Service Level Agreements Verbal update (no papers) for noting	BM	10mins

	<u>Education Board Matters</u>		
8.	Initial scrutiny of outcomes 2019 Paper attached for noting	BM	5mins
9.	Initial consideration of Inclusion project Slides attached for noting	BM	5mins
9.	Children's Services Inspection Slides attached for noting	BM	10mins
10.	Update on place planning Verbal update (no papers) for noting	BM	5mins
11.	Southend 2050 Roadmap Slide attached for noting	BM	5mins
12.	Executive Director (Children and Public Health) Slide attached for noting	BM	5mins
13.	Report back from Sub Groups (a) VLSG – draft minutes attached (b) RSG – draft minutes attached	SG Chairs	10mins
14.	Any other business (to be notified to the Chair/Clerk prior to the start of the meeting)	ALL	10mins
15.	Date and time of future meetings 17 th December 2019 at 08.15am 21 st January 2020 at 08.15am 17 th March 2020 at 08.15am	RH	5mins

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SOUTHEND-ON-SEA BOROUGH COUNCIL

Meeting of Education Board

Date: Tuesday, 4th June, 2019

Place: Tickfield Centre

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Present: Mr Maurice Sweeting - Hinguar Primary Governor (Chair)
Dr Robin Bevan - Southend Boys - Vice-Chair
Mr Darren Woollard - Blenheim Primary (academy)
Dr Niki Banister - Milton Hall Primary Governor (maintained)
Julia Jones - Barons Court Primary (maintained)
Tim Barrett - Temple Sutton Primary (academy)
Lisa Clark - Hamstel Infant (academy)
Jim Johnson - Edwards Hall Primary (maintained)
Anthony McGarel - South Essex College (14-19 sector)
Jackie Mullan - ST Christophers (SEN Trust Southend)
Stuart Reynolds – Southchurch High School (academy)
Jerry Glazier – Trade Unions
Vicky Wright – Early Years

In Attendance: C Hickey, P Grout, E Hammans, R Harris, B Martin. C Braun and G Bloom.

Start/End Time: 8.15 - 10.30 am

1 Apologies for absence

Apologies for absence were received from Dr P. Hayman (WHSB), A. Turner (YMCA), M. Jordan (Victory Park Academy PRU), V. Wright and L Yelland (Early Years).

2 Minutes of the meeting held on 26th March 2019

Resolved:

The minutes of the meeting held on 26th March 2019 were agreed as a correct record.

3 Matters arising (not covered elsewhere on the agenda)

Data-sharing (item 8c refers)

The Board considered a paper from the Director of Learning updating on the progress with schools signing up to and adhering to the data-sharing protocol/agreement. Currently there are a number of schools that have not responded and require escalation.

The Board emphasised that there was a clear expectation for information to be shared in a timely and efficient way and it was not acceptable for schools not to share information, specifically in terms of safeguarding and putting children at significant risk of harm.

The Board discussed the implications for schools not adhering to the protocol, which included submission to Ofsted.

Resolved:

That the Director of Learning escalates the matter and writes to the Chairs of Governors and Headteachers at those schools that have not signed up or are adhering to the data-sharing protocol drawing attention to the significant implications for non-compliance and urging them to comply (i.e. referral to Ofsted). Further non-compliance would be escalated further with the Regional Schools Commissioner in relation to academy trusts.

4 Education Board Membership and Vacancies (including attendance)

The Board considered a report from the Clerk covering the current membership and vacancies, details of attendance since January 2018 and presented a revised/updated Constitution for the Board's consideration.

Subsequent to the publication of the report the Board was informed that Mr Neil Houchen, Eastwood Academy, had resigned from the Board as of 3rd June 2019. Therefore there were now 3 vacancies in this sector. The Board also noted that this was Tim Barrett's last meeting and therefore there was now a vacancy in the academy primary sector.

The Board was informed that no expressions of interest had been received for the vacancy in the primary maintained sector and four expressions of interest had been received in respect to the secondary academy trust sector. Two of the interested parties are governors at the same school and therefore the school/trust will need to confirm/agree which person they wish to appoint to the Board.

The Board was also informed that a request has been received from the CEO Multi-Academy Trusts (MAT) group in Southend to be represented on the Board. This would be one representative and they would not be eligible to vote on schools forum matters.

The Board discussed the matter and although it recognised that there would be benefits in appointing a representative from the CEO MAT Group the Board wanted to see the terms of reference/constitution of the group before taking further forward.

The Board discussed the proposed revised and updated Constitution and suggested a number of additions/revisions to further enhance and strengthen the document. These included but were not limited to:

- The rules pertaining to attendance at meetings (Paragraph 1.4)
- Expanding Section 7 and provide more details re: sub groups (membership, role, chair, etc);

Resolved:

1. That the expressions of interest received in respect to the vacant positions in the secondary academy trust sector be progressed with a view to fill the vacancies before the next meeting in October 2019.
2. That it be noted that further expressions of interest for the primary maintained vacancy will be sought, with a view to filling the vacancy by the next meeting in October 2019.
3. That the attendance record from January 2018 to March 2019, be noted.
4. That, in principle, a representative of the CEO MATs group be welcomed to sit on the Board, subject to receipt and confirmation of the groups constitution/terms of reference.
5. That the Education Board constitution be revised and updated accordingly and the final version be presented to the Board in October for final approval.

5 Dedicated School Grant (DSG) Final Outturn 2018/19

The Board considered a report from the Senior Finance Officer providing an update on the Dedicated Schools Grant (DSG) final outturn for the 2018/19 schools budget, high needs, early years and centrally retained funds.

The Board discussed the report and commended the officers and all those involved in preparing the budget reports which provide a clear picture of the funding and resources across the DSG.

Resolved:

That the final 2018/19 outturn, be noted and the subsequent DSG reserve balances for each funding block to be carried forward into 2019/20 (as referenced in paragraph 4.15 of the report) be agreed.

6 Dedicated School Grant (DSG) High Need Detailed Budget Allocations 2019/20

The Board considered a report from the Senior Finance Officer presenting the High Need's Block detailed budget allocations for 2019/20.

The Board discussed the report and commended the position that there is a balanced budget set for 2019/20 with some capacity for growth compared to 2016/17 and 2017/18 where there was considerable overspends.

Resolved:

1. That the EHCP hourly top up funding rate passed over to support pupils within in borough mainstream schools be returned to the 2017/18 funded level from Sept 2019 (circa. 4% increase) to both reverse the required funding cuts imposed in 2017/18 and recognise inflationary funding pressures within mainstream schools. (As referenced in section 8.2 of the report)

2. That, to assist with the safeguarding of enhanced provisions within mainstream schools, compensation funding be awarded from the 1st April 2019 of £4,000 per annum per pupil place to cover the equivalent funding loss a school would incur due to the changes administered under the National Funding Formulae. (As referenced in section 6.3)

3. That the high needs top funding rates awarded to enhanced provisions be uplifted by 4% from Sept 2019, to both further assist with the safeguarding of enhanced provisions and recognise inflationary funding pressures within mainstream schools. (As referenced in section 7.4 of the report)

4. That, although the number of commissioned places in Special School have now been updated from September 2019, the historic flexible place top up funding allocation will continue to exist to further aid funding pressures above place number allocation. (As referenced in section 7.1 of the report)

5. That the 2018/19 high needs top up funding rates passed over to Special schools and the Alternative Provision / Pupil Referral Unit from September 2019 be held to their same respective banded rates as the 2018/19 academic year, which is also based on consideration with the additional place funding allocations the applicable special schools will now receive from September 2019 and affordability within the overall high needs block. (As referenced in section 7.3 of the report).

6. That the detailed High need budget allocations for 2019/20 as presented in this paper be agreed and adopted as set out in the report.

7 Maintained and Academy School Year End Balances

The Board received a verbal update from the Resources Sub Group Chair providing an overview of the maintained and academy end of year balances and setting out the financial concerns relating to the year-end deficit balances shown for the Legra Academy Trust, Parallel Learning Trust and Challenger Multi Academy Trust.

There were also concerns with Southend High School for Boys Academy Trust balances which were very low and the reducing balances for some of the maintained schools. The Council has been working actively and directly with the maintained schools for recovery plans.

