

<b>Committee:</b>	Schools Forum
<b>Meeting Date:</b>	26 <sup>th</sup> November 2020
<b>Title:</b>	Approval of De-delegated Budgets 2021-22
<b>Author:</b>	Sonya Harban, Strategic Finance Partner CYP
<b>Decision making / consultative / information:</b>	Decision Making
<b>Who can vote?</b>	De-delegated – by phase – primary and secondary maintained schools' members only

### What is the Forum being asked to decide?

1. Schools Forum is also asked to agree the de-delegation of funding back to the Local Authority for the continuation of each of the following services detailed in Annexes A-D: Intervention Fund, County Inclusion Support Services (CISS), Support to under-performing ethnic groups including bilingual learners and Trade Unions, by phase for maintained primary and secondary schools.

### Reason for recommendation

2. Funding for de-delegated services is allocated through the funding formula to all schools, but can be passed back i.e. de-delegated, for maintained mainstream primary and secondary schools, so that the service can be provided centrally.

### Alternative options

3. Schools Forum could decide not to approve the continuation of these de-delegated budgets. Schools would then have to manage these services individually.

### Who will be affected by this decision?

4. The decision whether a service should be de-delegated by phase will apply to all maintained mainstream schools in that phase.
5. De-delegation is not an option for academies, special schools, nurseries or PRUs. Where de-delegation has been agreed for maintained mainstream primary and secondary schools, it is the Department's presumption that the LA 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.

## Main body of the Report

6. De-delegated services are for maintained schools only, and is not an option for academies, special schools, nursery schools or PRUs.
7. The funding for de-delegated services is allocated through the formula to maintained schools, but the agreed funding is then passed back for maintained mainstream primary and secondary schools with Schools Forum approval, so that the Local Authority can provide the service centrally.
8. Schools Forum members are required to agree the decision to de-delegate the budget on an annual basis. For 2021-22, the recommendation is to retain the same level of per pupil funding for the services.
9. Table 1 below sets out the current amount per pupil and provides an indication of the financial impact on a school for each de-delegated service.

Table 1:

De-delegation: Cost to a school	Intervention		CISS	Ethnic minorities & bilingual learners	Trade Union cover
	Primary	Secondary			
Per Pupil	£11.00	£9.68	£12.18	£1.91	£1.50
Primary School - pupil numbers					
100	£1,100		£1,218	£191	£150
210	£2,310		£2,558	£401	£315
315	£3,465		£3,837	£602	£473
630	£6,930		£7,673	£1,203	£945
Secondary School - pupil numbers					
600		£5,808	£7,308	£1,146	£900
900		£8,712	£10,962	£1,719	£1,350
1200		£11,616	£14,616	£2,292	£1,800

10. Table 2 below summarises the current DSG budgets for de-delegated services against previous years. These budgets reduce year on year due to pupil numbers reducing in maintained schools through academy conversions. The figure for 2021-22 is dependent on final maintained pupil numbers which will be known in December:

Table 2:

<b>De-delegated Services Budgets:</b>	<b>2021-22 (Forecast)</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
Intervention	£272,453	£290,779	£300,967	£386,840	£635,108
CISS	£308,364	£328,656	£339,862	£437,448	£527,309
Support to underperforming ethnic groups and bilingual learners	£48,356	£51,538	£53,295	£68,598	£82,690
Trade Union	£37,976	£40,475	£41,855	£53,873	£64,940
	<b>£667,149</b>	<b>£711,448</b>	<b>£735,979</b>	<b>£946,759</b>	<b>£1,310,047</b>

11. Schools Forum members are required to agree the decision to de-delegate the budget on an annual basis. For 2021-22, the recommendation is to retain the same level of per pupil funding for the services.
  
12. Each respective service is described in the attached annexes and includes the cost per pupil, an explanation of the benefits of the service, the impact if Schools Forum do not agree the funding, how the expenditure will be monitored and how the impact of the proposal will be evaluated.
  
13. Schools Forum members for primary maintained schools and secondary maintained school must decide separately for each phase whether a service should be de-delegated.

