

Committee:	Schools Forum
Meeting Date:	18 th November 2019
Title:	Approval of De-delegated Budgets 2020-21
Author:	Sonya Harban, Strategic Finance Partner CYP
Decision making / consultative / information:	Decision Making
Who can vote?	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

5. De-delegated services are for maintained schools only, and is not an option for academies, special schools, nursery schools or PRUs.
6. 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.
7. Schools Forum members are required to agree the decision to de-delegate the budget on an annual basis. For 2020-21, the recommendation is to retain the same level of per pupil funding for the services.
8. 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

9. Table 2 below summarises the current DSG budgets for de-delegated services against the previous 2 years. These budgets reduce year on year due to pupil numbers reducing in maintained schools through academy conversions. The figure for 2020-21 is dependant on final maintained pupil numbers which will be known in December:

Table 2:

	2020-21 (Forecast)	2019-20	2018-19	2017-18
De-delegated Services Budgets:				
Intervention	£292,276	£300,967	£386,840	£635,108
CISS	£330,249	£339,862	£437,448	£527,309
Support to underperforming ethnic groups and bilingual learners	£51,788	£53,295	£68,598	£82,690
Trade Union	£40,671	£41,855	£53,873	£64,940
Total	£714,984	£735,979	£946,759	£1,310,047

10. Schools Forum members are required to agree the decision to de-delegate the budget on an annual basis. For 2020-21, the recommendation is to retain the same level of per pupil funding for the services.
11. 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.
12. 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 2020-21		
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 £	2019-20 (for information)	2020-21
	£300,967	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>Schools can find themselves in financial difficulties for a variety of reasons. Not all the reasons for these 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>The contingency fund protects 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 fund 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).		
Individual schools would need to carry the full cost implications of 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 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 support for 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 2020-21								
Title of proposal	County Inclusion Support Service (CISS)							
Contact name & job title:	Contact tel:	Contact email:						
Sally Blackman	07860 827812	Sally.Blackman@suffolk.gov.uk						
De-delegated Annual budget £	2019-20 (for information)	2020-21						
	£339,862	TBC						
Which phase does this support?	Primary	Secondary						
	yes	yes						
Amount per pupil £	Primary	Secondary						
	£12.18	£12.18						
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).								
<u>Overview</u>								
<p>The County Inclusion Support Service (CISS) was launched in April 2017, as a result of the merger between the County Inclusive Resource (CIR) and the Behaviour Support Service (BSS). Following a consultation regarding the Inclusion Services, CISS was restructured and a new model of the service was launched in April 2018 to support the delivery of the SEND strategy and accompanying action plan 2017 – 2020.</p> <p>CISS is an outreach service for pupils in mainstream school from Reception class (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 successfully referred to the service through 1:1 modelling, advice and 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>There are currently 1,485 pupils on the core CISS caseload. Pupils receive a varying level of CISS support according to their level of need. Once referred to the service, pupils remain on caseload until the end of Year 11 without the need to re-refer.</p> <p>CISS received 367 referrals during 2018-19, of which 267 were accepted.</p> <table border="1"> <thead> <tr> <th>Autumn term referrals 2018</th> <th>Spring term referrals 2019</th> <th>Summer term referrals 2019</th> </tr> </thead> <tbody> <tr> <td>119 (79 accepted)</td> <td>141 (105 accepted)</td> <td>107 (82 accepted)</td> </tr> </tbody> </table> <p>72% of referrals were accepted during 2018-19 which is an increase of 12% from 2017-18.</p> <p>CISS are supporting 255 schools across Suffolk. This is an increase of 30 schools compared to last year. The number of schools making new referrals at each termly referral meeting is increasing.</p> <p>This increase in referrals correlates with the data from the SEND sufficiency plan regarding the increase in the number of children with complex needs. CISS works closely with the IYFAP, MAAP and SEP processes.</p>			Autumn term referrals 2018	Spring term referrals 2019	Summer term referrals 2019	119 (79 accepted)	141 (105 accepted)	107 (82 accepted)
Autumn term referrals 2018	Spring term referrals 2019	Summer term referrals 2019						
119 (79 accepted)	141 (105 accepted)	107 (82 accepted)						

CISS is integral to the SEND strategy 2017 – 2020. A key priority of the strategy is to: “Extend outreach services to support children to continue to access mainstream education where appropriate and provide this support earlier.”