The Board discussed the issues concerning the deficit balances recognising the significant risks, implications and impact for pupils if a school was no longer financially viable and how it is difficult within some of Multi Academy Trusts accounts to see how they are allocating their year end financial balances between all the schools individually within their Trust.

The Board sought clarification on the level of risk and although the risk was hard to judge it could be viewed as follows:

- Legra Academy Trust – low risk;
- Parallel Learning Trust – moderate risk;
- Challenger MAT – moderate risk

In relation to the Parallel Learning Trust balances a submission was received from the Chief Executive of the Parallel Learning Trust to the Director of Learning setting out that part of the deficit has been caused by the Council's Special Educational Needs service referring more pupils to the academy school without any additional resources/funds.

Resolved:

That the maintained and academy end of year balances, be noted and agreed that it was appropriate, legitimate and reasonable for the Board to discuss and consider the financial concerns relating to end of year deficit balances.

8 Public Duties Update

The Board received a verbal update from Robin Bevan presenting the outcome of the discussions from the Directors Briefing concerning the way forward in respect of the Public Duties fund.

The Board noted that the majority of schools/Directors indicated their support to a fund for public duties activities. The mechanism to ensure that the academy trusts pay into the scheme needs to be determined, as well as how the fund would be managed and administered.

The Director of Learning advised that the Council through its services for schools department will now work on a process to administer and manage the public duties fund, subject to a top slice to cover administrative costs.

Resolved:

That the update and progress to date on the public duties fund be noted and the process the Director of Learning will return a proposal for administering and managing the fund.

9 Commissioning and Procurement of Service Level Agreements

The Board considered a short briefing paper from the Director of Learning providing an overview of the commissioning and procurement of DSG funds.

Resolved:

1. That a time limited Task and Finish Group be set-up to pull together the scrutiny of all relevant service level agreements and all contractual arrangements that the Council holds to deliver education services and report back to the Board in October 2019.

2. That the following Board members and officer(s) be involved in the Task & Finish Group:

Senior Finance Business Partner (or representative)
Dr Niki Lamont

10 Inclusion

The Board considered a short briefing paper from the Director of Learning on strengthening inclusion and effective use of alternative provisions and set out a proposal to engage with a company called ISOS to carry out a major piece of work in this area over the summer period.

The Board welcomed the approach and confirmed their willingness to fully engage with ISOS.

Resolved:

That the approach to strengthening inclusion be welcomed and the engagement of ISOS to carry out intensive work over the summer be supported and the outcomes and recommendations from the enquiry be presented to the Board in October.

11 Written Statement of Action (WSOA)

The Board considered a short briefing paper from the Director of Learning providing an update on the Written Statement of Action (WSOA).

Resolved:

That the update on the WSoA, be noted.

12 Schools and Other Updates

The Board received verbal updates in respect of a range of school and other matters, set-out below:

(a) SBC - Following an extraordinary meeting of the Council on 3rd June 2019 a new leader and joint administration was formed. The new Cabinet Member for Children and Learning will be Councillor Anne Jones.

(b) National Announcements – There have been a number of policy decisions made recently covering a range of areas. Particularly attention was drawn to the Auger review/consultation on SEN High Needs funding.

(c) Schools Update – The work to support the three vulnerable schools in the borough was underway.

(d) Cecil Jones – formal handover to the new Trust was undertaken on 1st April 2019.

(e) Children's Services Inspection – There was nothing further to report at this stage.

Resolved:

That the updates on various schools and other matters be noted.

13 Reports back from Sub Groups

The Board received and noted the minutes of the Resources Sub Group (held 23rd May) and the Vulnerable Learners Sub Group (held 21st May).

14 Consideration of Annual Plan for Education Board Agenda

The Board considered the draft work programme/forward plan of activity for the Education Board 2019/20.

Resolved:

That the draft work programme be approved and further suggestions for matters to be included on the forward plan be sent to the Director of Learning and the Clerk.

15 Any other business

Tim Barrett Retirement

The Board noted that this was Tim Barrett's last meeting of the Board and extended its thanks and appreciation for his work and dedication to the Board and wished him well in his retirement.

16 Date and time of future meetings

The dates and times of future meetings were noted as follows:

22nd October 2019 at 08.15am
17th December 2019 at 08.15am
21st January 2020 at 08.15am
17th March 2020 at 08.15am

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

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Southend-on-Sea Borough Council

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

To
Education Board

On
22nd October 2019

Agenda
Item No.

5

Report prepared by:
Paul Grout, Senior Finance Business Partner

Dedicated School Grant 2019/20 budget update and planning for 2020/21

1 Purpose of Report

- 1.1 To update the Education Board (EB) on the latest Dedicated Schools Grant (DSG) budget 2019/20 following the applied annual July 2019 funding update changes made by the Department of Education (DfE).
- 1.2 To update the EB on budget planning for the 2020/21 following the Government's and subsequent DfE September 2019 School funding announcements.
- 1.3 To seek to agree a decision in principle with regard to the setting of our local 2020/21 Individual School Block funding allocations per pupil.

2 Recommendations

Education Board are asked to agree:

- 2.1 With regard to individual school's budget (ISB) planning for 2020/21, to continue on the trajectory of adopting the principles of the National Funding Formulae (NFF). (As referenced in 5.2 through to 5.6). And therefore;
 - 2.1.1 Set the minimum per pupil 2020/21 funding levels at £3,750 for primary schools and £5,000 for secondary schools (which note - is based on the nationally defined pupil led funding factors including lump sum).
 - 2.1.2 Any School that attracts their core NFF funding factors (i.e. with no MFG or funding floor protections applied), to benefit from the NFF applied 4% increase to those core factors.

- 2.1.3 Ensure all schools (except those who will receive a greater % funding increase per pupil from either recommendation 2.1.1 or 2.2.1) are modelled to receive the same and remaining maximum available % pupil led funding increase, which is up to 1.84% from the individual schools NFF 2019 to 2020 baseline (but also has to be a minimum of 0.5%). However, please note, the ability, to award the max 1.84% remains caveated, with any EB consideration and therefore decision applicable or available in relation to recommendation note 2.4.

Education Board are asked to note:

- 2.2 The update to the DSG 2019/20 budget allocations for both early years and high needs funding following the DfE's July 2019 funding updates. (as referenced in 7.2 and 8.1, respectively).
- 2.3 That, as per the annual local DSG funding cycle, the actual 2020/21 funded amounts per pupil for each school, based on the principles agreed in 2.1.1 - 2.1.3 will therefore be presented:
- 2.3.1 To the EB in December 2019, illustrated using the 2019/20 school block data set but with proposed funding increases shown per pupil and any resulting or possible considerations relating to 2.4, although, caveated that those schools that will benefit from the 4% NFF core funding factor increase (recommendation 2.1.2), in terms of their overall per pupil amount, cannot actually be confirmed until January 2020.
- 2.3.2 And then for EB in January 2020, the final ISB funding allocations (also illustrated per pupil) will be presented based on the updated School 2020/21 block data set.
- 2.4 And as referenced in 5.6 and 9.5, any recommendations for EB considerations, on the historic commitment element of the 2020/21 Central Block funds will be presented to the EB in December 2019.

3 Background

2019/20

- 3.1 The updated DSG budget for 2019/20 follows the annual July 2019 release from the DfE of the latest 2019/20 DSG funding block allocations at a local authority level, where funding changes are applied to the high needs and early years block only.