## Annex A

DSG DE-DELEGATED PROPOSAL 2021-22		
Title of proposal	Intervention (schools in financial difficulties)	
Contact Name & job title:	Contact tel:	Contact email:
Adrian Orr Assistant Director Education and Learning	01473 264709	adrian.orr@suffolk.gov.uk
Annual budget £	2020-21 (for information)	2021-22
	£290,779	tbc
Which phase does this support?	Primary	Secondary
	X	X
Amount per pupil £	Primary	Secondary
	£11.00	£9.68
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<p>In times that are more complex than ever, schools can find themselves in financial difficulties for a variety of reasons. Not all the reasons for such difficulties can be predicted or planned for. Additionally, schools with significant performance challenges can face specific problems around leadership, governance, staffing, HR and finance. This resource is intended for intervention where financial difficulties have arisen despite early support for financial management.</p> <p>This funding resource supports LA maintained schools from the potentially disproportionate impact of the circumstances set out above. As part of section 13A of the 2006 Education and Inspections Act, the council has a duty to ensure a high standard of education and must intervene to address concerns using its range of statutory interventions. The council has a responsibility to ensure that the schools it maintains are provided with the appropriate support and challenge to address financial concerns and this resource supports that duty, by ensuring there is an appropriate centrally held resource to draw upon to ensure children receive and appropriate education.</p>		
What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).		
<p>Individual schools, their leaders and governing bodies would need to carry the full cost implications and responsibility for any of the issues set out above. In many cases, the scale of these costs would have significant impact on the efficient running of the school and the quality of education provided to children. Effective use of school budgets means that any reserves held are unlikely to cover these unusual expenses. Governors and school leaders would be placed</p>		

in very challenging circumstances that they may be unable to resolve. In the most challenging circumstances, the viability of some schools would be put in doubt. There are past examples where school leadership has changed unexpectedly requiring a rapid response; this funding enabled the LA to ensure that the school received immediate support and then a strong plan for recovery. If a school had to be closed this would have significant impact on surrounding schools who would potentially have to take in additional pupils. In some cases, the school would have to close to pupils before formal closure was completed. This means that local schools might have to take additional pupils with very short warning.

## Annex B

DSG DE-DELEGATED PROPOSAL 2021-22		
<b>Title of proposal</b>	County Inclusion Support Service (CISS)	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Sally Blackman	07860 827812	Sally.Blackman@suffolk.gov.uk
<b>De-delegated Annual budget £</b>	2020-21 (for information)	2021-22
	£328,656	TBC
<b>Which phase does this support?</b>	Primary	Secondary
	yes	yes
<b>Amount per pupil £</b>	Primary	Secondary
	£12.18	£12.18
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<b><u>Overview</u></b>		
<p>CISS is an outreach service for pupils in mainstream school from Reception (YR) to Year 11 with communication and interaction needs and/or social, emotional, and mental health difficulties. Qualified teachers and Specialist Inclusion Assistants support school staff with the inclusion of pupils through 1:1 modelling, advice, guidance, and staff training. CISS Business Support Officers provide administrative support and produce bespoke visual resources to enhance effective inclusion for pupils on caseload.</p> <p>The number of children and young people with communication and interaction and/or social, emotional, and mental health needs is rising in Suffolk:</p>		
Year	Percentage of pupils in Suffolk whose primary need is ASD (i.e. communication and interaction needs)	Percentage of pupils in Suffolk whose primary need is SEMH needs
2016	10.5 *	17.2
2018	12.4 *	15.8
2020	13.3 *	18.8
<b>* higher than the percentage for England</b>		
<p>There are currently 779 pupils open to CISS. Pupils receive a varying level of support according to their level of need. 700 referrals were received during 2019-20, of which 275 were immediately accepted and 295 were 'explored' further without immediately accepting to caseload.</p>		
Autumn term referrals 2019	Spring term referrals 2020	Summer term referrals 2020
401 (182 accepted, 155 explores)	236 (68 accepted, 122 explores)	63 (25 accepted, 18 explores)

39% of referrals were accepted, 42% were explored; this resulted in 81% of referrals having direct support from CISS following a referral. This is an increase of 9% from 2018-2019 when 72% of referrals were accepted, which was an increase of 12% from 2017-18.

