

Committee:	School Forum
Meeting Date:	22 October 2015
Title:	De-Delegation & Centrally Retained DSG
Author:	Michael Quinton
Decision making / consultative / information:	Decision Making
Who can vote?	De-delegation <u>by phase</u> – Maintained Primary and Secondary (Middle deemed secondary) members only Centrally Retained – All those with voting rights

What is the Forum being asked to decide?

1. The Forum is being asked to agree the de-delegation of funding back to the Local Authority for the continuation of those services as follows:
 - Contingencies (Intervention Fund)
 - Behaviour Support Services
 - Support to under-performing ethnic groups and bilingual learners
 - Trade Union time (an increase in the amount to be de-delegated as set out in paragraph 11 and subsequent table.
2. De-delegation is not an option to vote on for Academies, Special Schools, PRUs or Nurseries / Early Years providers.
3. Agree on the continuation of the centrally retained services as set out from paragraph 17 and further detail in **Annex A**.
4. The Forum (as stated above in paragraph 1) is also being asked to decide upon increasing the amount per pupil being de-delegated in respect of Trade Union facilities time.
5. It's important to note that overall the % of funding that is attributable to de-delegation and centrally retained services equates to only 2.8% of total Schools block allocation.

Reason for recommendation

6. As discussed at previous forums the presumption is that all Schools Block funding is delegated to schools. The Forum can then decide on what should be de-delegated and centrally retained. The Forum need to agree this each year.

Alternative options

7. Schools Forum could decide not to de-delegate funding and also decide on what is / isn't centrally retained.
8. With regard to Trade Union time the Forum could decide on no increases after evaluating and discussing the proposals for the requested rise.

Who will be affected by this decision?

9. Maintained Primary and Secondary (by phase) can vote on what is de-delegated and all those with voting rights on what is centrally retained. De-delegation is not an option for Academies, Special Schools, Nurseries or PRUs.
10. Where de-delegation has been agreed for maintained Primary and Secondary Schools, it is the Department's presumption that the LA (Schools Choice) will offer the service to those schools and Academies in their area which are not covered by the de-delegation. Academies will continue to receive a share of funding for these services in their delegated budget through the General Annual Grant (GAG).

Main Body of the Report

De-delegation

11. Decisions taken on de-delegation in 2015-16 were for one year only, so decisions for each service will be required in 2016-17. For the 2016-17 financial year the recommendation is to retain the same level of per pupil funding for the services with the exception of Trade Union time. Please see below table setting out the amount, how this will impact on schools by phase and giving some examples dependant on the size of schools.

De-delegation detail & Trade Union increase

Secondary School - no. of pupils	Contingencies		Behaviour Support		Ethnic Minorities		Trade Union				Grand Total
	Cost per pupil	Total cost per school	Cost per pupil	Total cost per school	Cost per pupil	Total cost per school	Current Trade Union cost per pupil - £0.99	Proposed increase of £0.51	Cost per pupil	Total cost per school	
600		£8,766		£7,308		£1,146	£594	£306		£900	£10,812
900	£14.61	£13,149	£12.18	£10,962	£1.91	£1,719	£891	£459	£1.50	£1,350	£16,218
1200		£17,532		£14,616		£2,292	£1,188	£612		£1,800	£21,624
Primary School - no. of pupils	Cost per pupil	Total cost per school	Cost per pupil	Total cost per school	Cost per pupil	Total cost per school	Current Trade Union cost per pupil - £0.99	Proposed increase of £0.51	Cost per pupil	Total cost per school	Grand Total
100		£1,461		£1,218		£191	£99	£51		£150	£1,802
210		£3,068		£2,558		£401	£208	£107		£315	£3,784
315	£14.61	£4,602	£12.18	£3,837	£1.91	£602	£312	£161	£1.50	£473	£5,676
630		£9,204		£7,673		£1,203	£624	£321		£945	£11,353

12. See Trade Union paper for further details on the reasons for request to increase the amount de-delegated.
13. Overall the approximate increase to Schools for de-delegation relating to the £0.51 increase for Trade Union time would be £26,321.