2020/21

- 3.2 The DSG budget planning for 2020/21, follows both the September 2019 Government headline announcements on the future of schools funding and subsequent DfE's release of the "Schools revenue funding 2020 to 2021 operational guide" used to help guide Local Authorities and their Schools Forums/Education Boards to plan the local implementation of the funding system.
- 3.3 The DfE have however only been able to publish the actual indicative NFF funding allocations at both a local authority level, as well as notional school level allocations on the 11th October 2019 (which is usually released in July) and they state, "We appreciate, funding levels and allocations being announced later than in previous years, local authorities have less time for modelling and consultation".
- 3.4 2020 to 2021 is also now the third year of the National Funding Formulae (NFF) reforms.
- 3.5 However, it must also be noted and commended, that given the recent school funding announcements (which will be highlighted within the body of this report). That our own Local Authority and Education Board has positioned itself well over the last three years to align our DSG resources to the principles of the NFF, and therefore this presents both a very favourable and continued strategic position to continue on that trajectory.
- 3.6 It must also be noted and continually commended, that given the national and recognised pressures on High Needs Funding, that through the joint work of Southend's Local Authority, Education Board, Applicable Special Schools and Schools (where savings have been made and agreed over the last 3 years). Southend's own DSG High needs funding position is now in a much healthier financial position, which currently remains planned and projected to achieve full financial recovery by the 2019/20 year end. However, it must, also continue to remain minded that the financial pressures with the distribution of high needs funding are forever continually increasing, so this position remains at risk, as we continually progress through the financial year.

4 Dedicated Schools Grant 2019/20 and 2020/21 Budget planning

Foreword

- 4.1 In September 2019, the Government and the DfE have released a statement, “that the funding for schools and high needs compared to 2019-20, will nationally rise by £2.6 billion for 2020-21, £4.8 billion for 2021-22, and £7.1 billion for 2022-23”. Which, is ofcourse, a helpful funding message to overall Dedicated Schools Grant resources, given the now recognised national (and our own local) context of financial pressures mainly on the high needs block, and an ever increasing financial strain on particular mainstream individual school balances themselves.
- 4.2 The 2020/21 indicative DSG funding allocations at a total level, are presented alongside the detail of the latest 2019/20 Budget allocations as shown in “Appendix 1 – DSG Latest 2019/20 budget and Indicative budget 2020/21”. The total funding allocation for 2019/20 DSG resources is now £150.549M and the total indicative 2020/21 allocation is shown as £156.235M.
- 4.3 All the applicable changes to the updated 2019/20 budget, and basis of the indicative 2020/21 budget allocations are explained within each DSG block of this paper, including any EB considerations for recommendation now, and the potential for later decisions where required.

5 Schools Block – Individual School Block (ISB) allocations 2020/21

- 5.1 The 2020/21 indicative DfE allocations published, contain the actual 2020/21 primary unit of funding (PUF) and secondary unit of funding (SUF) that the DfE will use to calculate each local authority’s final school block allocation. And as repeated annually, they will then also issue the updated and final total 2020/21 school block funding allocations in December 2019 based on the pupils numbers and adjusted funding factors recorded through the October 2019 school census.
- 5.2 The following are the key headlines related to mainstream school funding for 2020/21, released by the Government and subsequent DfE release in September 2019:
- 5.2.1 In 2020/21, the minimum per pupil levels will be set at £3,750 for primary schools and £5,000 for secondary schools. The primary level will rise to £4,000 in 2021 to 2022. The DfE also intend to now make the minimum funding pupil a mandatory factor and are currently consulting on that proposal.
- 5.2.2 The funding floor will be set at 1.84%, in line with the forecast GDP deflator to protect pupil-led per pupil funding in real terms. This minimum increase in 2020 to 2021 allocations will be based on the individual school’s NFF allocation in 2019 to 2020 (which will now also be the individual schools funding floor baseline).

- 5.2.3 Schools that are attracting their core NFF allocations will benefit from an increase of 4% to the formula's core factors. (excluding free schools meals factor will be increased at inflation)
- 5.2.4 There will be no NFF gains cap, so that all schools attract their full allocations under the formula. Local authorities will still be able to use a cap in their local formulae.
- 5.2.5 A new formulaic approach to the mobility factor, rather than on the basis of historic spend.
- 5.2.6 Minimum MFG (Minimum Funding Guarantee) protection between +0.5% and +1.84% per pupil, as well as to use a gain caps.
- 5.2.7 Continue to be able to transfer up to 0.5% of their schools block to other blocks, with school forum approval. A disapplication continues to be required for transfer above 0.5%, or any amount without school forum approval.
- 5.2.8 Teachers' pay grant and teacher's pension employer contributions grant will both continue to be paid separately from the NFF in 2020 to 2021.
- 5.2.9 The government has also confirmed that the intention remains to move to a single 'hard' national funding formula to determine every school's budget.
- 5.3 The 2020/21 school level funding headlines are ofcourse helpful, and it is also particularly helpful to see that both the teacher's pay and employer pension contributions grant also remain separate to the DSG funding announcements for 2020/21.
- 5.4 Now given, that our local Education Board has been a strong adopter from the start of the NFF reforms over the last 3 years and that the government's intention remains to move to a single 'hard' national funding formula to determine every school's budget, there is therefore no foreseeable reason why our Education Board would choose to move away from the NFF principles. We must also remain minded, that is now very likely that the DfE intend to make the national 2020/21 minimum funding amounts a compulsory factor, and for all remaining schools, any deviation away from seeking to award up to the maximum pupil led 1.84% uplift from a Schools 2019/20 NFF baseline, is also capped by a minimum 0.5% MFG uplift from this baseline.

- 5.5 It is therefore strongly recommended, that for 2020/21, our own local individual mainstream school budget shares are set on both the updated national minimum funding rates per pupil of £3,750 per primary school and £5,000 per secondary school (and as a comparison the 2019/20 minimum per pupil rates are £3,500 per primary school and £4,800 per secondary school), we also apply the fully funded 4% increase to the core NFF funding rates, and for all other applicable schools, they receive the same % uplift to their 2019/20 NFF per pupil led baseline up to the maximum available of the 1.84% funding floor increase, subject to 5.6 (if they do not benefit, by further % increases from either the updated minimum funding amounts per pupil or 4% applied to the core NFF funding rates).
- 5.6 In relation to the ability to award the maximum 1.84% funding floor increase, it must at this time, unfortunately remained caveated, this will need to be considered alongside any possible EB consideration in December 2019, in relation to 9.5 and the Central Block – Historic Commitment.
- 5.7 In relation to the 2020/21 updated NFF minimum funding rates per pupil of £3,750 per primary school and £5,000 per secondary school, there are currently 5 out of our local 12 Secondary Schools who are below this rate in 2019/20, and 11 out of our 33 local primary schools.
- 5.8 And, it has to be noted, that with regard, to the 4% increase on the core NFF funding rates, it will only be possible to view those schools, that will actually benefit from this increase per pupil overall, once the DfE have released the updated School block data set for 2020/21 due for release in December, and therefore can only be finalized in the January 2020 EB DSG report.
- 5.9 Therefore, with the recommendation that 5.5 is agreed and noted later consideration in relation to 5.6, as per the annual DSG funding cycle, the December 2019 DSG EB paper will model and illustrate the individual schools budget per pupil rates 2020/21 compared to 2019/20, based on the 2019/20 school block data set (although, this has to remain caveated, those who will benefit from the 4% NFF core factor funding increase, cannot actually be confirmed until the January 2020 report as per 5.7), and then for EB in January 2020 the final funding allocation for 2020/21 will be confirmed using the updated 2020/21 school block data set.

6 Schools Block – Centrally retained 2020/21

- 6.1 The following is the key headline, released by the DfE in relation to growth fund for 2020/21;
- 6.1.1 Growth funding will be based on the same methodology as last year, and will have the same transitional protection ensuring that no authority who growth is unwinding will lose more than 0.5% of its 2019 to 2020 schools block allocation. There will no capping or scaling of gains from the growth factor.

- 6.2 The current estimate 2020/21 allocation has simply been set using the 2019/20 allocation, the actual final 2020/21 allocation will be based on the MSOA (as defined by the DfE Middle Super Output Area) growth between the October 2018 and October 2019 censuses, and will be released by the DfE in December 2019 alongside an uplifted per pupil rate.
- 6.3 Now, again, given our Education Board agreed the recommendation for the revised and updated application of growth fund in March 2019, which followed the DfE's future funding announcements for growth in July 2018. This announcement presents no change from that expected position, and therefore any revision to applied growth funding rates for 2020/21 within the agreed EB minimum tolerance, if necessary, will be presented in the January 2019 DSG EB paper.