CISS are supporting 280 schools across Suffolk through referrals, inclusion support meetings and annual packages. This is an increase of 25 schools compared to last year.

CISS, as one of the Specialist Education Services, will continue to be an integral part of the SEND Strategy 2020-2023 as an early intervention service, supporting mainstream schools with their effective and appropriate inclusion of vulnerable SEND pupils. CISS works closely with the IYFAP, MAAP, SEP and SAP processes.

The above in mind, from September 2019, CISS successfully moved to an 'open' referral system instead of a termly referral point to facilitate an improved model of earlier intervention. In addition, Inclusion Support Meetings have been running across the county during 2019-20 six times a year, enabling schools to access even earlier advice and guidance, without the need to refer at that point. 374 schools accessed an inclusion support meeting during 2019-20, with a total of 890 pupils discussed.

The proposed allocation of funds from the DSG de-delegated fund is essential to the overall funding of CISS this year and will continue to be essential moving forwards as the service transforms further into an early intervention service.

The benefits to agreeing this proposal are:

- Schools will continue to receive support for vulnerable SEND pupils with communication and interaction needs and/or social, emotional, and mental health difficulties through modelling strategies and interventions, advice, guidance and training.
- Schools will continue to have access to advice and guidance from a specialist CISS teacher for pupils who have been previously known to CISS. These pupils can also be re-referred in, if appropriate.
- Schools will continue to have access to advice and guidance from a specialist CISS teacher for pupils who do not meet the core offer criteria.
- Schools will continue to have access to advice and guidance from a specialist CISS teacher for whole school inclusion issues and inclusive practice.
- CISS will work in partnership with the Education and Learning team to ensure there is support for schools to improve inclusive practice.

Below are the results of a quality assurance survey conducted with Suffolk schools for the year 2019-20:

	Excellent	Good	Satisfactory	Cause for Concern
Quality of CISS support	70%	22%	7%	1%
Quality of CISS advice and feedback	58%	36%	6%	
Punctuality and reliability	75%	23%	2%	
Impact of CISS support and interventions in	39%	47%	12%	2%

supporting vulnerable pupils				
Effectiveness in CISS support in upskilling school staff to support vulnerable pupils	45%	43%	12%	

A wealth of qualitative feedback was also captured through the survey:

“Our CISS worker is worth her weight in gold- her support invaluable, her wisdom appreciated and her ability to resource us/ access further support is simply brilliant! Thank you CISS.”

“CISS is such a valuable service and we really appreciate the support and ideas of the CISS teachers. The CISS teachers continue to go above and beyond. They are always a listening and reassuring ear, have a huge range of resources and ideas to share and help us to support some of our most challenging and vulnerable pupils successfully.”

“As a School we have found the CISS workers very professional, knowledgeable and always ready to support school with a positive approach.”

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

If this proposal is not agreed there will be the following impact:

- The offer of support to schools and their pupils will be significantly reduced and this may:
  - be detrimental to outcomes for pupils across Suffolk
  - be detrimental to inclusive practice of schools across Suffolk
  - increase fixed term and permanent exclusions
  - increase pressure on the High Needs Block funding as more children and young people may require alternative or specialist provision. This would mean there would be a need to ask schools’ forum to move more funds into high needs block as there would be more demand for specialist places.
  - Suffolk County Council will be less able to fulfil its commitment in the SEND strategy and accompanying SEND action plan to establish an early intervention service to improve outcomes for vulnerable SEND pupils in Suffolk.

**How will the expenditure be monitored?**

In the newly restructured Inclusion Services, the management team, led by Judith Mobbs, will scrutinise budgets monthly and the CISS budget will be part of this process.