The SEND Action Plan, which accompanies the strategy, sets out how CISS will be extended into an early intervention service supporting mainstream schools with the effective and appropriate inclusion of vulnerable SEND pupils, with the aim of reducing the number of pupils who reach ‘crisis point’ and go on to need alternative and specialist provision.

From September 2019, CISS moves to an ‘open’ referral system instead of a termly referral point to facilitate an improved model of earlier intervention.

As part of the action plan, Inclusion Surgeries have been running during 2018-19 across the county 5 times a year, enabling schools to access advice and guidance regarding pupils not currently on caseload. 232 schools accessed an inclusion surgery during 2018-19, with a total of 930 pupils discussed. Many of these pupils met the core offer and so were added to CISS caseload. From September 2019, the surgeries become ‘Inclusion Support Meetings’, which will be held 6 times a year, and will use a less bureaucratic approach to enable easier access to even earlier intervention.

In addition, following a successful bid to NHS England, an income stream has been secured to employ Family Support Practitioners (FSPs) to strengthen the work of school staff and CISS teachers by supporting families of children and young people on caseload.

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 into an early intervention service.

The benefits to agreeing this proposal are:

- Schools will continue to receive support for vulnerable SEND pupils with a range of difficulties through 1:1 modelling, advice, guidance, training and work with parents in school.
- School staff will continue to benefit from Specialist CISS Teachers sharing skills and knowledge, enabling mainstream staff to enhance inclusion within their schools. They will also have access to peer to peer solution focussed work to improve outcomes for pupils.
- Schools will have access to support for pupils referred to the service from year R to year 11 without the need to re refer. Schools will benefit from support with transition planning for pupils on caseload, where appropriate.
- School staff will continue to benefit from support with working with parents/carers of pupils on caseload.
- CISS will be able to extend its early intervention offer to schools, in line with the SEND strategy. Inclusion Support Meetings will be part of the early intervention offer.
- Access to support from Family Support Practitioners for identified families of children and young people on CISS caseload.
- As part of the SEND strategy CISS will work in partnership with the Education and Learning team to ensure there is support for schools to improve inclusive practice.

The results of a quality assurance survey conducted with Suffolk schools in the summer term 2018 are as follows. The quality assurance data is collected during the summer term on an annual basis and so at the time of completion is not available for 2018-19.

	Excellent	Good	Satisfactory	Poor	Inadequate
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Quality of CISS support	75%	22%	3%		
Quality of CISS advice and feedback	79%	19%	2%		
Impact of CISS interventions	55%	40%	5%		
Impact of CISS inclusion surgeries	76%	18%	6%		

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

“A really professional service with practical strategies that can be implemented easily... and have an impact. A wealth of expertise and knowledge.”

“Colleagues from CISS have been integral in supporting with our inclusion and ability to work with highly vulnerable children”

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 the 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 on a monthly basis 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).

CISS will have the following measures in place which will be used in the future to evaluate the impact of the proposal:

- Pupil targets will be set and reviewed using a scaling approach which will measure progress. The information will give quantitative data.
- Case studies will be completed describing CISS involvement and impact. This information will give qualitative data.
- Thrive programme: All CISS Teachers are Thrive trained. Where appropriate CISS teachers will use Thrive assessments to measure the impact of Thrive support programmes that they have put in place.
- A Quality Assurance survey will be 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 will be evaluated.

Annex C

DSG DE-DELEGATED PROPOSAL 2020-21		
Title of proposal	Support to underperforming ethnic groups and bilingual learners	
Contact name & job title:	Contact tel:	Contact email:
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
Annual budget £	2019- 20 (for information)	2020-21
	£53,295	TBC
Which phase does this support?	Primary	Secondary
	Yes	Yes
Amount per pupil £	Primary	Secondary
	£1.91	£1.91
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<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 & 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>A notable success of this work has been 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 achievement for families is sensitively strengthened, with parents treated as equal partners. The risk of children missing education is therefore minimised.</p> <p>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. The work of the GRT Engagement Officer has supported the Elective Home Education (EHE) Team to increase</p>		

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.