7 Early Years Block

2019/20 Budget Update (and 2018/19 Final Budget allocation)

- 7.1 As repeated, on an annual basis, the DfE announced in July 2019 the results of January 2019 early years census, which not only adjusts and updates the funding applied to the early years DSG resource for last financial year 2018/19 to a now final 2018/19 funding allocation, but also forms the basis of a revised indicative funding allocation for the current 2019/20 and following 2020/21 financial year.
- 7.2 The results of the Early Years January 2019 census and therefore updated PTE* funding are shown in the table below, also illustrating the revised and welcome overall net increase change in both the DSG funding allocation for 2018/19 (which is now final) and updated indicative allocation for both 2019/20 and 2020/21.

	2018/19 & 2019/20 Previous PTE*	2018/19 Final PTE*	2018/19 Equivalent Funding change Increase / (decrease)	2019/20 Revised PTE*	2019/20 & 2020/21 Equivalent Funding change Increase / (decrease)
2 year old	422	461	£115,805	488	£198,523
3 & 4 year old Universal	2,739	2,712	(£66,076)	2,693	(£114,945)
3 & 4 year old Additional	660	691	£78,750	714	£135,000
Disability Access Fund	£42k & £45k	£42k	£0	£45k	£0
Pupil premium	£126K	£127k	£1,061	£127k	£1,819
Total			£129,540		£220,397

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

**7/12's of the PTE adjustment is the applicable funding reduction in 2018/19.

- 7.3 The £220,000 circa. net increase for 2019/20 will be used to fund the now ongoing and expected increase take up for both 2 year old disadvantage funding and 3 & 4 year old additional extended entitlement funding, which are both good measures to see growth in terms of providers/parents and carers now increasing their access to those funds. However, the reduced PTE* and therefore reduced funding for the 3&4 year old Universal entitlement funding is a surprise as birth rates have been fairly stable between the applicable years and the early years team continue to investigate any particular reason for this trend.
- 7.4 The £130,000 circa. net funding increase for 2018/19 will firstly and correctly be allocated to the DSG early years reserve as this relates to last year's funding. However, this does now further positively increase the isolated DSG early years reserve to a healthy £724,000 (£130,000 + £594,000 bought forward early years balance).
- 7.5 This is obviously a very favourable and now healthy financial position for the DSG early years balance, however, it is recommended that this isolated DSG reserve is held to a minimum £500,000 (or equivalent circa. 5% of current early years total funding). This then allows the absorption of any one off 'adverse DSG funding reductions'* in future years, without the need to impact on going funding distributed to providers. However, this does now mean £224,000 one off resources are now available to support Early Years moving forward with one off related initiatives. The Local Authority Head of Early Years will therefore bring to the EB a proposal paper to illustrate and seek agreement for the use of this one off fund.

Cause of an 'adverse DSG funding reduction'* - As defined by the DfE, early years funding paid out to providers is based on the 3 seasonal and separate termly head counts within a financial year, whereby actual funding received to the DSG is based on the January early census alone. There therefore continues to be risk or opportunity that the January early year census returns a lower (which would lead to be an adverse DSG funding reduction) or higher head count, respectively, than the average of the 3 terms paid out in any given year.

2020/21 Budget Planning

- 7.6 As explained in 7.1 and 7.2, the indicative 2020/21 Early years funding allocation is now based on the updated January 2019 census.
- 7.7 However, the DfE have confirmed on the 11th October 2019 "Following the chancellor's recent announcement on early years funding, we can now also confirm we'll increase the hourly funding rate for all local authorities for both two year old entitlement, and the vast majority of areas for the 3 and 4 year old entitlement" and they will publish further details in due course. Therefore final indicative 2020/21 allocations will be updated once those new funding rates are known, and as per the annual cycle, there will be a separate DSG Early years funding paper for Education Board including applicable recommendations as to how those increased funding rates should be applied.

8 High Needs Block

2019/20 Budget Update

- 8.1 The High Needs Block DSG budget has now been adjusted following the DfE's annual 'import and export adjustment*' announced in July 2019, and it is welcome to confirm this has increased the High Needs Blocks funds by a further £120,000 to now £19.536M.
- 8.2 In view that the "Detailed high needs budget allocation for 2019/20" was set and agreed at the last and most recent June 2019 EB, which also included a targeted allocation of £348,000 to restore the remaining DSG High Need block reserve deficit balance. This does therefore mean the application of the additional £120,000 fund can be directly allocated to support in year high need expenditure.
- 8.3 The Local Authority Head of SEND, as shown in appendix 1, has therefore applied this funding to commission and support further place fund and top up allocation to an existing enhanced high need primary mainstream provision, and out of borough support, given this is a particular pressure area.
- 8.4 And as noted, in the Appendix 1, the High Needs forecast is currently set online to budget, and this is given both the high need detailed budget allocation was only recently set in June 2019, and a revised and updated forecast position will be presented in the next DSG December 2019 EB paper. An updated position at December 2019, will then also allows enough time for the confirmation of final funded EHCP head count no.s in both our local special schools, and mainstream school provisions for the Autumn 2019 term.

'import and export adjustment*' - relates to a DfE defined in year High Need funding adjustment compiled from the latest January school census and RO6 Individualised learner record. Whereby a local authority's high needs block funding allocation is compensated if there is a net import increase from the previous year due to more other local authority home based pupils placed in their area, or alternatively reduced if there is a net export increase from the previous year, if more local authority home based pupils are placed in another local authority area. Southend's 2019/20 High Need block allocation has therefore increased by a further £120k (£6,000 awarded per pupil for a further 20 pupils), due to an overall revised net import of 84 pupils, compared to a net import of 64 pupils for the previous year.

2020/21 Budget Planning

- 8.5 The following is the key headlines, released by the DfE in relation to High needs funding for 2020/21:
- 8.5.1 The funding floor will be set at 8% so each local authority can plan for an increase of at least that percentage, after taking into account changes in their 2 to 18 population estimated through the office of national statistics. Which is based on the Local Authorities high needs allocation in 2019 to 2020, including the additional funding announced in December 2018.
- 8.5.2 The gains cap will be set at 17%, on the basis of per head of population, allowing authorities to see up to this percentage increase under the funding the formula.

8.5.3 The national funding increase in total for 2020/21 from 2019/20 is £735M.

8.6 Therefore, for our own local 2020/21 DSG high need funding allocation this has now been indicatively been set at £22.540M, an additional £3.004M from 2019/20, applying the full gains cap at 17%, which as previously stated, is because Southend has historically remained below an uncapped formulae. It must, therefore still remain noted, that the full indicative allocation before any gains cap would have been £22.927M. However, this is still obviously very welcome news considering the extensive financial pressures both nationally and locally that has been experienced. The actual full detailed application of this additional 2020/21 funding will be considered as part of the annually agreed EB June High Need detailed allocation budget paper, but given this substantial funding increase, this does also now allow the opportunity for any earlier and specific urgent considerations within limit, where, and if required.

9 Central Block

2020/21 Budget Planning

9.1 The following is the key September 2019 headlines, released by the DfE in relation to Central Block funding for 2020/21:

9.1.1 “As stated previously, we expect to start to reduce the historic commitments element of the block from 2020 to 2021, and detail of our approach will follow in due course.”

9.1.2 And, following this on the 11th October 2019, the DfE now stated in 2020/21 “there will be a 20% reduction to the element of funding that some authorities receive for historic commitments”.

9.2 As a reminder, the Central Block provides funding for LAs to carry out central functions on behalf of pupils in state-funded maintained school and academies. In 2018-19, as part of the NFF funding reforms, the Central Block was first formed as an isolated block of DSG, and funding was split into funding for historic commitments and funding for ongoing responsibilities (Previously these funds were centrally retained from the School Blocks). LAs received funding for historic commitments (nationally funded at £220M in 2019/20), based on a base lines exercise undertaken and published in August 2017, and funding for ongoing responsibilities (nationally funded at £248M in 2019/20) allocated according to the Central Block NFF funding formula.