The CISS budget will be presented to the High Needs Working Group when they meet.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

Over 2019-20, CISS introduced the following measures:

- Pupil targets are set and reviewed using a scaling approach to measure progress.
- Case studies are completed describing CISS involvement and impact.
- Thrive programme: All CISS Teachers are Thrive trained. Where appropriate CISS teachers use Thrive assessments to measure the impact of Thrive support programmes that they have put in place.
- A Quality Assurance survey is sent out to all schools in Suffolk gathering qualitative and quantitative data about the effectiveness of CISS in supporting them with inclusive practice and improving outcomes for pupils on caseload.
- All CISS CPD delivered to schools is evaluated.

These measures will be continued to evaluate the impact of the proposal. In addition, the following measures will be introduced this year:

- CISS reports will be moderated against quality assurance standards to ensure that written reports add value to whole school practice and the support available to individual pupils.
- Information will be triangulated to capture school access to and engagement with the service and compared with schools' inclusion-related data.
- Data will be gathered regarding pupils' destinations and progress for pupils who have received CISS input.

## Annex C

DSG DE-DELEGATED PROPOSAL 2021-22		
<b>Title of proposal</b>	Support to underperforming ethnic groups and bilingual learners	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2020-21 (for information)	2021-22
	£51,538	TBC
<b>Which phase does this support?</b>	Primary	Secondary
	Yes	Yes
<b>Amount per pupil £</b>	Primary	Secondary
	£1.91	£1.91
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>Suffolk County Council provides targeted support for Gypsy, Roma and Traveller (GRT) pupils who live in the county in order for them to overcome the barriers to accessing school through the work of a Gypsy Roma &amp; Traveller Engagement Officer. This includes visits to sites and encampments, work with early years settings, the health care trust and with family centres, as well as schools to ensure the speedy application and enrolment and ongoing attendance of GRT pupils in Suffolk schools. Nationally pupils from Gypsy and Traveller backgrounds underachieve and frequently have poor and interrupted educational experience. Research from the Education Policy Institute (EPI) suggests they are, on average, at least two years behind white British pupils. In Suffolk, their performance is widely variable but often higher than their peers nationally, despite achieving significantly less well than other pupils.</p> <p>This strand of work continues to be necessary and increasingly complex, due to rising numbers of European Roma pupils, many of whom have not accessed schooling until entering the U.K. Almost all have English as an additional language (EAL) and many with their first language being spoken word only, thus presenting specific challenges in relation to the teaching of literacy.</p> <p>The additional impact of Covid-19 has made this work increasingly important as families are needing support to access changing guidance, accurate information, and support regarding their schooling. The role of the GRT Engagement Officer has continued to build confidence and keep families connected with schools under such unprecedented times.</p> <p>A notable success of this work continues to be the high percentage of GRT pupils attending early years settings and schools, including some continuing into secondary education. An area of focus with the GRT Engagement Officer has been to maintain a robust database of GRT pupils in Suffolk settings, working with school leaders and health and support services to ensure the LA has an accurate view of the extent of support and the level of need. Through this work, trust is built with the GRT families. They are encouraged to declare their status and enrol their children in local schools. Regular, timely and effective communication between the Engagement Officer and the receiving school ensures better preparation to receive a child and therefore builds understanding and confidence between all stakeholders. The link between attendance and</p>		

achievement for families is sensitively strengthened, with parents treated as equal partners. The risk of children missing education is therefore minimised.

GRT pupils nationally are over-represented in pupils being electively home educated and not in school, often likely to leave formal education at the end of Key Stage 2. In Suffolk, we have records showing 6% of EHE pupils are from GRT. Although we do know that this figure is likely to be higher as this group are reluctant to disclose their background. The work of the GRT Engagement Officer has supported the Elective Home Education (EHE) Team to increase effective engagement with GRT families. This joint work between officers ensures GRT families have an accurate understanding of EHE and have access to the support and resources they require to make an informed decision about educational provision and are therefore more likely to access an appropriate education and also re-engage into mainstream education.