This resource is also used to address inequalities through providing schools high quality guidance on how to recognise, prevent and deal effectively with stereotyping and prejudice. This work has been highly successful in increasing the rigour with which schools monitor the performance of minority groups. Specialist guidance has been developed to support schools to prevent, record and act when prejudice related incidents occur, and in providing a curriculum which promotes diversity and understanding.

The third strand for this resource is to be used to maintain and develop the existing range of support offered to schools in meeting the learning needs of and improving outcomes for pupils with EAL. This is essential in ensuring a narrowing of the attainment gap for this vulnerable group of learners. EAL pupils need to quickly develop skills which enable their access to more formal qualifications. This will support their better integration into life in the UK, maximising their skills, opportunity 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.

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 the creation of EAL Specialist Leaders of Education (SLE) and a selection of Continuing Professional Development (CPD). Additionally, a number of schools have been enabled to undertake their own research based EAL projects, with the support and guidance of the Ipswich Research School, with a view to disseminating successful outcomes to other Suffolk schools. The increased opportunity for collaboration has benefited maintained schools, across all phases of education.

High quality support and CPD from the nationally recognised EAL Academy has been made available to schools with a view to sharing evidence-based initiatives to improve outcomes. Furthermore, the EAL Academy has provided a framework against which schools can accurately self-assess the quality of their EAL provision. This forms part of a newly established Suffolk EAL peer review process, in line with the Raising the Bar Strategy. To further highlight and share expertise, all Suffolk schools are invited to attend the Suffolk EAL Conference in autumn 2019, which will showcase best practice within Suffolk and include input from national experts.

It is proposed that this resource should continue to be allocated to enable schools to 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.

Standards and Excellence officer visits continue to focus on the achievement of all groups of vulnerable pupils and leaders' actions to address gaps in learning and in end of key stage attainment. This is enabling school to school support, promoting communication and joint work between schools across pyramids and, crucially, is increasing levels of confidence and expertise. The impact of this will be measured in pupils' outcomes as the programme continues to develop.

The support and challenge of the Standards and Excellence team will ensure that leaders are measuring the impact of their actions on improving the outcomes of all vulnerable groups, and this will include a focus on ensuring school leaders make best use of the advice and support on offer 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.

- Prejudice related incidents in schools which are not robustly managed could potentially lead to on-going tensions within schools which escalate into communities; safeguarding concerns in schools which do not manage these incidents effectively, affecting pupil and adult safety and impacting on Ofsted inspection outcomes. More calls on Police services.
- 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.

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).

- The attainment gap between underperforming ethnic groups and bilingual learners and their peers is substantially reduced and on track to be eradicated.
- Reduced numbers of referrals to the police about prejudice related incidents, schools are identified as taking effective action when these incidents occur so that safeguarding is robust.
- Officers to contribute to the monitoring of impact of leaders' actions following 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.
- School leaders' feedback will 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.

Annex D

DSG DE-DELEGATED PROPOSAL 2020-21		
Title of proposal	Trade Unions	
Contact name & job title:	Contact tel:	Contact email:
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
Annual budget £	2019-20 (for information)	2020-21
	£41,855	TBC
Which phase does this support?	Primary	Secondary
	√	√
Amount per pupil £	Primary	Secondary
	£1.50	£1.50
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<p>There is collective trade union membership for maintained schools provided by this funding which negates the need for maintained schools to all make their own separate trade union membership arrangements with a range of staff unions. This arrangement is intended to support school leaders and there are clear benefits to being able to work collectively with all appropriate unions for both school leaders and the county council. The arrangement keeps relationship between staff, unions, senior managers in school positive and constructive, it enables 'low key' informal discussion to take place. Retaining this arrangement supports in managing the risk of an additional burden of activity falling upon school leaders and governors.</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>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>		
How will the expenditure be monitored?		
<p>The expenditure is monitored against the budget on a regular basis.</p>		
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).		
<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 additional work against a backdrop of already heavy work-loads.</p>		