- 9.3 Historic Commitments, under relevant schedules of legislation, are defined as “Capital expenditure funded from revenue”, “Prudential borrowing costs”, “Termination of employment costs”, “Contribution to combined budgets”. For our own LA and EB, we have only ever had expenditure recorded under the “Contribution to combined budgets”. – which is services funded from both DSG and other budgets of the local authority or contributions from other bodies. And for own LA and EB, there are no services, that were ever planned to be time limited for which this funding currently supports, which is despite the DfE previously releasing a statement, “in relation to funding for historic commitments there is an expectation that commitments will unwind over time as contracts reach their end points”. And I expect this is a similar position for most other LAs.
- 9.4 For our LA and EB, as shown on Appendix 1 – “contribution to combined budget” expenditure equates to circa £900,000 in 2019/20, but now reflecting a 20% funding reduction in 2020/21 (equivalent £181,000 loss).
- 9.5 It has, to also be said, there are very strict regulations on what Central Block funds are able to support, and therefore classed as ‘ongoing responsibilities’. An urgent question has therefore now been raised to the DfE, in relation to an option to this cover this loss in 2020/21 i.e. can the Local Authority and Education Board in 2020/21, apply a funding movement from the Schools blocks (within the 0.5% tolerance) to cover this loss in the Central Block. And therefore depending, on the DfE answer, this will influence any possible recommendation for Education Board to now consider in the next EB December 2019 meeting.
- 9.6 Therefore, as referenced in 5.6, the potential way to afford and administer this funding transfer from the Schools block to central block (whilst protecting the lowest funded schools per pupil) would be to hold some of the fully applied 1.84% per pupil led funding increase for all other schools back to cover this loss. Whilst, it is impossible to give an exact reduced % per pupil led figure at this time, a £181,000 funding transfer compared to the total 2020/21 indicative quantum of the schools block at £121.955M, is a relatively small 0.15%. Which also translates as an estimate revised minimum 1.5% to max 1.7% per pupil led funding increase, for all other schools instead.
- 9.7 However, regardless of the specific DfE answer for 2020/21, we must remain minded that both the ability to transfer DSG funding from the schools block to other DSG blocks, is subject to the annual conditions released by the DfE (so cannot be guaranteed in any given year), and a full £900,000 loss would also be above the current allowable 0.5% funding transfer. And therefore, to plan on these historic commitment services being supported by funding movements between blocks, is not a long term sustainable funding option moving forwards and particular consideration must also be given that the government’s intention remains for the implementation of a single ‘hard’ National Funding Formulae.

10 Latest forecast DSG reserve balances

10.1 The table below updates the current DSG reserve balances in relation to the Early years funding adjustment for 2018/19 only, as explained in 7.2.

Block	Schools – ISB £'000	Schools - growth £'000	Early Years £'000	High Needs £'000	Central £'000	Total £'000
Reserves surplus / (deficit)						
1 April 2019 B'fwd	0	(69)	594	(348)	39	216
18/19 Early years funding adj.	0	0	130	0	0	130
2019/20 forecast						
Variance	0	175	0	348	0	523
Transferred in year	0	0	0	0	0	0
31 March 2020	0	106	724	0	39	868

10.2 The DSG forecast reserve balance, does of course now forecast a much healthier reserve balance overall of £868,000 by March 2020 (and this is after considering the deficits expected over the last 2 financial years due to pressure on high needs funding, and therefore recovery actions taken to achieve this position). It must, however, remain minded at this time in the year, £724,000 of this total balance relates to early years funding, and it is also on the basis that the £348,000 bought forward High Need deficit balance remains on target to be re-paid back by the end of year.

11 Conclusion

11.1 Overall, it has to be recognised that the September 2019 funding announcements for both the Schools and High Needs block, are both a positive and welcome message for Dedicated School Grants funds and therefore the educational services provision those funds support.

11.2 It does however, have to remain noted, it is disappointing that the DfE intention for Dedicated School Grant funding allocations to support “historic commitments” under the Central Block is now unwinding from 2020/21.

12 Appendices

Appendix 1 - DSG 201920 latest budget and 202021 Indicative budget allocation

Appendix 1 - DSG 201920 latest budget and 202021 Indicative budget allocation
Recommend, if printed, to print in A3 Portrait