The second strand for this resource is to be used to ensure school leaders are supported in meeting the needs of the EAL pupils who attend their settings, through opportunities for joint collaborative working; sharing strategies; working together on new approaches and access to research and new initiatives. This is essential to ensure no school leader feels isolated in their drive to ensure provision meets the needs of this vulnerable group of learners. EAL pupils need to quickly develop skills which enable their access to more formal qualifications. This improves their integration into life in the UK, maximising their skills, opportunities, and prospects. This way they are likely to make a significant contribution to the workplace and to society in this country. An increasingly significant number of pupils with EAL continue to arrive in the UK, part way through their schooling. The number of Suffolk schools welcoming pupils with EAL also continues to increase. During 2019, the number of EAL pupils recorded constituted 8.7% of pupil population in Suffolk and this has risen to 9.9% during 2020. This number is the tip of the iceberg as these communities are often not forthcoming in identifying their children as EAL. This is further evidence to support working with these families building professional trusting relationships.

This resource has ensured that schools, wherever they are on their EAL journey, can access support to further improve outcomes for pupils with EAL. This is being achieved through the facilitation of school to school support, provision of a network of EAL expertise, which includes EAL Specialist Leaders of Education (SLE) and a provision for Continuing Professional Development (CPD).

In addition, the resource has been used to enable interested schools to undertake their own research based EAL projects, with the support and guidance of the Ipswich Research School. Disseminating successful outcomes to other Suffolk schools will ensure a wider impact and enable others to benefit from the research. The focus of research is sustainable improvements in outcomes for learners with EAL, including consideration of:

- initial assessment
- EAL pedagogy
- access to sustainable learning resources
- induction process
- pastoral support
- engagement with families

In 2019-2020 there were 8 projects which were funded with the prerequisite of disseminating the methodology and outcomes to all Suffolk schools.

An example is a Nursery project aimed to enhance the progress of children with EAL through a series of activities linked to stories based on the EYFS framework. The evaluation, which included pre and post testing of each child's profile and qualitative feedback collected from practitioners and parents, demonstrates clear improvement in confidence and engagement of the children. Parental confidence in reading and using books within the family home to support learning was enhanced. The information about this intervention has been shared with other schools and

settings in the local area and a further learning was disseminated at the EAL Conference which all Suffolk schools were able to access.

The successes of these are being harnessed as schools are sharing results and positive findings. This work is developing further as there are an additional 7 schools signed up, taking part in projects for the school year 2020-2021. The increases opportunity for collaboration and benefits maintained schools, across all phases of education and is particularly powerful in developing school to school support and active collaborations within Suffolk.

In spite of the complications, uncertainty and impact of Covid-19 on education, much of the EAL project work has been able to continue throughout this time and has helped support these communities and families in what would have been an even more isolating time for them.

Additionally, this resource also supported an online learning platform in a group of schools. The online platform enables pupils to access support with vocabulary and grammar acquisition both in school and at home. This has been particularly invaluable to the support EAL pupils home learning during this Covid-19 period.

Suffolk schools have also benefitted from this resource through, high quality support and CPD from the nationally recognised EAL Academy which has been made available with a view to sharing evidence-based initiatives to improve outcomes. For example, the most recent CPD on offer to all schools is 'Raising outcomes for advanced EAL Learners'. In addition, the EAL Academy has provided a framework against which schools can accurately self-assess the quality of their EAL provision. This forms part of the Suffolk EAL peer review process, in line with the Raising the Bar Strategy.

To further highlight and share expertise, the Suffolk EAL Conference in November 2019 provided an opportunity for school leaders to develop understanding of strategies for developing quality first teaching and improved outcomes for pupils with EAL with particular reference to a language rich and inclusive curriculum.

During the academic year 2019/20 the number of EAL pupils who have benefitted from the work supported by this resource is 4894 pupils. This includes 150 EAL Roma/Bulgarian Gypsies and 145 English and Irish Gypsy travellers that have been directly supported through work with them and their families. In addition, more children and young people have been impacted through the sharing of effective practice; school to school support and trialling new initiatives supported through this resource.