14. Therefore the total amount (approximately) for Trade Union time and the other areas of de-delegation are:
- | | |
|-------------------------------------|---------------------|
| ▪ Trade Union | - £77,415 |
| ▪ Contingencies (Intervention Fund) | - £757,118 |
| ▪ Behaviour Support | - £628,610 |
| ▪ Ethnic Minorities | - £98,575 |
| ▪ Total | - £1,561,718 |
15. These figures are liable to change with the number of pupils recorded on the October 15 census and potentially further academy conversions. Final totals will be reported at the January meeting before submission to the DfE.
16. For each of the de-delegated areas the vote by forum members is by phase – Primary and Secondary. For the purpose of voting, Middle Schools are deemed Secondary.

Centrally Retained Funding

17. For 2016-17 and after previous discussion at Forum the recommendation is to agree to retain the same level of funding at 2015-16 levels. The same limitations to these areas still apply that no new commitments or increases in expenditure are allowed. See **Annex A** breakdown of the areas, current budgets for 2015-16 and how the funding is used including impact and outcomes.
18. The Forum are being asked to agree as in previous years that this portion of the DSG can be held centrally for the services to continue.
19. With the exception of:
- Behaviour Interventions (Education & Learning) – This funding was used to support targeted behaviour projects. It has been used to support school based projects in the past aimed at reducing exclusions. Evidence is inconclusive about the impact of the projects funded. Therefore it is proposed that £30,000 is returned in to school budgets as this funding is no longer used in the way it was originally intended. This equates to £0.35 per pupil.

Annex A

Centrally Retained DSG Funding

Area	Budget £	Approx. £ per pupil	How the funding is used	Impact and Outcomes of the funding
Child & Adolescent Mental Health Services	170,100	£1.91	This funding contributes to the funding for the Primary Mental Health Workers who provide early intervention and prevention services for children, young people and families presenting with early emotional and mental health problems.	PMHWs work directly with schools to support and train staff to enable the right level of support for pupils, such as group interventions, identification and management of specific issues that children may present with. Most significantly, teachers and other tier 1 staff are able to develop their skills and confidence in recognising and dealing with mental health issues and in turn providing better outcomes for their young people.
Central Support	2,375,036	£26.69	<p>This 'central' funding provides the following:</p> <ol style="list-style-type: none"> 1. Redundancy costs 2. Corporate Landlord responsibilities 3. License and Subscription costs 4. Legal Costs 5. School Admissions 6. Schools Forum 	<ol style="list-style-type: none"> 1. This is funding used to fund redundancy payments incurred by all LA maintained schools provided the LA has agreed to a reorganisation or restructure and the school follows all LA guidance and protocols. 2. Landlord responsibilities support and provide schools with: Asbestos management, Statutory Maintenance review, Condition Survey and review, Building Fabric and Mechanical and Electrical installations, Energy Display Certificate, Corporate Property Advisor (CPA) role and access to 24/7 professional and technical property management advice and support, Premises Management Training and Online access to asset management data via K2 Schools Portal. All procedures involved in the above services are accredited to Quality Management ISO9001 standard; annually audited by external auditors. The services included were formally discussed at Forum meetings in 2013-14 so that schools were clear on all services, including the traded elements 3. The LA now pays on behalf of schools all licensing costs as directed by changes from DfE. Schools are no longer responsible for paying for these