Appendix 1 - DSG 201920 latest budget and 202021 Indicative budget allocation			A	B	C = A + B	D	E = D - C	F	G = F - C
Recommend, if printed, to print in A3 Portrait			£	£	£	£	£	£	£
			2019/20					2020/21	
Block	S251 19/20 Line	Summary Line	Original Budget	In Year Budget adjustments	Latest Budget	Forecast Outturn*	Forecast Variance Over / (under)	Indicative Budget	Budget Variation from previous year increase / (decrease)
Subtotal Individual School Block allocations			118,093,026	-	118,093,026	118,093,026	-	120,958,339	2,865,313
Schools block -	1.1.7	De-delegated - Governor subscriptions	-	-	-	-	-	-	-
Centrally retained	1.1.8	De-delegated - Staff costs (Trade Union duties)	5,538	-	5,538	5,538	-	5,538	-
	1.4.10	Growth Fund	991,004	-	991,004	816,196	(174,808)	991,004	-
Schools Block Total			119,089,568	-	119,089,568	118,914,760	(174,808)	121,954,881	2,865,313
Early Years	1.0.1	2 year old provision	1,260,330	198,523	1,458,853	1,458,853	-	1,458,853	-
	1.0.1	3 and 4 y/o provision - Universal	6,760,254	(114,945)	6,645,309	6,645,309	-	6,645,309	-
	1.0.1	3 and 4 y/o provision - Additional	1,628,900	135,000	1,763,900	1,763,900	-	1,763,900	-
	1.0.1	Disability Access Fund	44,895	-	44,895	44,895	-	44,895	-
	1.0.1	Early Years Pupil Premium	125,667	1,819	127,486	127,486	-	127,486	-
	1.3.1	Central Expenditure on Children under 5	135,000	-	135,000	135,000	-	135,000	-
Early Years Block Total			9,955,046	220,397	10,175,443	10,175,443	-	10,175,443	-
High Needs	1.0.2	Place Funding - Special Schools	50,000	-	50,000	50,000	-		(50,000)
	1.0.2	Place Funding - Special Schools Recouped	5,506,648	-	5,506,648	5,506,648	-		(5,506,648)
	1.0.2	Place Funding - PRU Recouped	775,002	-	775,002	775,002	-		(775,002)
	1.0.2	Place Funding - Special Units	110,000	10,500	120,500	120,500	-		(120,500)
	1.0.2	Place Funding - Special Units Recouped	228,000	-	228,000	228,000	-		(228,000)
	1.10.2	Place Funding - Free School Recouped	-	-	-	-	-		-
	1.0.2	Place Funding - CCP and FE Recouped	612,000	-	612,000	612,000	-		(612,000)
Subtotal Place funding			7,281,650	10,500	7,292,150	7,292,150	-	-	(7,292,150)
	1.2.2	Special School - flexible place funding	61,000	-	61,000	61,000	-		(61,000)
	1.2.1 / 1.2.2	Special School Top ups	4,600,000	-	4,600,000	4,600,000	-		(4,600,000)
	1.2.1 / 1.2.2	Special Units Top ups	227,000	7,500	234,500	234,500	-		(234,500)
	1.2.2	PRU Top ups	320,000	-	320,000	320,000	-		(320,000)
	1.2.2	Preventative Pathway AP top ups	172,000	-	172,000	172,000	-		(172,000)
Subtotal Special School and PRU / AP provision top up funding			5,380,000	7,500	5,387,500	5,387,500	-	-	(5,387,500)
	1.2.1 / 1.2.2	EHCP Early years Top ups	100,000	-	100,000	100,000	-		(100,000)
	1.2.1 / 1.2.2	EHCP Inborough Mainstream - Primary Top ups	1,540,000	-	1,540,000	1,540,000	-		(1,540,000)
	1.2.1 / 1.2.2	EHCP Inborough Mainstream - Secondary Top ups	510,000	-	510,000	510,000	-		(510,000)
	1.2.1 / 1.2.2	EHCP Top ups - out of Borough	640,000	102,000	742,000	742,000	-		(742,000)
	1.2.2	EHCP Top ups - post 16 providers	750,000	-	750,000	750,000	-		(750,000)
EHCP top up provision schools and post-16			3,540,000	102,000	3,642,000	3,642,000	-	-	(3,642,000)
	1.2.3	EHCP funding - Independent providers	1,506,500	-	1,506,500	1,506,500	-		(1,506,500)
	1.2.4	HN targeted LCHI funding	10,000	-	10,000	10,000	-		(10,000)
	1.2.6	Hospital Education provision	100,000	-	100,000	100,000	-		(100,000)
	1.2.7	Individual Tuition service	185,100	-	185,100	185,100	-		(185,100)
	1.2.5	SEN Team - DSG Contribution	422,480	-	422,480	422,480	-		(422,480)
	1.2.5	SEN Support Services	211,500	-	211,500	211,500	-		(211,500)
	1.2.8	Behaviour & Reintegration Support (outreach)	242,000	-	242,000	242,000	-		(242,000)
	1.2.8	Outreach Harbour Development Centre	161,000	-	161,000	161,000	-		(161,000)
	1.2.5	Elective Home Education Costs	8,000	-	8,000	8,000	-		(8,000)
	1.2.11	Direct payments	20,000	-	20,000	20,000	-		(20,000)
Other High Need funding provision including SLA's			1,360,080	-	1,360,080	1,360,080	-	-	(1,360,080)
Total High Need Non-Place funding			11,786,580	109,500	11,896,080	11,896,080	0	0	(11,896,080)
High Needs block service lines total			19,068,230	120,000	19,188,230	19,188,230	-	-	(19,188,230)
High Need budget allocation targetted to restore High DSG reserve balances			347,733	-	347,733	-	(347,733)	-	(347,733)
High Needs Block total			19,415,963	120,000	19,535,963	19,188,230	(347,733)	22,539,939	3,003,976
Central block	1.4.1	Contribution to combined budgets	936,568	-	936,568	936,568	-	755,590	(180,978)
	1.4.14	CLA/MPA License	127,017	-	127,017	127,017	-	127,017	-
	1.4.2	School Admissions	236,300	-	236,300	236,300	-	236,300	-
	1.4.3	Servicing of School Forums	18,700	-	18,700	18,700	-	18,700	-
	1.5.1/1.5.2/1.5.3	ESG Retained	429,143	-	429,143	429,143	-	427,585	(1,558)
Central Block total			1,747,728	-	1,747,728	1,747,728	-	1,565,192	(182,536)
Grand Total			150,208,305	340,397	150,548,702	150,026,161	(522,541)	156,235,455	5,686,753
DSG - Funding									
Schools Block - ISB subtotal			(118,144,433)	-	(118,144,433)	(118,144,433)	-	(121,009,746)	(2,865,313)
Growth fund			(945,135)		(945,135)	(945,135)		(945,135)	-
Schools Block subtotal			(119,089,568)	-	(119,089,568)	(119,089,568)	-	(121,954,881)	(2,865,313)
Central Block			(1,747,728)	-	(1,747,728)	(1,747,728)	-	(1,565,192)	182,536
Early Years Block (2 year olds)			(1,260,330)	(198,523)	(1,458,853)	(1,458,853)	-	(1,458,853)	-
Early Years Block (3&4 yr olds - Universal)			(6,869,041)	114,945	(6,754,096)	(6,754,096)	-	(6,754,096)	-
Early Years Block (3&4 yr olds - Additional)			(1,655,113)	(135,000)	(1,790,113)	(1,790,113)	-	(1,790,113)	-
Early Years Disability Access Fund			(44,895)	-	(44,895)	(44,895)	-	(44,895)	-
Early Years Pupil Premium			(125,667)	(1,819)	(127,486)	(127,486)	-	(127,486)	-
Early Years DSG funding adjustment 18/19			-	-	-	(129,540)	(129,540)	-	-
Early years subtotal			(9,955,046)	(220,397)	(10,175,443)	(10,304,983)	(129,540)	(10,175,443)	-
High Needs total			(19,415,963)	(120,000)	(19,535,963)	(19,535,963)	-	(22,539,939)	(3,003,976)
DSG Funding Total			(150,208,305)	(340,397)	(150,548,702)	(150,678,242)	(129,540)	(156,235,455)	(5,686,753)
Total Net DSG Budget			-	-	-	(652,081)	(652,081)	-	-
DSG Reserves in totality									
DSG B/FWD Surplus / (Deficit)			216,000	-	216,000	216,000		868,081	-
(Issued to Above) / Drawn from above			-	-	-	652,081		-	-
DSG Expected C/Fwd Surplus / (Deficit)			216,000	-	216,000	868,081		868,081	-
DSG Reserves £'000									
1st April Surplus / (Deficit) Original			Schools		Early years	High Needs	Central	Total	
Early Years Funding adjustment for prior year			Schools ISB	Growth					
1st April Surplus / (Deficit) Revised			0	(69)	594	(348)	39	216	
			0	0	130	0	0	130	
			0	(69)	724	(348)	39	346	
In year Final Outturn Surplus / (Deficit)			0	175	0	348	0	523	
Transfer in Year			0	0	0	0	0	0	
31st March Surplus / (Deficit) forecast			0	106	724	(0)	39	868	

Forecast Outturn* - reflects current forecast where known and confirmed. Note High Needs detailed allocation (which was set at the last June 2019 Eduction Board (EB)) - is held online to budget and will be updated for December's EB and therefore once final Autumn term EHCP funding head counts have been confirmed

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Southend-on-Sea Borough Council

Report of Deputy Chief Executive (People)

To

Executive Briefing

On

3rd Sept 2019

Report prepared by: Brin Martin, Director of Learning

Agenda
Item No.

8

Report on School Outcomes Summer 2019

People Scrutiny Committee
Cabinet Member: Councillor Anne Jones
Part 1 (Public Agenda Item)

1. Purpose of Report

- 1.1. The purpose of the report is to inform cabinet of the early high level performance data from Southend schools following the summer 2019 examinations and tests.

2. Recommendations

- 2.1 That Cabinet note the overall performance of Southend schools at each key stage, in particular relative to the emerging national benchmarks.

3. Background

- 3.1. It should be stressed that at this stage, the majority of the outcomes are “raw” and unvalidated. Whilst the overall scores are unlikely to change significantly, results for individual schools may fluctuate, which may affect the overall figures. However, in view of likely public interest, it is important that Cabinet are aware of the emerging picture of the Borough-wide outcomes.
- 3.2. Results for individual schools are not yet in the public domain until validated, later in the autumn term (October). At this stage, Officers will be able to provide far greater detail in relation to national and regional benchmarks, and the performance of different groups including those in receipt of free school meals, CLA and SEND for example. This information will be presented back to Cabinet through the more detailed Annual Education Report.
- 3.3. In summary, the results by key stage in relation to the 2019 results and the national benchmark is shown below

KS	Measure	Outcome (2018)	National	Comparison; Trend
EY	% pupils achieving a good level of development	74% (73.9%)	71.8%	Above; up
Y1	Phonics expected standard	82.6% (82.2%)	82%	Above; up
KS1	Expected standard in reading, writing and maths	65.6% (64.6%)	65.3%	Above; up
KS2	Expected standard in reading, writing and maths	67.7% (68.2%)	65%	Above; down
KS2	Progress	Read +0.11 (0.0) Write +0.12 (0.4) Maths +0.64 (0.6)	N/A	Up Down Up
KS4	% 4-9 in English & maths % 5-9 in English & maths	73.0% (71.5%) 56.5% (55.3%)	N/A N/A	Up
KS5	%A*-A	28.6%	25.5%	Above
KS5	%A*-E	98.5%	97.6%	Above

4. Other Options

4.1. None

5. Reasons for Recommendations

5.1. Previously Cabinet has not been sighted on the performance of Southend Schools at each Key Stage. Whilst this report is based upon the early outcomes subject to validation, it is important that Cabinet is able to take a view on the relative performance of schools.

5.2. Following Cabinet and scrutiny consideration, members may wish to consider the support and challenge that Officers provide to all schools, maintained and academy, through the operation of the Southend Education Board, in terms of the relative priorities emerging.

6. Corporate Implications

6.1 Contribution to the Southend 2050 Road Map

6.1.1 Within Opportunity and Prosperity, “Our children are school and life ready and our workforce is skilled and job ready” reflects member’s ambitions relating to improving pupil and school performance.