It is proposed that this resource should continue to be allocated to enable schools to be best placed to support the needs of this growing cohort, develop and share expertise and improve practice so that all Suffolk pupils, regardless of their school setting and English language level, achieve their full potential.

The support and challenge of the Standards and Excellence team will ensure that school leaders are evaluating the impact of actions on improving the outcomes of all vulnerable groups, and this will include a focus on ensuring school leaders have access to advice and support regarding the EAL cohort, through this resource.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

- GRT children would arrive in schools and settings where support would have to be sought from other schools. More enquiries from these communities would be directed at school and settings putting extra demands on leaders and staff
- Reduced application and attendance of GRT pupils at school and nursery, leading to poorer outcomes at all key stages. Increased percentage of pupils who are electively home educated, potentially impacting on adult literacy and numeracy skills which lead to limiting adult career choices.

- The understanding trust building and strengthening of GRT community links would diminish reducing the likelihood of positive working relationships and integration into school communities
- Outcomes and progress for pupils with EAL would be at risk of continuing to vary widely across Suffolk, with pupils from some schools significantly underachieving, potentially impacting on onward journeys, career and life opportunities; pockets of poor social mobility and inequalities would increase.
- School leaders may be isolated in their work to ensure provision meets the needs of EAL pupils.
- The opportunities to share what has worked and implement new initiatives would be diminished.
- The momentum gained in the school to school support and sharing of good practice/networking would be impacted and diminished

#### **How will the expenditure be monitored?**

- Monthly and quarterly budget reports
- Line manager 1:1 meeting – strategic leads
- Monthly Education & Learning leadership meetings
- Priority Schools meetings
- School Improvement Accountability Board meetings
- School to school support partnership

#### **How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

- Achievement evidence will be analysed to evaluate the impact on reducing the attainment gap between underperforming ethnic groups and bilingual learners and their peers.
- Officers will follow up in their conversations with school leaders to monitor the impact of school to school support on improving the quality of provision for EAL learners and to develop sharing of good practice through locality plans.
- Outcomes of EAL peer reviews and external reviews of the quality of EAL provision within Suffolk schools will be evaluated.
- Feedback from School leaders' will be sought to confirm that they have access to appropriate resources to improve outcome for pupils with EAL.
- Suffolk will have an increasing number of schools which attain the nationally recognised EAL Quality Mark
- Data showing access to the Suffolk learning website will be analysed to evaluate the reach of this source to share information.

## Annex D

DSG DE-DELEGATED PROPOSAL 2021-22		
Title of proposal	Trade Unions	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2020-21 (for information)	2021-22
	£40,475	TBC
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Amount per pupil £</b>	Primary	Secondary
	£1.50	£1.50
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>For some years the council has had a collective arrangement around trade union engagement for maintained schools. The funding provides for regular meetings between the trades unions and the council negating the need for maintained schools to all make their own separate and individual trade union arrangements. This approach is intended to support school leaders and we believe there are benefits in being able to work collectively with all of the appropriate trade unions for both school leaders and the county council. The arrangement assists the council and unions in discussion, about policy, local issues and through frequent informal discussion allows issues and concerns to be addressed early. Retaining this arrangement supports in managing the risk of an additional burden of activity falling upon school leaders and governors.</p>		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
<p>Schools will need to make their own arrangements for trade union membership and negotiations. It is likely that school leaders will need to undertake additional activities such as negotiating individual school arrangements with all of the teaching and staff unions which currently is facilitated by the LA.</p>		
<b>How will the expenditure be monitored?</b>		
<p>The expenditure is monitored against the budget on a regular basis and new arrangements for budget reporting will be developed as part of changes to the responsibility of staff in the council. It is envisaged that a termly report of expenditure will be in place by Christmas.</p>		
<b>How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).</b>		
<p>Headteachers themselves will need to decide upon the effectiveness of this arrangement although there is a high probability that if such an arrangement was not in place school leaders would need to undertake potentially significant additional work against a backdrop of existing heavy work-loads.</p>		