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				<ol style="list-style-type: none"> 4. This provides schools with dedicated legal support from Suffolk Legal, where there are minor issues and a small amount of legal advice can save costs in the long term. It will not cover ongoing and complex HR issues or contractual law which schools would need to fund from their delegated budgets. 5. The funding enables the LA to fulfil its statutory duties in managing and coordinating school admissions 6. For the venues / room hire and other associated meetings when and if required. This funding as agreed by Forum has already been reduced
Early Help	2,449,131	£27.52	<p>Early Help teams provide a wide range of help and support to children and families who do not meet the thresholds for statutory intervention. Much of this is focussed around the CAF / TAC process but they will also work with young people at risk of NEET, and provide parenting advice and support.</p>	<p>The Early Help service provides support to schools in the following ways:</p> <ol style="list-style-type: none"> 1. 43% of open CAFs were referred to Early Help (EH) from Schools. Early Help are working with these children, young people and their families to address a variety of issues from behaviour (30%), mental health/emotional wellbeing (22%), relationships (9%) and education attendance (6%) amongst others. Using Signs of Safety and Wellbeing (SoS&W) the EH teams work with families and young people to make sustainable changes to their lifestyle which will allow them to become more resilient and make more of a contribution to their communities. 62.8% of CAFs closed since April 2015 had met the desired outcome and 100% of children and young people and 88% of parents/carers who were asked in July 2015 reported that things were better following support from the EH teams. 2. Transition Workers provide some schools with support in identifying young people at risk of becoming NEET. In some schools we are piloting working with young people in years 10 and 11, providing a sustainable approach to long term career plans for our most vulnerable young people identified by schools. 3. Specialist Youth Support Workers (SpYSW) work in collaboration with schools to provide statistical data for the DoE around the September Guarantee, Activity Survey and Destination Survey.

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				<ol style="list-style-type: none"> 4. SpYSWs also work with vulnerable young people at risk of becoming NEET and try to work with all 16-18 year olds who are NEET to assist schools in delivering on RPA and improve long term outcomes for young people in Suffolk. 5. SpYSWs work with schools to support them, and young people who have SEN, via consultancy in their new responsibilities with regard to completing E&HC plans. 6. There are plans to provide group work in schools addressing various issues such as increasing Young people's confidence and self-esteem and in reducing bullying. 7. The Parenting team is part of the EH offer and has increased in resource so as to be able to provide a more co-ordinated and standard provision across the county. They provide parenting courses for parents, the Caring Dads program for perpetrators of Domestic Abuse and provide seminars to schools on Strengthening families. The Parenting Team have recently been reviewed by Public Health who felt that they were delivering a good evidence based service that was supporting families to make sustainable changes to their lives and relationships which had positive outcomes for children and young people. 8. The Children's Centre work closely with Primary Schools , Nurseries and Early Years Settings to ensure children are ready for school life and have reached an appropriate level of physical and emotional development to make a full contribution to school life. They do this by promoting numeracy, literacy and school readiness in their groups, 1:1 work with families and in the support they provide to the community and local providers. 9. The EH team are represented at the In Year Fair Access Panels to support schools to find appropriate educational settings for vulnerable and challenging young people. 10. The EH teams also provide training and support with the CAF and SOS&W to schools at their request.

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Education & Learning	1,845,154	£20.73	The funding contributes to the work of the Education and Learning service, funding staffing; mainly consultants and interims engaged in targeted intervention work, Advanced Skills Teachers (AST) / Advance Key Practitioners (AKP), and contributes to the County Music Service (CMS).	<p>1. The funding allocated to Education & learning Staffing has been used to support direct interventions in school of concern. The interventions have included the deployment of experienced consultants to work with schools of concern, particularly those in an Ofsted category Special measures or Requires Improvement. The funding has enabled the LA to financially support Interim Executive board members to ensure that high quality experience professionals lead schools where governance has been identified as inadequate by Ofsted as well as providing the mechanism for independent School Improvement Boards to be established as part of the LA intervention strategy to challenge the improvement of schools at risk of being placed in an Ofsted category or where the school has been placed in special measures but an academy order or IEB is not in place.</p> <p>For example a school was placed in special measures in December 2014, the head teacher was off and the deputy needed significant support to enable him to begin to address the key issues. The consultant was given the focus of developing the deputy head as acting head and to challenge the acting head to tackle significant underperformance of staff across the school. The consultant's role was to work with the school and the LA to ensure that the school improved in the substantive head's absence and to remain focused on school improvement. HMI visit in the summer term recognised that the improvements had been made.</p> <p>ASTs /AKPs support interventions in school using the professional expertise of highly skilled practitioners. It has enabled skilled teachers to provide support to a wide range of schools where there is a need and the ASTs and AKPs have been deployed by E&L as part of school improvement and to complement the small number of Specialist Leaders in Education (SLE) currently available to be</p>