6.2 Financial Implications

6.2.1 Support from the Council for improving school performance is commissioned through the core budget. It should be noted that all schools, and in particular academies/trusts are ultimately responsible for their own improvement journey and resource.

6.3 Equalities and Diversity Implications

6.3.1 Once further pupil level data is both available and validated, further work will be undertaken to analysis and if require act upon the relative performance of vulnerable groups.

7. Background Papers

7.1. None

8. Appendices

8.1. Appendix One, Key stage Outcomes 2019 for Southend schools.

Appendix One, Key stage Outcomes 2019 for Southend schools.

By Key Stage

Early Years

In Early Years (reception year), the percentage of pupils achieving a good level of development is 74.0% (71.8% nationally), which has risen very slightly from results in 2018. This figure is 2.2 percentage points higher than the emerging national figure.

This indicates no significant change from last year, but remains above the national figure.

Key Stage One

At the end of Key Stage One (years 1-2), the percentage of Southend pupils achieving the expected standard or above in combined reading, writing and maths is 65.7%, which is an increase of 1.1 percentage points compared to 2018. The emerging national based on results from 152 LA's for KS1 reading, writing and maths combined is 64.9%, a decrease of 0.4 percentage points compared to 2018. The Southend figure is currently 0.8 percentage points higher than the emerging national picture. This is important as Southend schools have addressed the slight "dip" in relative performance against the national figure achieved in 2018.

This indicates improvement upon last year, and remains above the national figure.

The results in the year one phonics remain broadly similar to last year, with a slight rise to 82.6% compared to the national figure of 82%.

Key Stage Two

The percentage of Southend pupils at the end of Key Stage Two (years 3-6) achieving the expected standard or above in combined reading test, writing teacher assessment and maths test is 67.7%. This is a slight decrease of 0.5 percentage points compared to 2018, but remains some 2.7% above the emerging national figure of 65%.

Slight decline upon last year, above the national.

Provisional outcomes in terms of progress made from Key Stage One to Key Stage Two show that Southend pupils made average progress in reading (+0.11) and maths (+0.12) but were significantly above average in writing (+0.64). A progress score of zero indicates that pupils on average do about as well at KS2 as those with similar prior attainment nationally.

Key Stage Four

At Key Stage Four (year 11), the recently announced results are still subject to variation. The means of calibrating outcomes is in the third year of transition. In essence, the previous benchmark of A*-C in both English and mathematics is broadly equivalent to the new numerical measure of a grade 4 or better in both subjects. Provisional figures suggest that 73% of pupils achieved the benchmark of 4+ in both English and maths. This is compared to 71.5% for the similar measure last year. There was also an improvement in the percentage of pupils achieving 5-9 in English and maths, with 56.5% achieving this threshold in 2019 compared to 55.3% in 2018.

Improvement on last year

Key Stage Five

At Key Stage Five (end of sixth form), provisional results for 10 schools in the borough with sixth forms suggest that 28.6% of entries were A* or A grades, compared to national figures of 25.5%, with 98.5% of all grades being A*- E grade, above the national equivalent of 97.6%.

Above the national.

Strengthening a culture of inclusion in Southend schools

Project Update

On behalf of Isos Partnership, commissioned to undertake this research

8th October



Context to the project

Research objectives

1

Build a detailed picture of the level of inclusion across the borough

2

Identify good practice in supporting a variety of vulnerable cohorts

3

Consider what is needed strategically to strengthen inclusion and build consistent, shared accountability

Project structure

Phase 1 (July 2019): *Project setup*

- Fieldwork preparation
- Initial engagement with local authority colleagues



Phase 2 (Sept 2019): *Evidence gathering*

- Fieldwork visits to settings: 6x primary, 4x secondary, special schools, colleges, AP
- Survey to parents/professionals
- Analysis of inclusion at LA and school-level, looking at variations across pupil groups



Phase 3 (Oct – Dec 2019): *Developing final report*

- Meet with Senior Management Teams, Education Board, schools/settings to test recommendations
- Finalise report based on feedback

Headline messages the survey (we should be wary of extrapolating from relatively low numbers)

Culture and ethos

- Of the 43 parents who answered the question, 58% felt that the overall culture and ethos of their child's school promoted inclusion either effectively or very effectively. Professionals who responded to the survey were, on average, more positive about the culture of inclusion in their schools – 93% (of 29 respondents) felt it was effective or very effective.

Teaching and learning

- Parents were slightly less positive about the effectiveness of teaching and learning for children with additional needs and the additional support on offer. 45% rated teaching and learning for those with additional needs as very effective or effective and 35% rated the additional support as very effective or effective.
- Professionals, again, were very positive in their responses. 96% rated teaching and learning as very effective or effective and 85% felt additional support was very effective or effective.

Other services

- Other services available for children with additional needs were rated as effective by 75% of the parents able to answer the question and 55% of professionals.

What parents and professionals would like to see improve (based on survey responses)...

- In addition to more funding and more staff, parents would like to see better training for SENCOs, TAs and teachers on SEND, more information about the support on offer, better communication and more joint / partnership working with parents / families.
- Professionals would welcome a more equitable distribution of vulnerable pupils across Southend schools, more opportunities to share ideas between schools including joint CPD, and better information and support around transition.

Next steps

Phase 1 (July 2019): *Project setup*

- Fieldwork preparation
- Initial engagement with local authority colleagues



Phase 2 (Sept 2019): *Evidence gathering*

- Fieldwork visits to settings: 6x primary, 4x secondary, special schools, colleges, AP
- Survey to parents/professionals
- Analysis of inclusion at LA and school-level, looking at variations across pupil groups



Phase 3 (Oct – Dec 2019): *Developing final report*

- Triangulate evidence from engagements with LA, schools/settings, survey, published data and internal data
- Meet with Senior Management Teams, Education Board, schools/settings to test recommendations (provisionally 4th and 17th December)
- Finalise report based on feedback

8 th Oct	Directors Briefing done
22 nd Oct	Education Board, orientation to the timeline
Early Nov	ISOS to provide Brin with early first draft of report
7 th Nov 10-11	ISOS to share report at Learning management team meeting Following that to meet with Brin
4 th Dec	ISOS to present to CMT (TBC by Brin) Stakeholder workshop to be arranged
	ISOS finalise report in view of CMT/LSMT and stakeholders
17 th Dec	Report findings presented at Education Board (Brin happy to do)

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OFSTED INSPECTION FEEDBACK 2019

Working to make children's lives better.

Overview

The Inspection of Local Authority Children's Services (ILACS) took place between 15th and 26th July

The inspection team spent most of their time with practitioners and reviewing children's records. The inspection covered all areas of the service working with children in need of help and protection and looked after children and care leavers

The opening statement in the report summarises our position:

Services for children in Southend-on-Sea require improvement to be good, as was the case at the last inspection in 2016. While senior leaders have made significant progress in some areas in improving the quality of practice, despite a challenging local context, there is more work to do. Leaders have concentrated heavily on strengthening the 'front door' multi-agency response to contacts and referrals, planning for children in need and services for vulnerable adolescents, following learning from a joint inspection. These services are now highly effective

The Judgement

Children's Services in Southend-on-Sea “require improvement to be good”

- Children in Need of help and protection
- Looked After Children and Care Leavers
- Leadership

It is a wide grade judgement ranging from close to inadequate to on the cusp of good. We have much that is good and want to improve further for better outcomes for our children.

Significant Improvements

The following services have been described as improved, effective, highly effective, strong or excellent:

Strong cross-party political and corporate support for Children's Services

Responses to contact and referrals (MASH+)

Early help services

CIN planning

Adoption for children and for adoptive parents is an area of excellence

Support for looked after children and care leavers to keep themselves safe

Partnerships are a strength in Southend-on-Sea

The following services have been described as improved, effective, highly effective, strong or excellent:

Leaders have made considerable progress developing a reliable performance management framework

38 Assessments informed by the views of children

MARAT and response to domestic abuse

Strategy meetings

Safeguarding of children who are missing education or home educated

LADO

The following services have been described as improved, effective, highly effective, strong or excellent:

Quality of evidence presented to the court in care proceedings

3 Educational outcomes for looked after children

Planning for reunification

Services for vulnerable adolescents

Relationships with care leavers improves outcomes

Performance management systems

Requires improvement

The areas for improvement are the ones we had seen and had advised Ofsted. The inspection report details main areas for improvement.