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				<p>deployed from Teaching Schools in Suffolk, particularly in the primary phase. There have been positive outcomes working with schools in special measures and requires improvement across many areas. More recently there have been some positive results focussing on Yr 5 and 6 teaching and learning in Mathematics resulting in a clear maths revision programme and booster sessions, resulting in a marked % increase for Yr 6 pupils over just one term.</p> <p>2. The County Music Service is funded from three sources of funding; a ring-fenced national Music Hub grant, trading income, and a contribution from DSG. Suffolk County Council is the lead organisation for the Suffolk Music Education Hub. This funding has enabled large-scale Suffolk initiatives such as the availability of our Gamelan to schools, the annual Celebration of Schools' Music - now preparing for the 29th anniversary of its founding in 1988, and other major music education projects with Aldeburgh Music and national and international professional ensembles and artists working in Suffolk schools, etc. all of which are beyond what individual schools could ever access, fund or manage.</p>
Looked After Children Education Service	373,779	£4.20	The funding is used for the LACCESS Virtual School and ensures that schools and governing bodies can meet their statutory duties to looked after children.	<p>1. Providing training and advice for designated teachers for looked after children. The governing body of every maintained school, academy and free school must appoint a designated teacher for looked after children (Children and Young Persons Act, 2008, and Education Funding Agency agreements). The designated teacher must lead the school staff on meeting the needs of looked after children and must undertake appropriate training.</p> <p>2. Providing training and advice to governing bodies and operating its own Virtual School Governing Body, with Suffolk head teacher membership (both of which have particular importance in the context of the Ofsted East of England priority in raising attainment for looked after children).</p>

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				<ol style="list-style-type: none"> 3. Providing the Designated Teacher App (or online guidance if preferred) free to all Suffolk schools. The app and guidance provide detailed information on the role and tasks of designated teachers. 4. Providing a website on the main SCC website, where advice, documentation and latest news can be derived. 5. Providing a straightforward system of data collection for attainment of looked after children from schools and, linked to that, ensuring that the Pupil Premium Grant Plus for looked after children reaches schools under the conditions of grant and all statutory requirements. 6. Providing direct links to the Virtual Schools of other authorities where looked after children from those authorities are placed in Suffolk schools. 7. Having seven “school facing” staff to provide information, advice and support on individual cases. 8. In partnership with Suffolk schools, achieving a huge reduction in persistent absence for looked after children, reducing from 15% to 3.2% over ten years and now well below the national average.

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School Support	714,599	£8.03	This funding is used to support key processes around the high needs block, and other school facing processes, such as CAF work.	<ol style="list-style-type: none"> 1. Within the High Needs block this funding is used to meet the costs of the 'HNB Hub' which undertakes the termly census of high needs pupils, undertakes moderation, and provides the data required for the allocation of top-up funding to schools. Without this resource the current process could not operate and funding could not be targeted to schools on the basis of pupil needs as it is now. The number of pupils requiring top-up funding has increased term on term, and we are now dealing with over 3,000 pupils each term, an increase of over 600 on the since the start of the funding reforms in 2013. This has been done with no additional resource. 2. The funding is also used to manage the processes around issuing Statements and EHCPS. This is also a significant level of workload and one that is increasing over time. 3. Finally this funding supports the administration and co-ordination of the CAF / TAC process. If this funding was not available this work would have to fall upon schools when they were referring a child for a CAF assessment.

Total

7,927,799