The report details 4 areas for improvement. This compares with 12 areas for improvement following the inspection in 2016. The areas for improvement are:

- Managers' and leaders' oversight, and evaluation, of the quality of frontline practice, and translating this into timely planning for improvements for children within their timeframe
- The quality of planning for children in need of protection.
- The oversight and challenge from independent chairs of children's child protection conferences and children's care reviews.
- The timeliness and effectiveness of pre-proceedings under the public law outline (PLO) arrangements.

Next Steps:

- Review our strategic improvement plan and make amendments
- Provide Ofsted with our plan based on the four areas for improvement within 60 days from receipt of the letter.
- Share the revised strategic improvement plan with the Children's Services Improvement Board, this working group, the service and safeguarding partners

Through the medium of 2050 outcomes

- Implementing the WSoA
- Inclusion in schools
- More effective multi agency working, in particular with social care and CC

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In mapping our service against 2050, the collective importance of the roadmap cannot be underestimated:

2019

1. *Improved Children's wellbeing (0-19) pathways, including through better use of Childrens Centres*
2. Identify and agree **secondary school places solution** and **pathways into education, employment and training**
3. Work with schools and academy trusts to **secure improvements in performance in underperforming schools**
4. **More Southend pupils are able to attend a Grammar School** if they choose

2020

5. **The gap between disadvantaged pupils and their peers continues to close**
6. **Raising aspiration and educational attainment in deprived areas**

2021

7. **All schools will be good or outstanding**

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Executive Director
Children and Public
Health (DSC)
To be announced

45
Director for Education
and Early Years
Brin Martin

John O'Loughlin
Direct Children's
Services

Director of Public
Health (Interim)
Krishna Ramkhelawon

Head of Strategy
Policy and
Performance
Mike Bennett

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Southend Education Board

School Performance Sub Group (Oct 2019)

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Meetings this term: 11th September 2019

At this term's meeting, the focus was on the unvalidated data for 2019.

Southend's Primary Schools

At primary, there was strong performance across all key stages.

In Early Years 74% of pupils achieved a Good Level of Development (2018 national was 72%).

In the Year 1 Phonics Screening Check 82.6% achieved the standard (2018 national was 82%).

KS1 combined Reading, Writing and Maths was 65.6% (2018 national was 65%).

KS2 combined Reading, Writing and Maths was 67.8% compared to 65% nationally. At the high standard, 13.4% achieved this compared to 11% nationally. This places Southend in the upper/second quartile for the expected and high standard. Against our statistical neighbours, Southend was ranked 30th at Expected and 24th the High Standard. Southend was 2nd in the Eastern Region.

KS2 Progress Scores were: Reading +0.11; Writing +0.12; and Maths +0.64.

			RWM*		READING			WRITING TA		MATHS			GPS					
Estab. No.	School	Cohort	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div> SS	Avg.	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>GDS</div></div> SS	Avg.	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	SS	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>
-	LA	2,211	67.8%	13.4%	105.0	24.1%	75.4%	29.2%	82.0%	25.8%	105.6	19.7%	79.8%	30.2%	106.9	20.1%	79.5%	39.1%

The group discussed the performance of individual schools, in terms of attainment and progress, alongside other known contextual factors, in order to determine which schools should be identified for intervention. Amanda Champ has started the process of contacting schools and brokering support packages using the Teaching Schools and LLEs.

Southend's Secondary Schools

The good performance was continued in our secondary schools.

At the end of KS4, the provisional data from results day was that 73% achieved 4+ in English and Maths combined and 56.6% 5+

Schools were identified for continued support.

Updates on the support offered and taken up by identified schools will be shared with the group at the next meeting in December 2019.

Darren Woollard (Chair)

Southend Education Board, Resources Sub Group (RSG)

8th October 2019, 4.30-5.45, Southend High School for Boys

DRAFT Minutes of the meeting

Membership of the sub group for Resources	(Draft, nominations received) representation
3 nominations from the Education Board (Headteacher/governor)	Robin Bevan (secondary) CHAIR Maurice Sweeting (SECAT, governor) Vacancy
4 other members nominated from the four associations	Nick Booth (primary) Vacancy (secondary) Jackie Mullan (special) Anthony McGarel (governor)
1 school business manager nominated from Board	Simon Oxenham (SHSB)
Council Officer representation as required for the papers	Paul Grout (Senior Finance Business Partner) Gary Bloom (Head of SEND) Christine Hickey (School Finance Service Manager) Brin Martin (Director of Learning) in attendance

Time	Agenda item	Decision? Action
4.30	<p>Membership Apologies</p> <p>And council officer representation as required for papers</p> <p>Officers present:</p> <p>Paul Grout Elaine Hammans</p>	<p>Anthony McGarel gave his apologies for this meeting.</p>
	Membership Vacancies	<p>2 vacancies:</p> <p>Formal minuted recognition at the RSG group that Niki Bannister has resigned from the Education Board and RSG group, and we thank Niki for her previous time on the RSG group.</p> <p>Action: Education Board to elect the required 3rd representative from Education Board, arising from this vacancy.</p> <p>Formal minuted recognition at the RSG group, that Paul Hayman has moved across to the performance sup group, and we thank Paul for his previous time on the RSG group.</p>

		<p>Action: Chair of the RSG group, to seek a new member from the secondary association, arising from this vacancy.</p> <p>RSG members questioned the protocol for election of the RSG chair and the term of office. It was agreed that this should be consistent with the other sub-groups.</p> <p>Action: to consider at the Education Board a common approach for annual election of the chair from within the sub-group membership.</p>
4.40	Minutes of the last meeting 23.05.19	No amendments. Minutes agreed and now Final. All action points completed.
4.45	<p>DSG 2019/20 budget update and 2020/21 Indicative budget planning including Individual School Block (ISB) allocations (PG)</p> <p>DRAFT Paper and Appendix supplied</p>	<p>A helpful discussion on the contents of the paper and no formal amendments required.</p> <p>It was noted, simply at this stage, that the paper itself could not be finalized in terms of the overall indicative £DSG allocations for 2020/21 until the DfE have released that data set (due early October 19) and therefore currently planned to be available in time for the Education Board paper release itself.</p>
5.35	LA DfE consultation response on compulsory minimum rates per pupil (PG)	<p>Consultation response agreed and will be submitted.</p> <p>And in essence, we support the mandatory minimum per pupil amount levels, on the condition all other schools are continually protected through a positive MFG per pupil baseline.</p>
5.40	AOB	<p>Robin asked whether there would be an Education Board update in relation to the de-delegated Public Duties fund.</p> <p>Action: Maurice confirmed he was expecting there would be, and therefore this would be an agenda item at the next Education Board.</p>
5.45	<p>Date of next meeting:</p> <p>3rd December 2019 (ahead of December Education Board date) – Southend High School for boys 4:30 pm to 5.30 pm.</p> <p>Next set of RSG 2019 Papers at the</p>	

	<p>December meeting:</p> <ol style="list-style-type: none"> 1. DSG 2020/21 Budget planning including ISB allocations (PG) 2. DSG Forecast Outturn 2019/20 (PG) 3. DSG Early years funding 2020/21 (EH/PG) <p>Future RSG meeting dates – Southend High School for boys 4:00 pm to 5.30 pm (& planned papers ahead of Education Board):</p> <p>7th January 2020 (if needed, tbc)</p> <ol style="list-style-type: none"> 1. DSG 2020/21 Final Budget including ISB allocations (PG) <p>3rd March 2020 (if needed, tbc)</p> <p>No DSG finance papers currently planned or applicable</p> <p>tbc June 2020</p> <ol style="list-style-type: none"> 1. DSG Final Outturn 2019/20 (PG) 2. DSG High Need detailed budget allocations 2020/21 (PG/GB) <p>Meeting close</p>	
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